

Meadowfield Primary



# Special Educational Needs and Disability Policy

2018-2019

Meadowfield Primary School

A. Clark

## Introduction

Meadowfield Primary school strives to provide a balanced curriculum of academic, social, cultural and cohesive teaching in which all children are supported to make progress and achieve success.

In order to provide an inclusive curriculum the National Curriculum is modified as necessary, to provide pupils with relevant and appropriately challenging work. In addition to this, teachers' planning addresses any specific learning requirements that could create a barrier. Teachers take account of any child with a special educational need (SEND) and make appropriate provision for them, enabling them to participate effectively in all activities.

## Policy Aims

- ✓ To create a school environment where all children are included, valued and challenged whilst having full access to all elements of the school curriculum
- ✓ To ensure that the specific needs of children are identified quickly and met throughout an inclusive curriculum
- ✓ To provide clear guidance for all school's stakeholders regarding the implementation of the Code of Practice (DfES 2001) within the school
- ✓ To make clear the expectations of all partners in the process of identification and support
- ✓ To identify the roles and responsibilities of staff in ensuring the inclusion of children with specific need

## Definition of Special Educational Need

For the purpose of this policy, and with regard to the Code of Practice, we use the following definition of SEND –

*A child has a special educational need if he or she has a learning difficulty, which calls for special educational provision to be made for him or her*

*A child has a learning difficulty if he or she –*

- a) has a significantly greater difficulty in learning than the majority of children the same age*
- b) has a disability which either prevents or hinders the child from making use of the education facilities of a kind provided for children of the same age in schools within the area of the local authority.*

Learning difficulties can fall into one or more of the following categories –

Speech, language and Communication	Moderate Learning Difficulty	Severe Learning Difficulty	Sensory Impairment
Social, Emotional and Mental Health Needs	Specific Learning Difficulty (Including Dyslexia)	Autistic Spectrum Difficulty	Medical Conditions

SEND can be broken down into three further categories:-

School Support (SS) – The class teacher and learning assistant implements differentiated tasks and resources, involves parents, sets targets and gathers evidence of the child's attainment and progress. The provision map will be kept in the Personal Learning file with regular meetings to review progress. The SENCO will be consulted for advice.

School Support Plus (SSP) – Children who require outside agency involvement due to the specific area of concern that has been identified and those who consistently make little or no progress despite individual programmes of work will be placed at SSP. The appropriate external agencies will be contacted for their expertise and advice in further developing the provision for that child. The child will have an IEP written with their and views of parents taken into account. In some cases a representative from an outside agency may work with the child, observe their learning and behaviour or advise school on supporting their learning and inclusion.

### Education, Health, Care Plans (EHCP)

On the advice from the Educational Psychology Team or Special Educational Needs Team the school may refer a child for an assessment of special educational needs. The local authority can also be approached directly by parents or other agencies in accordance with the procedure set out by the authority in the EHCP guidance

### Provision for children with SEND

The governing body have adopted the Fair Access Admissions Policy of the local authority. The school are committed to providing necessary resources for early identification, assessment and support for all children with SEND.

Whenever there is a concern the school will consult the child, parents, class teachers and other agencies to gain a clear picture of the whole child in order to help put in the correct support from the start.

To school and governing body have appointed A. Clark as SENCO with the responsibility for coordinating the provision for pupils with Special Educational Need supporting the head-teacher in whole school improvement. At all times the SENCO and school will adhere to the guidelines set out in the Code of Practice 2001

#### Role of the SENCO

The role will include overseeing the day-to-day running of this SEND Policy which will operate in line with the Code of Practice and Local Guidance. Other responsibilities include:-

- Liaising with staff to ensure early identification
- Co-ordinate provision for SEND pupils
- Maintain and update the schools SEND register
- Liaise with parents of children with SEND wherever possible
- Liaise and plan with outside agencies to ensure specific needs are met
- Provide the leadership team and governors with regular updates on pupils progress and provision
- Develop best practice in SEND across school
- Use designated non-contact time to develop the schools capacity for SEND provision
- Ensure that all children are involved with planning provision (where appropriate)
- Manage the system for funding for SEND to ensure appropriate levels of income and effective use of resources

#### Role of Headteacher and Governors

The Headteacher will liaise with the SENCO to pass on information on the progress of pupils with an SEND to the governing body. They will ensure that the SENCO is supported through professional development opportunities in and out of school. They will ensure that all statutory reviews are completed appropriately and have an awareness of the day to day running of the SEND policy in school.

#### Role of class teachers

As well as having an understanding that they are a teacher of SEND and are responsible for the progress of all children with SEND they will:-

- Maintain a personalised learning file for their class
- Write IEP's with the support of outside agencies once a term
- Consult with the SENCO regarding any concerns about a child's progress or behaviour
- Discuss concerns and provision map and Individual Education Plan (IEP) targets with parents
- Discuss targets on IEP's with the child
- Tailor the curriculum to suit the needs of all learners
- Deploy classroom assistants and special needs assistants flexibly and effectively
- Meet with the SENCO to update and review the SEND register once a term

#### Role of Parents

All parents will be expected to provide accurate information about their child, support them in their learning and attend meetings to discuss the provision that school has put in place to support their child. To support parents with any concerns that they have about their child's progress they will follow the system of referral outline below.

1. Discuss concerns with the class teacher and/or SENCO
2. Give consent for the school to complete an observation of the child where necessary
3. Give consent for the school to seek advice from outside agencies
4. Support their child in reaching their personal targets and attend meetings about their child's learning.

### Role of outside agencies

To support outside agencies the school will provide clear evidence and information that will help them work transparently and swiftly to ensure that concerns are dealt with quickly and provision is put in place to support as soon as possible. They will also support the SENCO in planning provision and observations and develop the skills of the SENCO to then use in school. The outside agencies will give reasons for judgments and be available to discuss cases with parents where appropriate. They will liaise firstly with the SENCO then the class teacher.

### Identification of Needs

When a parent or class teacher has a concern about any child in their class the school SEND referral system will be followed to ensure that all the correct people are aware and that there are no gaps in the information collected. Following this an Internal Referral Form (IRF) will be completed and a meeting held with parents, teachers and where appropriate outside agencies. For children who have difficulties with reading and writing there may also be a further assessment of need for dyslexic tendencies. A specific learning difficulty (SpLD) in this area would be assessed more formally with the school SENCO following best practice for pupils with Dyslexia. Please see the appendix in this policy for specific information on Dyslexia and the SEND flow chart.

### Documentation

Due to the nature of SEND provision, evidence has to be provided to support funding and applications to other agencies and sensitive documentation is kept by school. All records of pupils support are kept in a lockable filing cabinet. This cabinet is monitored and accessed by the SENCO only. At times, the SENCO will share relevant information with the class teacher, parent or learning assistant involved with the child. It has been made clear to all staff that this information is confidential. If a child is removed from the SEND register, records will be kept for two academic years before they are destroyed. When a child leaves the school in Y6 or if they are due to attend a different educational setting their records will be hand delivered to ensure that the information is kept safe.

Within a file there will be information about, age, family, address and contact details. All involvement from outside agencies will be documented and any reports, letters or observations will be kept.

Once a report is added the class teacher or adults involved will be asked to read it and amend their provision accordingly.

All discussion about a child will be logged and any application forms for support will also be kept in the pupils file.

If you have any concerns about how this data is stored please make an appointment to see the SENCO.

### Parental Involvement

Parents and Partners are involved at every opportunity from early identification of special needs and through each procedure. Due to the way that school is set up, parents regularly see teachers at each 'Pod' and can informally chat with them here or arrange a more formal review meeting. Parents may seek advice from the class teacher about their child's progress at any point in the year and are included in setting the targets for their child. Further concerns can be raised with the SENCO or Headteacher when a suitable appointment has been made. As part of the provision offered to support parents with applications or concerns about their child, the school has a pastoral team who can help or will signpost all parents to the Parent Partnership Service (SENDIASS).

### Resources

A proportion of the school budget, including staff development will be set aside for SEND resources each year. The use and amount of money will be carefully monitored on an annual basis. Records will be kept of the children entitled to provision through the Funding For Inclusion (FFI) budget allocated by the authority.

The Governing Body have appointed C Hicks as the SEND governor with the responsibility of the education provided to the children with SEND and to liaise with the Head and SENCO on all SEND matters.

### Complaints

Any reason for a complaint will be dealt with by the class teacher, SENCO, Headteacher and Governing Body through the schools complaints system.

## Contacts

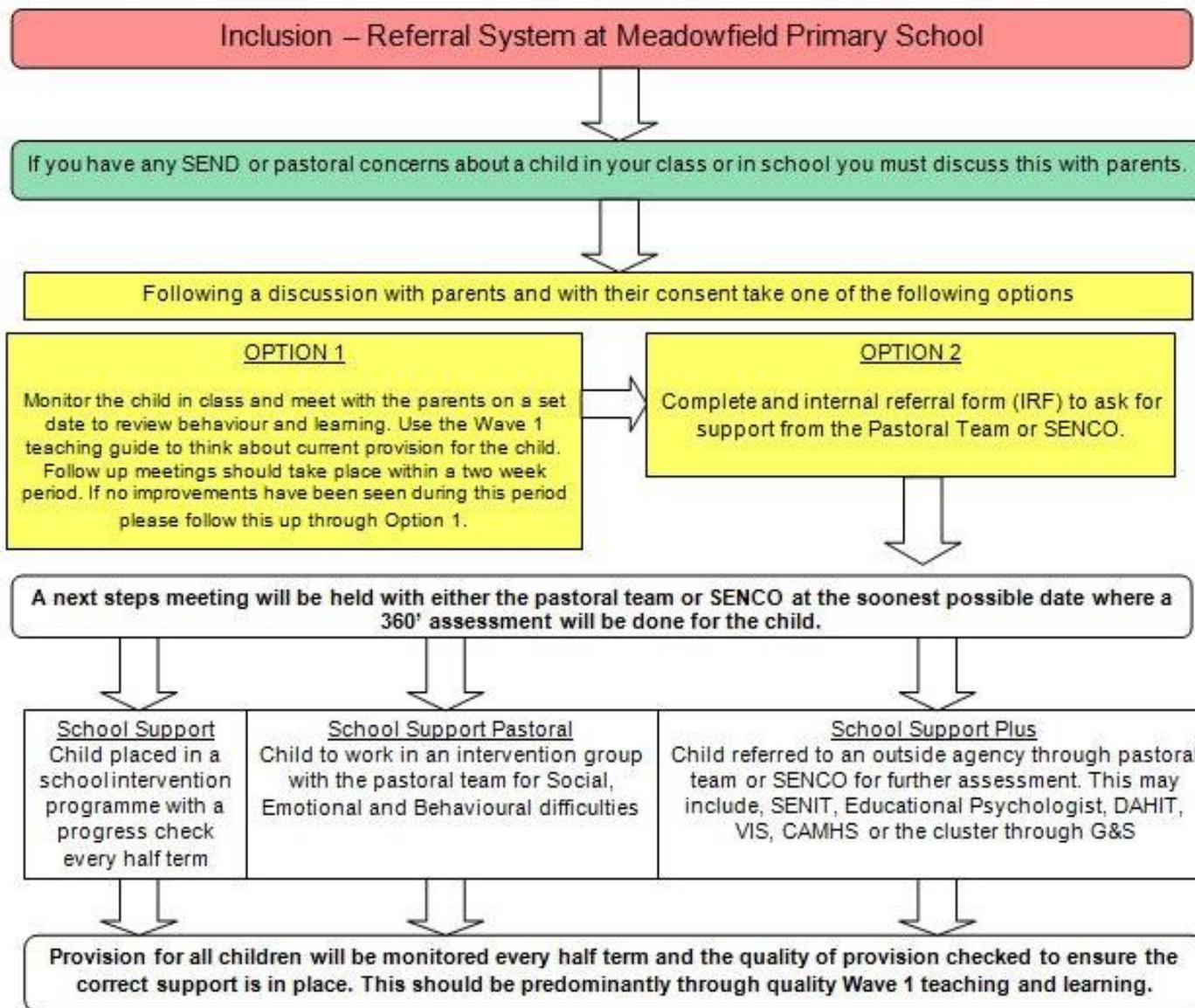
**Meadowfield Primary School A. Clark (SENCO) - 0113230010**

**Leeds City Council, Complex Needs, SENIT Team – 0113 3951039**

**Leeds SEND Information Advice Support Service – 0113 3951200**

This policy has been drawn up with close reference to the SEND Code of Practice 2014, and the SEND policy of Leeds City Council.

Appendix 1 – Internal Referral System



## **Model Dyslexia Policy for Schools**

### **This will require modification to reflect school practice**

This policy is to supplement the SEN policy and considers children with a specific difficulty in literacy (dyslexia).

(Insert School Name) is committed to ensuring that all children, irrespective of disability or learning difficulty, are able to access appropriate inclusive and differentiated teaching approaches. The aim is always to raise achievement.

This policy reflects our duty under the New Code of Practice for Special Educational Needs (20) and under the Equality Act (2010)

Reading and writing has a key role in accessing information and demonstrating knowledge throughout school life .As a school we recognise that any difficulty in developing such skills can seriously affect a pupils' learning, confidence, self-esteem and engagement with school.

### **Definition**

'Dyslexia' is derived from the Greek and means literally ' difficulty with words or language'. There is no one agreed definition of dyslexia and, despite considerable research, the findings regarding the numbers of pupils and causes of dyslexia vary widely. However, more recent definitions reflect a degree of consensus between academics and professionals and help to clarify a basis for identification.

In June 2009, Sir Jim Rose published his report on dyslexia to the Secretary of State for Education. The report set out guidelines to support schools in identifying and teaching children and young people with dyslexia and literacy difficulties.

Rose summarised dyslexia as follows:

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.

- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.'

Not all children with literacy difficulties will be identified as dyslexic. The term 'dyslexia' is applied, following an assessment by a suitably qualified professional. In this policy we use a broader term SpLD (Specific Learning Difficulty) to encompass a spectrum of needs which may or may not be later identified as dyslexia.

#### **How do we support children with specific difficulties?**

##### **The role of the class teacher**

- To provide an environment which incorporates techniques and strategies recommended for the teaching of pupils with SpLD.
- To choose appropriate learning objectives which challenge and support all pupils
- To manage access strategies and vary teaching styles to support the unique learning profile of each child
- To work with parents to keep them informed of the strategies and approaches being used
- To liaise with colleagues, e.g. SENCos and external professionals to ensure that practice and provision is appropriate

##### **The role of the Special Educational Needs Co-ordinator (SENCo)**

- To co-ordinate provision for children with Special Educational Needs including those with SpLD
- To advise on curriculum access to quality first teaching and remove barriers to learning

- To monitor and evaluate progress of children with SpLD, ensuring appropriate interventions are in place if required
- To work in partnership with parents
- To remain up to date in current approaches to support children with SpLD and contribute to staff training
- To identify children who may meet the criteria for additional funding

#### **The role of the Head Teacher**

- To promote a positive ethos of inclusion within the school and community
- To keep the Governing Body fully informed and work closely with the school's SENCo and their team.
- To oversee adequate provision of resources for children with SpLD based on need and curriculum access.
- To monitor effective teaching and learning for children with SEN, including SpLD, with the Senior Leadership Team
- To ensure teaching and non-teaching staff have access to good quality training to support their understanding of Specific Learning Difficulties.

#### **The Role of the Local Authority**

Local Authority Advisors have a key role to play in supporting schools in their provision for children and young people with SpLD. This includes staff training, advice around appropriate provision and developing capacity within schools.

If a child meets the criteria for involvement from our advisory service, school may request an individual consultation. When a child has a more complex profile of needs, he/she may be seen by an Educational Psychologist.

#### **Private Assessment**

Parents may choose to have a private Educational Psychologist assessment that may result in<sup>9</sup> an identification of dyslexia along with recommendations for intervention. These

recommendations can be discussed in school. Many of these recommendations may already be in place in our



classrooms through inclusive differentiated classroom teaching and evidence based interventions and we would strive to meet the needs of all learners.

The school cannot always follow specific recommendations. Missing school for external provision can be discussed with the class teacher, SENCo and Head to ensure minimum disruption.

### **Funding**

Identification of dyslexia does not attract additional funding through the local authority or through the school. School may be able to obtain top-up funding through Funding for Inclusion if he/she meets the criteria