

Special Education Needs and Disability Policy

St Aidan's CE Academy



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Special Education Needs and Disability Policy

We recognise that it is the teacher's responsibility to meet the needs of all pupils in their class through their classroom organisation, teaching materials, teaching style and differentiation. If a child does not make adequate progress even when teaching approaches are targeted at a child's identified area of need, then a child may be identified as having special educational needs. We are an inclusive school and we aim to identify and break down possible barriers to learning in order for all pupils to be confident learners and meet their full potential.

SEND Provision

1. *Confidence and security.*
 - Provide a secure and caring environment.
 - Use positive and supportive language.
 - Use praise and rewards to celebrate achievements and include opportunities for parents and pupils to celebrate achievements together.
 - Set suitable learning challenges.

2. *Inclusion*
 - All pupils are given a sense of belonging whatever their social, ethnic or cultural background.
 - Wherever possible pupils with sensory impairments to be given access to all areas of the curriculum e.g. providing special equipment in PE or in Early Years.
 - Wherever possible pupils with physical disabilities to experience a broad and balanced curriculum.
 - Provide a range of resources to suit individual or group needs e.g. social interaction games.

3. *Achieve full potential, progress and personal development.*
 - All teaching staff to be aware of the needs of the individual and make necessary interventions.
 - Use effective assessment and monitoring (e.g. formative assessments, observations, parental views) and use these to set appropriate targets which are reviewed regularly.
 - Provide high quality learning opportunities and materials in order to meet the agreed targets.
 - Use positive and supportive language with pupils.
 - Early intervention to promote progress.
 - Make effective use of external agencies.
 - Effective communication with SENDCo and external agencies to keep up to date with new developments.
 - Liaise effectively with parents and carers.
 - Differentiate within class teaching to enable all pupils to achieve their full potential.
 - Use praise and positive language to reinforce all aspects of personal development e.g. managing emotions.
 - Recognise and celebrate all achievements.

4. *Access to broad balanced and relevant curriculum.*
 - Differentiation in planning and targets set for individuals and groups (IEP's, APDR's, EHCP's and provision maps).

- Provide support in an effective manner.
 - Involve parents by providing and collecting formal and informal information.
 - Set a personal curriculum where appropriate.
5. *Experience wider activities leading to greater independence.*
- Pupils to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities.
 - Appropriate use of support staff.
 - Pupils to have individual responsibilities in school/classroom.
6. *Make effective independent decisions.*
- All pupils to be given the opportunity to make choices regarding certain activities – guide them by making sensitive suggestions.
 - Increase pupils responsibilities in school where they can feel secure in their decisions.
7. *Early identification of Pupils needs.*
- Early Years staff and SENDCo to liaise with Health Visitors, School Nurse etc, about difficulties in Foundation Stage.
 - Use of Foundation Assessments to highlight areas of need at an early stage.
 - Regular communication with parents to ensure any concern is noted/discussed and addressed.
 - Use of NTS and GAPS English and Maths assessments, Bradford Toolkit assessment and end of year expectations to identify pupils requiring interventions and support within class.
8. *Effective interventions.*
- All planned interventions to be known to all staff working with the child/group.
 - Parents/carers to be partners working alongside teachers to create an effective learning intervention.
 - Effective communication with parents, external agencies and SENDCo.
 - Where appropriate pupils to discuss their future targets and celebrate in their own achievements.
 - Effective communication between teachers and support assistants to ensure information about pupil's progress and impact is monitored.
 - Interventions to be reviewed and evaluated on a termly or half termly basis, depending on duration of intervention. Future planning to be based on this information.
 - Progress to be regularly shared and discussed with parents/carers.
 - Pupils to be involved where appropriate in discussing and evaluating their progress.
 - Pupils requiring interventions identified on the Provision Map.
9. *Parents/carers to be kept informed at all times.*
- Class teacher to keep parents/carers fully informed from the initial concern.
 - Information to be exchanged in a sensitive way.
 - Parents/carers, pupils and teachers to work in partnership when setting targets in the IEP, APDR or EHCP.
 - Where possible to work in partnership with the school and external agencies to meet the targets on the IEP, APDR or EHCP.
 - To be made aware of all stages of SEND according to the SEND Code of Practice.

- Parents to be made aware of where to find SEND information on the school website.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities

Governing Body

The school governors have specific responsibility to: -

- Ensure the school has an up to date SEND policy.
- Ensure the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school.
- Ensure the necessary support is made for any child who attends the school who has SEND.

Headteacher

The headteacher is responsible for:

- The daily management of all aspects of the school, this includes the support for pupils with SEND.
- Give responsibility to the SENDCo and class teachers but is still responsible for ensuring that all pupils needs are met.
- Ensure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Special Educational Needs & Disability Co-ordinator

The Special Needs & Disability Co-ordinator responsibilities include: -

- Coordinating the support for pupils with special educational needs or a disability (SEND) and developing the school's SEND Policy to make sure all Pupils get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are kept informed about the support their child is getting, be involved in reviewing how they are doing and be part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support pupils learning e.g. Speech and Language Therapy, Educational Psychology etc
- Updating the school's SEND records (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are clear records of pupils progress and needs.
- To provide support for teachers and support staff in the school so they can help pupils identified on the Provision Map to achieve the best possible progress in school.
- The SENDCO meets regularly with SENDCOs in other schools, which enable them to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

School Staff

The Class Teacher will:

- Demonstrate inclusive practice and classroom environment that is in line with the SEND Code of Practice and Local Offer using the Graduated Approach.
- Ensure that the child's parents/carers are aware of the local authority's Parent Partnership Service.

- Ensure that parents are kept informed from the start of any SEND provision and notify any changes.
- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for initial action to support the child within the class.
- Use the curricular and baseline assessment process to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
- Ensure that ongoing observation, assessment and tracking provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.
- Keep SEND paperwork up to date for pupils in their class, ensuring it is reviewed at least once a term and this review is shared with parents.
- Involve parents in developing and implementing a joint learning approach at home and in school.
- Consult with external agencies to obtain and provide a comprehensive range of support and provision for Pupils with SEND, staff and parents.
- Attend SEND training by external agencies to inform planning and practise.

Some pupils on the SEND register can make satisfactory progress in an inclusive classroom. However, if this is not the case then further SEND support will be considered and put into place.

All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Admissions and Inclusions

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

Special Facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties and has wheelchair access. The school has a wheelchair accessible toilet.

Allocation of Resources

The school plans and provides for pupils with SEND from their main budget. The costs of the SENDCO are set against the core or base budget of the school. The school spends money on:

- Learning support assistants.
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively through 1:1 support or group interventions.
- Special books and equipment.

The details of how individual pupils receive support are recorded on their Individual Education Plan (IEP), Adapt, Plan, Do, Review) or Education Health Care Plan (EHCP).

Identification and Assessment of Pupils with Special Educational Needs or Disability

DEFINITION: Special Educational Needs or Disability

Pupils have a special educational need if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.

Pupils have a **learning difficulty** if they:

1. Have significantly greater difficulty in learning than most pupils of the same age.
2. Have a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for pupils of the same age in schools within the area of the local education authority.
3. Are under compulsory school age and fall within the definition of (1) or (2) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Placing pupils on the school's register of Special Educational Needs.

- Pupils whose prior attainment (Baseline) is low enough to cause serious concern will be recorded as having low prior attainment and noted as Early Years Concern/School Concern. Their progress will be closely monitored. Where provision is made for them, which is **additional to and different from** all pupils, they will be added to the Special Needs Register and have an Individual Education Plan.
- Outside agencies may be involved in this process.
- The SENDCO will maintain a record of pupils whose prior and current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning. These pupils will not be placed on the SEND register, but their progress will be closely monitored. High quality differentiated planning, assessments, and record keeping including pupil's profiles and portfolios will demonstrate pupil's progress.

Deciding to place a pupil on the SEND register

The triggers for intervention could be the teacher's or other's concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not met by the behavioural management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

IEP's or APDR's are assessed and written at least once each term and EHCP's are reviewed annually.

- Those pupils who are placed on the SEND register will be reviewed termly.

- The teacher, parents, pupils will write SEND paperwork in partnership, this may include the teaching assistants.

What is progress for pupils with SEND?

Progress can be defined in several ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of pupils starting from the same attainment baseline, but less than that of the majority of pupils.
- Matches or betters the pupil's previous rate of progress.
- SMART targets (small, measurable, achievable, realistic)
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Demonstrates that a higher level of independence is achieved.

When a class teacher or the SENDCO identifies a pupil with SEND the class teacher should provide interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum.

If after suitable provision has been made and reviewed, **accelerated progress** is not observed over time, the SENDCO would consider consultation with external agencies.

Where schools seek the help of external support services, those services will need to see the pupil's records in order to establish which strategies/interventions have already been employed and which targets have been set and achieved. This evidence should be carried out over at least two terms. They can then advise on new and appropriate targets for the child's IEP or APDR and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the pupil's progress. If so, external agencies, for example Educational Psychologists may be required for this. The SENDCO will liaise with the Educational Psychologist making sure that the appropriate advice and support is given to both parents and colleagues.

The SENDCO and class teacher, together with curriculum, English and maths co-ordinators and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the pupil directly. In some instances, improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs and narrowing the gaps within their learning.

The resulting new IEP or APDR for the pupil should set out fresh strategies for supporting the child's progress, identifying impact of intervention and support and recognising barriers to learning. Although developed with the help of outside specialists, the strategies specified in the IEP or APDR should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP or APDR continues to be the responsibility of the class teacher and SENDCO.

If the SENDCO and the external specialist consider that the information gathered about the pupil is insufficient, and that more detailed advice must be obtained from other external professionals, then the consent of the pupil's parents must be sought.

If a pupil makes sufficient progress an EHC Plan may be discontinued by the Local Authority.

Complaints Procedures

The complaints procedure for SEND mirrors the academy's standard complaints procedure that is available from the school office and online.

In line with the Complaints Policy at the informal stage any parent or carer who has a concern about the special provision made for their child they should, on the first instance, discuss it with the relevant class teacher. If the concern continues then the class teacher and the SENDCO will work together with the parents to resolve the issue.

Who can complain?

The following people have the right (although in practice you might choose to extend this "right" if it seems reasonable to do so) for their complaints to be considered:

- Parent or carer of pupils with a special educational need or disability in our academy.

What can be complained about?

The academy will deal with concerns and complaints in relation to the following:

- request for Education, Health and Care (EHC) needs assessments or re-assessment
- concerns about delays in production of IEPs or APDR's
- communication issues

Under the Pupils & Families Act 2014 parents may seek advice on resolving disagreements with the LEA and/or the Independent Mediation Service. Further information is available from <http://www.kirklees.gov.uk/community/education-learning/child/parents/sendlocaloffer.pdf>

Arrangements for Training and Development of All Staff Including Support Assistants and Lunchtime Assistants

As part of performance the school considers training needs for all staff, taking into account school priorities as well as personal professional development. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Special needs are included within all school training. In addition, staff attend training organised by the LA and other agencies.

Arrangements for Partnership with Parents/Statutory Rights

In the Foundation Stage home visits are offered in the term the pupil starts school are offered for parents to discuss any problems. The school will always tell parents when their pupil is receiving help for their special educational needs. Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs or a disability.

Parents of any pupil identified with SEND may contact the Parent Partnership Service or PCAN for independent support and advice. The class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher. Parents are invited to attend all reviews and to discuss current IEPs, APDRs or EHCPs.

Pupil Participation

Pupils and young people with special educational needs 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 all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans, discussions about choice of schools and transition processes.

Links with Other Mainstream Schools and Special Schools

Advanced planning for pupils in Year 5 is essential to allow appropriate options to be considered. The SENDCO and class teacher will liaise with the SENDCO of the Middle School serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

Transition Plans are reviewed annually as part of the Annual Review process.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

The success of the education offered to pupils with SEND will be judged against the aims set out above. The policy will be reviewed annually.