



# **Special Educational Needs and Disability Policy**

**May 2019**

Responsibility: Full Governing Board

Agreed on: May 2019

Signed:

To be reviewed: Spring 2020

## Our Ethos/ Vision

At Somers Park School, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

## Definition of SEN and Disability (SEND)

At our school, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’*

## Key Roles and Responsibilities

Special Needs Coordinator (SENCO) – Miss L Edkins  
SPPSSenco@metacademies.org.uk

Governor with responsibility for SEN – Mr P Bailey

The governing body should, in co-operation with the Headteacher, determine the school's general policy and provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Headteacher has the responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Head teacher should keep the governing body fully informed and also work closely with the school SENCO.

All teaching staff and non-teaching staff should be involved in the development of the schools SEN policy and be fully aware of the of the school's procedures for identifying, assessing and making provision for pupils with SEN.

The SENCO, working closely with the Headteacher, senior management team and fellow teachers, should be closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for the day to day operation of the schools SEN policy and for co-ordinating provision for pupils with SEN, particularly through Wave 1 and Wave 2.

## **Aims and Objectives**

### **Aims**

At Somers Park all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

### **Objectives**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.

## **Identification of Needs**

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction- these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning- children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health- children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs- some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

## **Identification, Assessment and Implementation**

The main responsibility for the assessment of children remains with the class teacher. However, the views of others who work alongside the child may be sought when a teacher is reviewing the provision for an individual child. These indications may come from parents who express concerns related to their child's academic progress, from medical reports gained from a local GP, or opinions on a child's progress sought from either the Headteacher or the school's SENCO. It is, however, the class teacher's responsibility to collate the information received and either create a differentiated curriculum for the child in question or refer the child's need to the SENCO for possible inclusion on the SEN register.

A range of formal and informal assessment exists to support a teacher assessment.

- (i) *On admission*
  - Consultation with parents at a home visit prior to the child attending school
  - Child's previous history including pre-school education
  - Baseline Assessment and parent interviews
  - Medical reports within first year of entry
  - Teacher observations and records
  - End of year report by class teacher and the start of the Individual pupil profile that will record a child's progress through both Key Stages

- (ii) *Subsequent*
  - SAT results at both Key Stage 1 and Key Stage 2
  - Use of non-statutory SATs at Years 3, 4 & 5
  - Assessment of progress using the attainment level descriptors from the National Curriculum
  - Ongoing teacher assessment alongside the development of pupil profiles
  - End of year reports to parents and the resultant parents' consultation evening
  - Advisory discussion with outside agencies and support services for formal referrals.
  
- (iii) *On Transfer*
  - On transfer the school will access records from the previous school which should contain all the information stated above.

### **Governor's Monitoring Role**

Governors will monitor the policy through access to two major sources of information. They should monitor the tracking procedures of the school and thereby ensure that children on the SEN register are making appropriate progress. They should also have access to the numbers of children on the various stages of the SEN register and should monitor and track major trends within these.

All policies written by the school take due care and attention to the needs of the SEN children and parents within the school community

### **Parental Concerns**

The school has an "open door" policy to parents and it is the expectation that most issues will be dealt with by the class teacher. Where parents remain concerned about their child's progress they should engage the SENCO and the Headteacher. If they still feel the issue needs further resolution, then they should inform the governing body through the SEN Governor and the Chair of Governors. If the issue remains unresolved at this level then the parents should pursue this as a complaint against the school and should use the general complaints procedure.

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

### **How the school decides whether to make special educational provision**

A process of on-going teacher assessments and pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning Support Team (LST)
- Speech and Language Therapy Service
- Behaviour Support Team (BST)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Officer
- Worcestershire Children's Services- Children, Families and Communities
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Services (CAMHS)

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place.

This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. An individual provision map may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions.



## **The four-part cycle:**

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEN Support is required the teacher and SENCO will put together a provision map outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. (For further information see [Worcestershire County Council SEN section](#) on the WCC website.)

## **Parents/carers and pupil involvement in the process**

We believe in a person-centred approach to information gathering and the cycle of *assess, plan, do, review*. Parental SEN meetings are planned throughout the year. Targets are shared with pupils and successes are celebrated. An invitation will be sent to the parents of pupils with a Statement or EHC to attend their child's annual review

## **SEN Provision**

SEN support can take many forms. This could include:

- an individual provision map
- interventions- small group/one to one
- extra help from a teacher or a teaching assistant
- making or changing materials, resources or equipment
- helping a child to take part in the class activities

- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Screening (e.g. Dynamo Maths, Dyslexic Portfolio)

## **Managing the needs of Pupils on the SEN Register**

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Provision Maps are reviewed termly (Autumn term) and half-termly (Spring and Summer).

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

### **The class teacher is responsible for:**

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying and planning the provision they are making for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND

### **Special Needs Teaching Assistants are responsible for:**

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

### **The SENCO is responsible for:**

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

## **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first

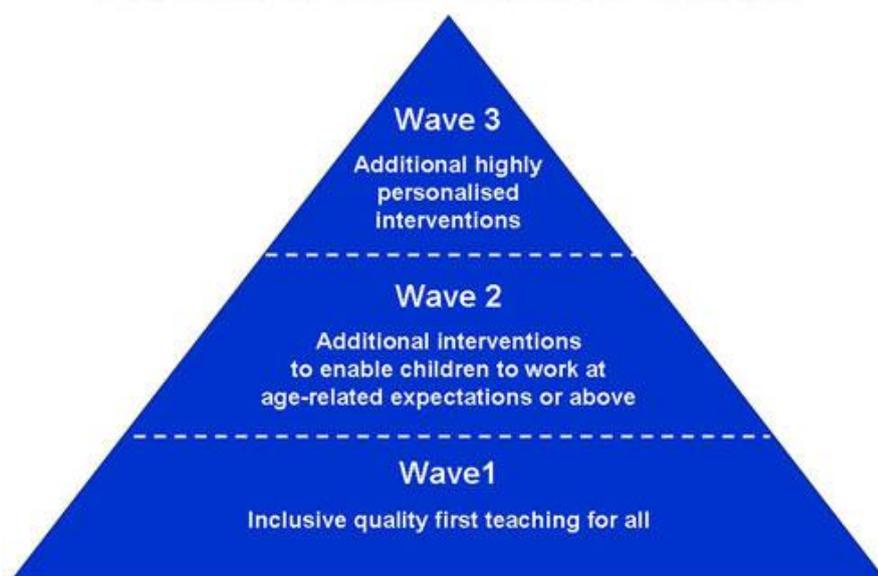
teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

## **Waves of Support:**

### **A Graduated approach to SEN Support:**

A Graduated Response is adopted for pupils identified as having SEN. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and learning support staff. The Assess – Plan – Do – Review cycle is employed here as instructed in the SEN Code of Practice 2014. There are three levels of support. Wave 1 is what every child can expect from the school. Wave 2 is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. Wave 3 is for pupils who have very specific and/or long-term needs.

## Waves of Intervention Model



### **WAVE 1: Quality First Teaching**

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; new vocabulary will be carefully explained; lively, interactive teaching styles will be used and maximum use made of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

### **WAVE 2: SEN Support/Small group intervention/more personalised learning**

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well-structured short-term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated

progress.

### **WAVE 3:**

Wave 3 is about intervention for children for whom Quality First Teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise.

It is recognised that these stages are not necessarily consecutive and the needs of the pupil will be accurately assessed to ascertain appropriate provision.

There is an expectation that pupils receiving extra support will make progress in line with their peers or which is accelerated.

It is also noted that pupils do not need to remain on the SEN register if they have made adequate progress and no longer meet the criteria for identification. Likewise pupils do not need to be on the SEN register to receive Wave 1 or 2 provisions. It is likely however for pupils receiving Wave 3 provision.

### **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

[\(See Worcestershire guidance on the WCC website for further information regarding requests for EHC plans\)](#)

### **Statements**

The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. The school is following Worcestershire's transition timetable which will ensure all statements will become EHC plans by 2018. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENCO.

### **Arrangements for partnership with parents**

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs and Disability will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their Special Educational Needs and Disability and will involve them fully in planning and

reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the [Worcestershire Special Educational Needs and Disabilities Information, Advice and Support Service](#).(SENDIASS)

### **Pupil participation**

Pupils and young people with Special Educational Needs and Disability often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views (if appropriate).

### **Training and development**

Training needs are identified in response to the needs of pupils currently on the SEN register. An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

- The Special Educational Needs Coordinator engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.
- The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.
- We regularly self evaluate our Inclusion and SEN strengths and areas for development. Priorities are identified and built into School Improvement Plan.
- The school has a commitment to staff development in the area of SEN, to ensure that all staff effectively meet the needs of pupils.
- In-house or external training is arranged as priorities in the School Improvement Plan.

### **Reviewing the SEND Policy**

The SEND policy is reviewed annually by the governing body.  
Date of next review: May 2019.

### **Complaints**

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Somers Park to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use the [Worcestershire Information, Advice and Support Service for Special Educational Needs and Disability \(SENDIASS\)](#) or engage with the School complaints procedures.

### **How the policy was put together**

This policy was created in consultation with stakeholders, including the SEN Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

### **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 related guidance and documents:

[Equality Act 2010: advice for schools DfE 2014](#)

School SEN Information Report

[The National Curriculum in England Key Stage 1/2 framework document Dec 2014](#)

School Safeguarding Policy

School Accessibility Plan

[Teachers Standards 2012](#)

### **APPENDIX 1: Key Documentation**

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

[Worcestershire County Council SEN information](#)

[Worcestershire Local Offer Document](#)