



Special Educational Needs and Disability Policy

Review annually to see if this document has been updated, sign and date when review has been undertaken.

Date	Signed by	Date	Signed by
21.11.2016	E Kealey S Groves		
20.11.2017	E Kealey S Groves		
25.11.2018	E Kealey		
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Special Educational Needs and Disability Policy

Rationale

Providing for pupils with Special Educational Needs and Disability (SEND) is just one way in which Annie Lennard Primary School promotes and supports inclusion.

We aim to help every child to achieve his/her full potential through careful and considered planning of work, exciting and well-chosen activities and celebration of effort and success.

We aim to recognise and develop the many facets of human potential and encourage the pupils to “have a go” and not fear failure. We will promote self-evaluation and encourage realistic and achievable target setting.

We aim to establish an environment where pupils, teachers, support staff and governors can work together in confidence to achieve their own potential, meet and enjoy the challenge for continuous improvement and recognise and celebrate success.

Definition

The 2014 Code of Practice states, ‘Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.’

Objectives

The objective of this policy is to outline how the school complies with the Special Educational Needs and Disability Code of Practice:0-25 years (DfE 2014) and how this is translated into the school offer.

Statement of entitlement at Annie Lennard Primary School

- The SEND Code of Practice 2014 covers the age range 0-25 range and will be fully implemented in our school.
- It takes into account the views of children and their families in meeting their needs also allowing them choice and guidance in the services they choose.
- It offers guidance on the need to work closely with health and social care agencies.
- For children with the most complex and multiple needs, an Education, Health and Care plan will be put in place. This replaces statements and will be underpinned by an integrated assessment approach.
- Children with existing statements of SEND will have reviewed over a transitional period of 3-5 years, with the transition to secondary school being a priority for a Transfer Annual Review.
- Children with SEND will receive their full educational entitlement in line with all children, “The Universal Offer” from school and the LA. They will also be entitled to, “The Local Offer” from school and the LA which will address their additional needs.
- Children with an E.H.C plan will be able to name a school of their choice and be entitled to a personal budget.
- Teachers will have the primary responsibility in meeting the needs of ALL children in their care. They will provide a high quality, differentiated curriculum but receive appropriate training so that they can meet the needs of all children in their care.
- SEN provision will be co-ordinated by the SENCO (Special Education Coordinator) who is qualified to guide the school in provision and training. Ideally the SENCO will be part of the SMT.
- The SENCO will maintain an SEND register and provision map for the school.

Identification

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil’s current skills and levels attainment on entry, building on information from previous settings. Class teacher then make regular assessment of progress for all pupils,

identifying in particular where pupils are making less than expected progress given their age and individual circumstances.

All children with SEND will be identified and assessed as early as possible. Nursery settings should begin the identification process, but as our children come from a variety of settings the identification process may begin in school.

Areas of need

Special educational needs provision can be considered to fall into four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional
4. Sensory and/or physical

The purpose of identification is to work out what action the school needs to take not to fit a pupil into a category. In our school the needs of the whole child will always be considered. In this process as well as the specific issues that have been raised.

Other factors that may impact on progress and attainment, that are not considered to be SEND:

- Attendance and punctuality
- Health and Welfare
- Speaking English as an additional language
- Being in receipt of a PPG (Pupil premium grant)
- Being a LAC (Looked after child)
- Being a child of a service man/woman

Identification of SEND is an integral part of the school's on-going monitoring, assessment, recording and reporting process. All children are exposed to a high quality, differentiated curriculum and where the children fail to make expected age-related progress, additional interventions are put in place (See the provision map)¹. Parents will be notified as soon as these additional needs are recognised. This additional support is directed and managed by SMT and SENCO.

Where a child continues to make little or no progress, despite appropriate, time-limited and assessed interventions, the expertise of an external specialist will be sought. The majority of children will have their needs met within school and with support, will achieve their potential. Children who have social, emotional or physical problems will also have a variety of specific interventions to support their progress in school. Should the child's needs become so severe, an EHC plan may be sought.

Assessments occur throughout the year and are a fundamental part of teachers' performance management. In line with the Assessment Policy

Y N & R Baseline assessment including WELCOMM screening and EYFS profile.^{[1][SEP]}

Y1 Termly assessments, phonic screening, and NC expectations

Y2 Termly assessments, SATs and NC expectations^{[1][SEP]}

Y3 Termly assessments, NC expectations^{[1][SEP]}

Y4 Termly assessments, NC expectations^{[1][SEP]}

Y5 Termly assessments, NC expectations

Y6 Termly assessments, SATs and NC expectations

Special Needs Planning, Assessment and Recording

The model recommended in the Code of Practice is assess, plan, do and review this is known as the graduated approach.

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

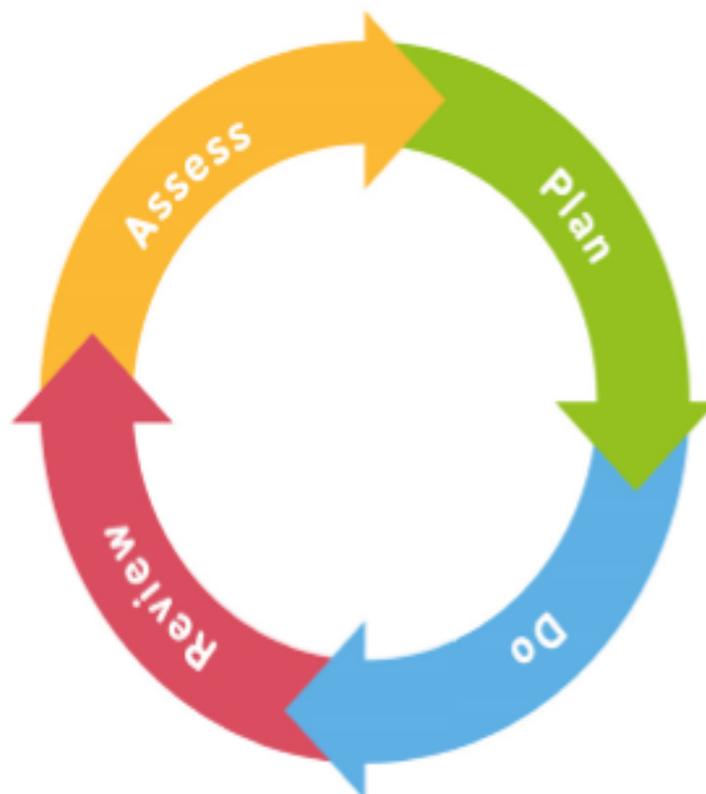
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Entitlements –The School Local Offer

Pupils.

- All pupils, but especially those with special educational needs, will receive a highly engaging, well-planned, motivating curriculum through which they will be able to achieve their potential.
- School will provide a positive, sympathetic and nurturing environment in which the needs of all children will, wherever possible, be met. [SEP]
- Children will be supported through areas of difficulty, academically and personally.
- School will provide the children with the life-skills they need to survive in our ever-changing world; literacy, numeracy, perseverance, resilience, social, moral and spiritual awareness and confidence in themselves.

Parents.

- Parents are valued in our school and are continually informed about their child's progress. They are invited to termly parent's evenings.
- When a child is failing to make expected progress, they will be invited into school and share in the decision process about the support that their child will receive.
- Parents will have a voice in all decisions about their child and an open door policy operates in school, parents have access to the SENCO and class teacher.

Teachers.

- Teachers have prime responsibility for the children's learning and progress and have the right to receive specific training if a child is in their class who has needs that are exceptional.
- Teachers have a right to receive support from the SENCO, SMT and other qualified professionals about the strategies to support individual children.
- All teachers have the right to high quality on-going professional development provided by the school or from external providers.

Stages of Intervention

Wave 1

The SEND COP 2014 recommends teachers should apply differentiation strategies to address the needs of all pupils in the classroom. These are known as Wave 1 strategies and all teachers are required to meet the needs of all their learners; gifted and talented and less-able learners, and are teachers of special needs.

Wave 2

If Wave 1 is not successful and children do not make progress, intervention strategies such as Enable+ or Turnabout (See Provision map, Appendix 1) may be used to support children who are not making an expected level of progress. These are known as Wave 2 strategies.

Wave 3

If the pupil needs additional and different one to one provision e.g. precision teaching, hand-eye coordination exercises, ICT based programmes etc. or special provision within the classroom because of physical, medical or behavioural problems, they should be entered on the school Special Needs register. This is a Wave 3 intervention.

Support from external providers will be sought, if a child fails to make progress despite targeted, high-quality monitored interventions. This will come mainly from the Local Authority. Parents must be consulted before a child placed on the Special Needs Register and give consent: if a parent does not give consent to the programme of work may continue in school, but the child cannot be recorded on the Register and this may hinder further assessment or provision should it be needed at a later stage. The school-based stages are a continuous and systematic cycle of planning, provision, assessment and review within the school.

School Support

- Class teacher, with support from SMT and SENCO, identifies a child's Special Educational Needs.
- Class teacher continues to implement differentiation of classroom work.
- SENCO explores with class teacher and SEND support staff what extra provision can be made for the child and puts into place (Wave 3 strategies)
- SENCO and Class teacher inform and liaise with parents, agreeing up to 4 targets and the strategies to address these at school and at home.
- SENCO records this information on an Individual Education Plan (I.E.P.) and enters the child on the Special Needs Register.
- SENCO shares responsibility with the class teacher for gathering information and identifying suitable interventions to support the child's progress.
- SENCO continues to co-ordinate the child's Special Educational Provision and monitoring of progress against targets.
- SENCO liaises with parents, class teacher and Learning Support Assistants about progress.
- SENCO arranges termly reviews.
- SENCO works with SEND support staff and class teachers to ensure pupil assessments are updated as part of review process
- SENCO seeks further advice and support from other agencies.

Formal Assessment for an Education and Health Care Plan

Children who now have a statement of special educational needs will have these reassessed over a three year transitional period. These **may** transfer to an Education and Health Care Plan.

What is an Education and Health Care Plans?

The Education, Health and Care (EHC) plan is an exciting new way of working that puts you – children, young people and families – at the very centre of the assessment and planning process, to make sure that your views are not only heard but also understood. This is called person centred planning and is all about increasing your choice and control. This new process focuses on what is important for children and young people – what they and you want to achieve now and in the future.

Education and Health Care Plans

- EHC plans are given to children whose needs cannot be met within the school setting without extra funding.
- They provide care for children from 0-25 years
- Parents, school or involved professionals can request an EHC plan.
- Formal Assessment takes place by the L.A. and operates under specified deadlines.
- If an ECH plan is given, the SENCO will co-ordinate the provision and organise appropriate reviews and monitor provision and progress.
- The flow-chart for applying for an EHC plan is included

The Role of the Special Educational Needs Co-ordinator

- To ensure all staff deliver appropriate teaching for the children with special educational needs through consultation, monitoring and training.
- To provide professional support and advice to colleagues.
- To ensure Learning Support staff and volunteer helpers are trained in methods of helping SEND children.
- To ensure that effective targets are set, monitored and progress recorded for children with SEND in collaboration with other key staff.
- To set up and maintain a central resource base for use with children with special needs.
- To initiate and develop contact with the LA support services and outside agencies in relation to children with special needs.

- To ensure that parents of children with SEND are kept informed of their progress at least termly and fully involved in their child's learning
- To ensure all pupils are involved and aware of their choices and
- To encourage and support parents of special needs children in the education of their children.
- To provide information to parents about the variety of support available both in and out of school
- To actively encourage and build up the self-esteem of SEND pupils and ensure they achieve their potential.
- To maintain a professional awareness of developments affecting special needs and to communicate these to the head teacher and staff.
- To help where necessary, to liaise with secondary schools to ensure continuity of support.
- To maintain a register of children with special needs
- To report annually to governors and update the SEND policy, Local Offer and information pack.
- To monitor teaching and learning for special needs pupils in line with the school monitoring policy and monitoring cycle, reporting back to the Head, staff and governors
- To coordinate the work of the Study, Access and Support team
- To work with the SAS team to monitor and promote inclusion
- To prepare and submit paperwork required to apply for EHC plan.
- To ensure the impact of any additional funding provides value for money.
- To attend LA training and to update personal knowledge.
- In line with 2014 legislation, SENCO will be a class teacher and receive training to achieve current SENCO qualification.

The Role of the School Governors

It is the duty of the Governing Body to maintain a Special Needs Policy for their school and to make appropriate arrangements to identify and meet the needs of the pupils.

They must endeavour to ensure that any registered pupil with specified educational needs has the required provision. They must also ensure that all teachers in the school are aware of the importance of identifying and providing for those who have special educational needs.

They will annually publish information for all parents and other relevant parties regarding SEND provision in the school.

Governors will work to ensure that employees do not act in such a way as to render them vulnerable to a claim for compensation.

They will also work to ensure that employees receive appropriate guidance and support the governing body in meeting their duties to pupils.

The governors will also deal with parent complaints using the normal complaints procedure

Special Educational Needs and Disability In-Service Training

It is vital that the SENCO keeps up to date with the relevant legislation and changes to the Code of Practice and new developments in meeting the needs of children with S.E.N.

Where appropriate the SENCO will ensure staff are trained in any changes which may affect our present policy and practice.

The LA provides a variety of courses available to the SENCO and other staff.

Pupils with Medical Needs

See separate policy

Gifted and Talented Pupils

Gifted and Talented and More Able pupils are also recognised as having special needs. The needs of these pupils are addressed in a separate policy.

Current Information

SENCO

Elle Kealey – KS1 & EYS

Sophie Groves – KS2

SEN Governor

Hayden Moss

Local Authority Contact

Jan Shearer (Special Needs Advisory Teacher - Learning)

Amanda Barrie (Special Needs Advisory Teacher - Behaviour)

Julie Link (Educational Psychologist)

Louise Pearce (Complex Communication and Autism Team)

Local offer –see www.sandwell.gov.uk/send

SENDIAS (Parent Support) - 0121 555 1821

Consultations

Consultations and reports are provided termly to parents. Children receiving School Support will receive additional information and an extra opportunity to meet involved staff at least once a term.

Transition

Transition for all children will be managed carefully. On entry to school all children will have a planned programme of visits and induction this may include home visits for children new to the school. From EYFS to KS1 an individual transition package will be put in place for children with SEND. For each class move children with needs will have guided support to the next class i.e. social stories, a photo pack and preparation handbook. From Year 5 children will be given the opportunities to visit secondary provision in order to understand what it is like and where they would like to go. There will also be visits from LA staff to talk to both children and parents about the steps they need to take in order to ensure that they choose the right provision for their child. In Year 6 using the Pathways Plus document children will be transitioned to their chosen school effectively. With staff offering support for those children with SEND by arranging visits to the new school and liaising with Secondary colleagues on how best to support the needs of the child.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013;
- SEND Code of Practice 0-25 (July 2014);
- School SEND Information Report Regulations (2014);
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013;
- Safeguarding Policy; • Accessibility Plan;
- Teachers' Standards 2012.

Appendices:

Appendix 1: Waves of Intervention

Whole School Provision Map			
Area of Need	Wave 1	Wave 2	Wave 3 1:1 intervention
	Provision	Provision	Provision
Cognition and learning	<ul style="list-style-type: none"> • Differentiated curriculum • Differentiated delivery • Differentiated outcome • Increased visual aids • Visual timetables • Use of writing frames • Small group – supported by LSP/A/HLTA 	<ul style="list-style-type: none"> • Support for handwriting • Support for reading • Support in maths • Support for phonics • Target readers • ELS • Phonic catch-up • One minute phonics • One minute maths • Code x reading intervention. 	<ul style="list-style-type: none"> • Speech and Language intervention • 1:1 withdrawal-Precision Teaching for literacy • Supporting children with gaps in their mathematical understanding • Enable+ • Turnabout programme • Stiles – maths and reading • Word shark • Number shark • One minute phonics • One minute maths • 1:1 reading
Communication and interaction	<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and class resources • Differentiated curriculum delivery • Differentiated outputs • Increased visual aids • Use of symbols and pictures 	<ul style="list-style-type: none"> • Early language group • Speech and language therapy programme delivery within class • Wellcomm 	<ul style="list-style-type: none"> • Speech and language intervention • 1:1 withdrawal for literacy or numeracy work • Speech and language therapy programme delivery-1:1 • Wellcomm • Turnabout programme • 1:1 language programme – EAL • 5-point scale • Emotion cards • Communication in print software
Area of Need	• Wave 1 - provision	• Wave 2 - provision	• Wave 3 1:1 intervention
Social, emotional & mental health	<ul style="list-style-type: none"> • Whole school and class rewards system • Whole school and class rules • Whole school policy for behaviour • Circle time • PSED • Behaviour boards 	<ul style="list-style-type: none"> • Behaviour charts • Playground buddies • Social stories 	<ul style="list-style-type: none"> • 'My Time' • Chill out zone rethink sheets • Behaviour trackers • 1 x 30 mins week with behaviour support from inclusion support. • 5-point scale • Emotion cards • Communication in print software
Sensory and physical	<ul style="list-style-type: none"> • Teacher awareness of sensory and physical needs • Availability of resources • Write dance 	<ul style="list-style-type: none"> • Brain Gym • Dough gym • Dough disco • Scissors • Triangular pencils/ white board pens • Pencil grips • Specialist equipment 	<ul style="list-style-type: none"> • One to one support following OT programme • One to one support following Physiotherapy programme • Write From the Start-handwriting programme • Adaptation of resources