

Somerville Primary School

Special Educational Needs and Disability Policy



Rationale

At Somerville Primary School we are committed to providing an appropriate and high quality education for all of our children including those in the Foundation Stage. We believe that all children including those identified as experiencing special educational needs or a disability (SEND) have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

This does not mean that we treat all learners in the same way, but that we will respond to the differing learning styles and needs of individual pupils. Educational inclusion is about equal opportunities for all learners irrespective of their age, gender, ethnicity, impairment, health, attainment or background.

We recognise that pupils learn at different rates and that there are many factors affecting achievement. Many pupils, at some time in their school career, may experience difficulties which affect their learning which may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The school has a Disability Equality Scheme which describes Somerville's approach to inclusion in more detail.

Objectives

- To ensure that the Children and Families Act, Disability Act and relevant Codes of Practice are implemented effectively across the school.
- To ensure that the school's positive approach to inclusion is shared by staff, pupils, parents and the wider community.
- To ensure that staff, funding and resources are efficiently and appropriately managed for the full benefit of the relevant pupils.
- To promptly identify the needs of children experiencing some form of difficulty.
- To provide support, monitor progress and assess attainment appropriately and on a regular basis.
- To provide full access to the curriculum (except in rare cases of disapplication) through differentiated planning.
- To provide specific input matched to individual needs where appropriate.
- To ensure that pupils and their parents/carers are partners in decision making and in the support provided for pupils experiencing special educational needs.
- To work closely with outside agencies and support services to provide help whenever it is needed.
- To provide pupils experiencing SEND with the basic skills of literacy, numeracy and social independence to meet the demands of secondary school and adult life.

Roles and Responsibilities

The Governors

The Governing Body is accountable for the school's SEND policy. It is the role of the governing body to:

- Appoint a governor with responsibility for SEND.
- To ensure that all necessary provision is made for pupils experiencing SEND.
- To evaluate annually the SEND element of the school's development plan.

The Head Teacher

The Head Teacher has overall responsibility for the implementation of the SEND policy. In conjunction with the governing body the head teacher will:

- Determine appropriate staffing and funding arrangements
- Advise and inform governors of SEND issues
- Appoint an SEND co-ordinator (SENCO). The SENCO at Somerville Primary School is Denise Macdonald whose overall role is Assistant Head for Inclusion.
- Ensure that the school meets its SEND responsibilities.
- Request that the Local Authority (LA) carry out a statutory assessment where the need has been identified

The Special Needs Co-ordinator

The SENCO is the designated teacher with responsibility for:

- The day to day operation of the school's SEND policy
- Liaising with and advising colleagues on SEND matters
- Coordinating provision of staff and resources for children experiencing SEND
- Maintaining the school's SEND register and overseeing SEND pupil records
- Ensuring the school's "Local Offer" is available for parents to view on the school's website
- Liaising with parents
- Identifying and providing for in-service training needs.
- Liaising with external agencies
- Liaising with the Governing Body

Class Teachers

Class teachers are responsible for the day to day teaching of children experiencing SEND. They are responsible for:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Monitoring progress and identifying concerns
- Writing and reviewing Individual Plans for pupils receiving SEN Support
- Liaising with the SENCO in writing, delivering and reviewing individual plans for identified children.

Support Staff

Somerville Primary School employs a significant number of support staff. All classes have access to a Teaching Assistant for most, if not all, of the school day.

In addition to this, there are a number of teaching assistants working as part of the Inclusion Team who are deployed by the SENCO to deliver specific SEND support to individuals or small groups of pupils either within class or through particular intervention strategies delivered when pupils are withdrawn from class for short periods of time.

SEND Code of Practice

According to the DCSF children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools in the LA
- Are under compulsory school age and fall within the definitions above and would do so if special educational provision was not made for the child

It is expected that a school would make a graduated response to children's needs. The first stage of this would be through the provision of high quality class teaching with appropriate differentiation for all pupils.

According to the Children and Families Act 2014 the New Code of Practice states:-

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (Section 6.15)

Regular assessment and monitoring takes place to track the progress and attainment of pupils from the time they join the school. Where children are identified as needing additional provision this is called 'SEN Support'. (This replaces the previous categories of School Action and School Action Plus) Parents are kept informed of their child's needs and the help put in place to aid their progress.

The SENCO, teachers, pupils and parents are all involved in the 4-part cycle –Assess, Plan, Do, Review. Through this process a child’s individual needs can be identified and appropriate support put in place. Plans will be reviewed regularly and where necessary a further cycle begun.

Where a child is identified as having complex, severe and long term difficulties the school will consider making a request for statutory assessment towards an Education, Health and Care Plan (This replaces the previous Statement of Special Educational Needs)

The Local Authority is undergoing a process to convert all existing statements to EHC plans. This should be completed by April 2018.

Admission arrangements

Somerville Primary School applies the LA admission criteria to allocate places.

Where a request for a place is made on behalf of a pupil who already has a statement or an EHC Plan, the SENCO would make recommendations to the Governing Body detailing whether Somerville was able to meet the needs of that particular child.

Disability Equality and Accessibility

The school has an Equality Scheme and has an on-going action plan to ensure that pupils are not discriminated against or at a disadvantage due to any disability. This plan includes objectives designed to support SEND pupils and to improve accessibility to the environment, the curriculum and information for pupils, parents, staff and the wider community.

At Somerville we strive to make all reasonable adjustments so that any pupil fulfilling the admission criteria can become a full and active member of the school community.

The SENCO liaises regularly with colleagues to ensure that all pupils experiencing SEND have full access to all aspects of the curriculum particularly physical and practical activities, visits, residential and out of hours learning.

Please read the school's Equality Policy, Accessibility Audit and Action Plan for more details.

Identification, Monitoring and Assessment

In addition to the procedures described above under SEND Code of Practice, the school provides a robust system of monitoring and assessment for all its pupils.

Detailed information is collected from parents when a child is admitted to school. Any existing concerns are investigated promptly. Information may also be sought from previous schools or professional already involved with the child.

Class teachers set targets for their pupils early in the year using data collected from previous assessments. Pupils on the SEND register have generally undergone additional assessments to monitor their progress against their previous targets and towards basic literacy or numeracy skills. This information is available to the new class teacher to support target setting.

As much as possible, given the age and understanding of the pupil, targets are shared with children. They are aware of their targets and what strategies they could use to achieve them. At the end of each term there is an opportunity for the child to share their own opinion of the progress they have made.

Class targets are monitored half way through the year and class teachers have an opportunity to discuss with a senior member of staff any child who is not on track to meet their targets. This information can form part of the discussion at review meeting.

Pupils undertaking a specific SEND intervention programme generally undergo a baseline and final assessment to monitor not only their progress but also the effectiveness of the programme overall.

At the end of each academic year the Inclusion Team assess pupils on the SEND register to measure their progress in basic literacy skills.

The SENCO monitors the progress of SEND pupils within the school's tracking process to ensure that they are demonstrating as good a rate of progress as could be expected and that no particular group is underachieving. Any issues that arise are discussed with the head teacher and senior members of staff. Strategies are then put in place to address the problem.

End of Key Stage statutory assessments are analysed to ensure that pupils experiencing SEND have made good progress.

Pupil and Parental Involvement

At Somerville we aim to involve parents and pupils as much as possible in the education process.

For pupils with an EHC plan or statement of special educational needs there is a statutory duty on the school to involve both parents and pupils in the review process.

The SENCO is available to all parents for both formal and informal meetings. Translation services are provided for all community languages where necessary.

Some of the outside agencies linked to school provide individual and group support for parents either in the home or based within the school.

Parents of pupils receiving SEN Support are regularly invited to SEND review meetings. The SENCO is available to parents as part of each term's parents evening.

Links with Outside Agencies

The SENCO works regularly with the Educational Psychology Service and Pupil and School Support Service which both provide support, advice, assessment and training for a range of pupil and staff needs. Other agencies are accessed for specific pupils. These include:

Communication and Autism Team

Speech and Language Therapy Service

Specialist Support Services (Visual and Hearing Impairment)

Physical Difficulties Support Service

Physiotherapy and Occupational Therapy

Health Service

Funding

The Local Authority provides funding for SEND pupils through the notional SEN budget which is part of the school budget share. Additional funds may be provided for pupils with an EHC plan where their assessment of need equates to an amount over a threshold (currently over £6000). This is called 'top up funding.'

It is the SENCO's responsibility, in consultation with the head teacher and governing body, to identify the most appropriate way in which these funds can be allocated to meet the needs of pupils. The majority of the money allows the school to employ support staff to work alongside SEND pupils either individually or in small groups. The amount of time each SEND pupil receives reflects their level of need in particular areas.

Training and Support

In liaison with the Continuous Professional Development (CPD) co-ordinator the SENCO ensures that she is kept up to date with new initiatives and changes in legislation.

Training needs for other teaching and non-teaching staff are audited regularly and a programme of CPD drawn up. Opportunities exist for staff to attend courses and/ or receive individual support from outside agencies.

The educational psychologist and pupil and school support teacher regularly provide training or advice within school particularly on the delivery of intervention strategies. Whole school in-service training in SEND issues is a part of each year's programme of development.

Transfer and Transition

A close working relationship is maintained with local secondary schools to ensure the smooth transition of Year 6 pupils.

Within school opportunities are provided for staff to discuss pupil's needs when they move from one class to another and between phases.

For particular pupils who may find changes in routine stressful, an individual programme of support is provided at the end of each academic year to allay any possible fears.

Safeguarding

The school has a robust procedure to ensure that pupils are kept safe and that any disclosures are dealt with appropriately. Staff are made aware that SEND pupils may have particular difficulty in communicating issues and in some cases may be more vulnerable than their peers. Additional strategies are employed to ensure that pupils can share concerns with adults. For example, visual prompts and mood charts are used with some autistic pupils . Monitoring the emotional well-being of pupils is given a high priority.

Dealing with Complaints

All parents have the opportunity to make an appointment to see either the SENCO or head teacher if they have any concerns or complaints regarding their child's education. A meeting will be arranged as soon as possible. If the situation cannot be resolved parents are able to refer their concerns to the Governing Body.

Monitoring and Evaluation

The SENCO and Assessment Co-ordinator regularly monitor individual pupil progress through whole school monitoring procedures which include testing, lesson observation, book scrutiny and moderation of planning.

Developments within the Inclusion Department are discussed at senior management level and targets set in the school development plan are reviewed at regular stages within each year. Setting new targets is done in the light of needs within SEND and in conjunction with whole school development issues.

The Head teacher monitors developments within SEND and evaluation is carried out by the Governing Body.

Feedback on the policy and its implementation will be taken regularly from all stakeholders and improvements included annually.

To be reviewed September 2020

Denise Macdonald

September 2017