



# Special Education Needs and Disabilities Policy.

## Debden CE Primary Academy

Reviewed by: Sarah Bailey	June 2019
Shared with staff:	June 2019
Shared with Governors:	June 2019
Review date:	June 2022

### **Our School Aim**

Our school aim is that all children should be enabled to develop confidently to the best of their ability within the context of a caring Christian community.

All pupils, whether they have special educational needs or not, must have equal opportunities to participate in the full curriculum of the school including the National Curriculum. They will be encouraged to become independent and learn to take responsibility within the school.

Some children may have disabilities which prevent them from making full use of our school facilities. We aim to give these children individual consideration and make special provision for them, working in partnership with others where necessary.

Everyone in the school community, Governors, staff, pupils and parents has a positive active part to play and all parties views should be sought and taken into account. As such, our objectives for the Special Educational Needs and Disabilities Policy (SEND) are in line with our school aims and reflect the SEND Code of Practice 0-25 guidance. These are:

- providing a caring environment where pupils can learn and develop to their full potential;
- developing and maintaining a partnership and high levels of engagement with parents;
- that all pupils will have access to a broad, balanced and differentiated curriculum;
- that the school values the contributions and achievements of all pupils; all children will experience success;
- providing support and advice to all staff working with children with SEND;
- all staff to have high expectations and standards for all children; responding to individual needs, where necessary;
- seeing all pupils as individuals with differing interests, knowledge and skills;
- recognising that support is an entitlement for all children who may need it, rather than a special addition to their education.



## **Roles and Responsibilities**

### Governors

Governors have a statutory duty to pupils with special educational needs. Appropriate resources should be secured by establishing a policy that has regard to the Code of Practice on the identification and assessment of special educational needs. A lead Governor has responsibility for liaising closely with the SENCo and Head Teacher. This Governor should attend training where appropriate and keep the Governing Body informed of all matters relating to special educational needs. The named school governor is **Mr John Saxon**.

### Staff

Every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the pupil, parents and outside agencies. Appropriate training will be sought and attended when appropriate.

The designated teacher for Safeguarding is the Head of School.

The member of staff responsible for managing pupil premium and looked-after children funding is also the Head of School.

### Special Educational Needs Coordinator (SENCo)

Mrs **Sarah Bailey** is the school's SEN teacher and is responsible for the day to day operation of the SEND Policy. Mrs Bailey holds the National Award for SEN Coordination. The SENCo is not currently a member of the school's Senior Leadership Team (SLT) but she attends SLT meetings when appropriate.

The role of the SENCo:

- Manage the day-to-day operation of the policy.
- Co-ordinate the provision for and manage the responses to children's special needs.
- Support and advise colleagues including arranging appropriate training;
- Maintain the school's SEN register.
- Contribute to and manage the records of all children with special educational needs.
- Keep abreast of school-based assessments and complete documentation required by outside agencies and the local authority.
- Act as the link with parents;
- Maintain resources and a range of teaching materials to enable appropriate provision to be made.
- Liaise closely with the Head of School and the SEN Governor.

### Pupils

All pupils should have their views and wishes sought on a regular basis. They should access the curriculum at an appropriate level and produce work to the best of their abilities.

### Parents

We value the role of parents in the development of their child. We seek to involve parents in all decisions about their child. Parent views are sought at all stages of assessment and provision. They should work closely with the school through review meetings and through their input to their child's One Plan.



## Identifying Special Educational Needs

Our approach to the assessment and provision for children with Special Educational Needs and Disabilities (SEND) is in line with the new government Code of Practice 0-25 guidance which came into force from 1 September 2014 – (see sections below on the school's graduated approach and the new Code of Practice).

The school takes into account other areas which may impact on progress and attainment such as attendance and punctuality, being in receipt of pupil premium, English as an additional language (EAL) and being a looked-after child.

All those who teach a pupil with special educational needs will be informed of their needs by the Special Educational Needs Coordinator (SENCo). If there is essential information (e.g. that a pupil is epileptic), or a pupil requires treatment or management different from that normally given to other pupils, the SENCo will ensure that all who are likely to come into contact with the pupil are appropriately informed. The School has published its local offer / information report on the school website. This is attached as Appendix 2.

In extreme cases where the school is unable to meet a child's needs or is not the correct setting for a child the parent and local authority will be informed and the correct provision or provider sought.

The school has adopted a whole school based approach to providing help for pupils with special educational needs.

### Code of Practice 2014

The Code sets out 4 broad areas of need:

- **Communication and Interaction:** speech, language and communication difficulties, autism/social communication difficulties, Aspergers.
- **Cognition and Learning:** specific, moderate, severe or profound and multiple learning difficulties such as dyslexia or dyspraxia.
- **Social, Emotional and Mental Health Difficulties:** attention and/or concentration, attachment disorder, understanding and regulating emotions.
- **Sensory and/or Physical Needs:** vision or hearing impairment, multi-sensory needs, physical disabilities.

While the four categories of needs, as stated above, broadly identify the aspects of the primary needs of children in our school, we identify the needs of the whole child, which will not just include the special educational needs of the child. We endeavour to focus on the child as an individual, not simply their SEN 'label'.

### **A Graduated Approach to SEN Support**

As recommended by the Code of Practice, pupils receive support as part of a graduated response to their needs. In practice, this follows a four-part cycle of Assess, Plan, Do and Review. Progress should be reviewed termly to provide an opportunity to acknowledge what is working well and highlight what needs to be different, to build into next step targets.



### High Quality Teaching (HQT)

This is the foundation of all teaching, assessment and intervention for all pupils in our school. With HQT in place in all classes, it is likely that fewer children will need additional education provision. This may take the form of differentiated activities or extra support, e.g. reading, maths, and this support will be recorded on the class intervention map, where the child's progress can be monitored and reviewed. If the child does not make adequate progress, in spite of good quality and personalized teaching, the class teacher will seek support from the SENCo and will meet with parents to consider placing the child on the school's Special Needs Register at Additional School Intervention and Support (AIS).

### Additional School Intervention and Support (AIS)

This level of intervention covers a broad area of need and builds on HQT where a pupil may need more input and advice; this may be sought from professionals to support individual assessment and interventions. The parents, class teacher and SENCo will meet to assess the child's needs and plan for effective strategies and resources to meet these needs. This will form the basis of the Child's One Plan, which will be written by the class teacher and monitored and reviewed on a termly basis with parents using the Assess, Plan, Do, Review cycle. If the child makes the required progress as a result of the additional support, the teacher may recommend removal from the SEN Register. If progress has not been adequate, additional resources and interventions may be required. Where there are significant needs and the child's learning is a cause for concern, this could mean a recommendation for statutory assessment for an Educational Health and Care Plan (EHC Plan). This would involve input from outside agencies, e.g. specialist teachers, educational psychologist.

### High Needs (HN)

Where a referral for a statutory assessment is made to the local authority, the child will have demonstrated significant cause for concern. Evidence / information about the school's provision for the child will be used by the local authority to consider this need.

It is expected that children placed at HN are those with more complex or enduring needs, whose effective access to the curriculum and learning require coordinated and highly personalized advice and support. If the local authority agrees the need for a EHC Plan, this will be written in conjunction with parents, the child, school staff and outside professionals.

All children with a EHC Plan will have their own One Plan setting out the outcomes and short term objectives that have been established after consultation with the parents and the child. Again, this will follow the four-part cycle of Assess, Plan, Do, Review. This will be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the classroom teacher.



## **Annual Review of a Statement of Special Educational Needs or EHC Plan**

All EHC Plans must be reviewed at least annually with the parents, the pupil (where appropriate), the class teacher, the SENCO, the local authority and any outside agencies that are working with the child. This review should focus on what is working well and what needs to be done to remove barriers to learning.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require in secondary school. The SENCo of the receiving school should be invited to attend the final Annual Review in order to start planning an appropriate One Plan to start at the beginning of the new school year.

## **Complaints**

If you have any complaint about the special educational provision for your child or about special educational needs generally, please do see the class teacher in the first instance. If you feel that the matter has not been resolved, then speak to the Head of School. The Head of School will investigate and then contact you within five school days. If he/she has not resolved the matter to your satisfaction, it will be referred to the Special Needs Governor who will consider the complaint at the next meeting and contact you within five school days from the date of the meeting.

## **Storing and Managing Information**

Our school has a legal obligation under the Data Protection Act 1998 to keep personal information securely, including secure storage, archival and disposal. Children's pupil files are kept in locked filing cabinets in the school office. Class teachers keep a class SEN folder in their classroom. When a child has left the school or been removed from the SEN Register, all documents and paperwork relating to their SEND are archived and stored in an administrative office with no pupil or public access; the school keeps SEN paperwork for seven years, after which time it is disposed of securely.

## **Evaluation and Reviewing the Policy**

The Governors will evaluate the success of this policy of the school by enquiring how effectively pupils with special educational needs develop their independence, participate in the whole curriculum and assume responsibilities throughout the school. Governors will also seek to evaluate the effectiveness of parent partnerships. The Governors' observations on the above matters will form the basis (together with financial information) of the special needs section of the annual report to parents. Progress of the SEN groups will be shared via the Head of school's report.

The Policy is reviewed annually by the SENCo in conjunction with the SLT and school staff. The policy is then ratified by the Governing Body.



## Appendix 1

### **Debden C of E Primary Academy** **Special Educational Needs and Disabilities (SEND)** **SEN Information Report 2016-17**

#### **School Policy**

At Debden CofE Primary Academy, we are committed to ensuring that all children are given the opportunity to make progress and achieve to the best of their ability. Our approach to the assessment and provision for children with Special Educational Needs and Disabilities (SEND) is in line with the new government Code of Practice which came into force from 1 September 2014. The current school policy for SEND is currently under revision and will be put before the governing body in the spring term. The needs of children with SEND are reflected in all school policies.

#### **Governing Body**

The governing body has a statutory duty to see that provision is made for pupils with SEND. This is monitored by a named governor via the curriculum committee.

#### **Staffing and Teaching Arrangements**

All staff at school work with children with SEND. Where there is a behavioural or medical aspect, midday assistants and office staff will also be aware to ensure a consistent approach and to keep children safe. Appropriate staff training is made available where necessary.

#### **Inclusion**

Our Inclusion Policy promotes the involvement of all pupils in all aspects of the curriculum including activities outside the classroom such as clubs and school trips. Where there are safety and/or access concerns, further thought and consideration is put in place to ensure needs are met; where appropriate, parents are consulted and involved in the planning of arrangements.

All children are given opportunities to develop their independence and take on responsibilities around the school. We maintain high expectations for behaviour and anti-bullying strategies encourage tolerance and respect for one another.

#### **Accessibility**

The school has a disabled toilet.

Although the original Victorian part of the school is subject to some building constraints, the school endeavours to make reasonable adjustments where possible and when necessary.

#### **Teaching and Learning for Children with SEND**

The quality of teaching and learning across the curriculum is monitored closely by senior staff. At any one time, the school will have children with a range of SEND including Autistic Spectrum Disorder, Speech, Language and Communication Needs, Physical and motor difficulties, a specific learning difficulty e.g. dyslexia, etc.



For those children needing additional support, the school may offer the following provision:

<b>Intervention</b>
<b>Strategies to Support/Develop Literacy</b>
<ul style="list-style-type: none"><li>• Small group support in class through guided teaching from teacher or teaching assistant</li></ul>
<ul style="list-style-type: none"><li>• Small group interventions to support handwriting, spelling and punctuation skills</li></ul>
<ul style="list-style-type: none"><li>• Individualised programmes of work tailored to the needs of children with SEND</li></ul>
<ul style="list-style-type: none"><li>• 1:1 precision teaching of spelling and reading skills</li></ul>
<ul style="list-style-type: none"><li>• Use of touch-typing programmes to aid recording</li></ul>
<ul style="list-style-type: none"><li>• 1:1 reading to an adult</li></ul>
<b>Strategies to Support/Develop Mathematics</b>
<ul style="list-style-type: none"><li>• Small group support in class through guided teaching from teacher or teaching assistant</li></ul>
<ul style="list-style-type: none"><li>• Small group customised interventions to support any strand of the numeracy curriculum</li></ul>
<ul style="list-style-type: none"><li>• Numicon used as a class resource in EY, KS1 and used by individuals in KS2</li></ul>
<ul style="list-style-type: none"><li>• Small group support for mental maths</li></ul>
<ul style="list-style-type: none"><li>• Individualised programmes of work tailored to the needs of children with SEND</li></ul>
<ul style="list-style-type: none"><li>• Use of a range of practical and visual apparatus eg cards, Numicon, bead strings</li></ul>

<b>Support for Social and Emotional Mental Health</b>
<ul style="list-style-type: none"> <li>• Small nurture groups (ELSA, Drawing and talking)</li> </ul>
<b>Strategies/Support to Develop Independent Learning</b>
<ul style="list-style-type: none"> <li>• Use of visual timetables, checklists, personalised success criteria</li> </ul>
<ul style="list-style-type: none"> <li>• Visual support eg sequenced pictures, mindmaps, wordmats, writing frames</li> </ul>
<ul style="list-style-type: none"> <li>• Chunking activities – breaking down a task to be attempted in stages</li> </ul>
<b>Strategies/Support to Develop Physical Skills:</b>
<ul style="list-style-type: none"> <li>• Small group gym trail activities for gross motor skill development</li> </ul>
<ul style="list-style-type: none"> <li>• Intervention groups to support fine motor skills – cutting, threading</li> </ul>
<ul style="list-style-type: none"> <li>• Customised programmes for children planned by a Physiotherapist/Occupational Therapist</li> </ul>
<b>Strategies/Programmes to Support Speech and Language Skills</b>
<ul style="list-style-type: none"> <li>• Interventions planned by Speech and Language Therapist and delivered by trained teaching assistant, e.g. for fluency skills</li> </ul>
<b>Resources</b>
<ul style="list-style-type: none"> <li>• One Plans for children on the Special Needs Register.</li> </ul>
<ul style="list-style-type: none"> <li>• EHCP (Education, Health and Care Plans) for children who have a high level of special needs. EHCPs have replaced the Statements of Special Educational Needs.</li> </ul>
<ul style="list-style-type: none"> <li>• External agency involvement (see below)</li> </ul>
<ul style="list-style-type: none"> <li>• ICT programmes e.g. Clicker.</li> </ul>
<ul style="list-style-type: none"> <li>• Laptops and iPads</li> </ul>
<ul style="list-style-type: none"> <li>• Learning Support Assistants (LSA) in every class</li> </ul>
<ul style="list-style-type: none"> <li>• Specialist equipment e.g. writing slope, Move 'N' Sit cushion, theraputty</li> </ul>
<ul style="list-style-type: none"> <li>• Junior Play Leaders</li> </ul>

### **Progress of Pupils**

Teachers make regular assessments of children's progress, enabling them to plan work according to the children's needs. Each term, the progress of children with SEND is reviewed with parents, children and teachers, with targets set in October, February and June, in line with reviews of their One Plans.



### **Access to Specialist Support and Advice**

The currently school accesses additional support from the following agencies to meet the specific needs of some children:

- Speech and Language Service
- Essex Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- Independent Educational Psychologist (3 visits per year)
- Health Services – School Nurse
- CAMHS – Child and Adolescent Mental Health Services
- School Nurse
- Essex Specialist Teacher Team - offering expertise in areas including ASD, Visual and Hearing impairment, Behaviour and Physical and Neurological impairment
- Play therapy