

Inclusion: Special Educational Needs and Disability (SEND) Policy

Date	Review Date	Co-ordinator	Responsible Body
September 2016	September 2017	SENCO	The Good Shepherd Trust

VISION FOR PUPILS WITH SEND

The school aims to ensure that all children have maximum opportunity for learning. Pupils will have access to a well-planned, differentiated and resourced curriculum to meet their needs, with the necessary support to achieve this. We aim to ensure that pupils with SEND are enabled to reach their full potential, are fully included in the school community and are able to make a successful transition to secondary school.

DEFINITION OF SEND

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools”. (SEND Code of Practice 2014)

Identification of SEN:

The 2014 Code of Practice states that:

A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others at the same age in mainstream schools.

When considering whether a pupil has special educational needs, the 2014 Code of Practice advises that a pupil may be identified as having a special educational need if despite receiving Quality First Teaching (Wave 1) and additional support (Wave 2), he or she makes less than expected progress over a period of time. Less than expected progress can be characterised by progress which:

- Is significantly slower than that of peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the gap between the child and peers
- Widens the attainment gap

KEY ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher and Inclusion Leader (SENCO), all members of staff have important responsibilities:

The Governing Body

The Governing Body ensures that practice follows statutory guidelines and this is overseen by the SEND Governor.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school work, including provision for children with special educational needs. The Headteacher will keep the Governing

Body fully informed on Special Educational Needs issues, including their progress and achievements and will work closely with the Inclusion Leader (SENCO) and SEND Governor.

Inclusion Leader (SENCO)

The role of SENCO is encompassed by our Inclusion Leader, who is a qualified teacher and is a member of the Senior Leadership Team. The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care (EHC) plans and statements. Part of the role of the SENCO is to co-ordinate arrangements with the Class Teacher and relevant staff regarding those pupils with SEND.

Class Teachers and other teaching staff

Class Teachers are responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that planned learning tasks are appropriate and that the pupils make progress.

Where concerns are identified, teachers should work with the special educational needs co-ordinator (SENCO) to assess whether the child has SEND.

Teachers should set aside time to liaise with the support staff that work with pupils with SEND, including time to plan, prepare and assess the effectiveness and impact of the support provided.

Support Staff

All support staff should ensure they have up to date knowledge of pupils with SEND in order to effectively support their learning. They should work under the guidance and planning of class teachers and Inclusion Lead, maintaining records in line with school policy to inform assessment, progress and future plans for pupils.

INTRODUCTION

This policy is in line with our aims, teaching and learning policy and equality of opportunity policy and aims to support inclusion for all children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Inclusion Leader. The Headteacher and Inclusion Leader work closely together to ensure that this policy works effectively ensuring all pupils achieve their full potential. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (2014).

You can get a copy of our policy by:

- Looking on the school's website
- Asking for a hard copy at the school office.

Please let us know if you need this to be made available to you in a different format e.g. enlarged font, Braille or other language.

CONTEXT

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

- Equality Act (2010)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

AIMS AND OBJECTIVES

At the school all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued part of the wider school community.

We aim:

- For all pupils to feel equally valued.
- For all pupils to achieve their full potential.
- For all pupils to learn the social, emotional and behavioural competencies they need in order to sustain positive relationships with others.
- For all pupils views to be sought and taken into account.

Key Objectives:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities.
- To ensure that Special Educational Needs are identified and assessed as early as possible
- To develop effective whole school provision management of universal (wave 1), targeted (wave 2) and specialist (wave 3) support for pupils with special educational needs and disabilities.
- To ensure that all pupils have access to a relevant, broad and balanced curriculum.
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice (2014).
- To work in close partnership with parents/carers to create a fully integrated and supportive home/school partnership.

IDENTIFICATION OF NEEDS

There are four broad categories of SEN:

- Communication and Interaction e.g. Autistic Spectrum and Language Disorders
- Cognition and Learning e.g. Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties, Global Developmental Delay
- Social, Emotional and Mental Health e.g. ADHD, ADD, ODD, Attachment Disorders, Emotional Difficulties, Mental Health Difficulties
- Sensory and/or Physical e.g. Hearing Impairment, Vision Impairment.

At the school we identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A GRADUATED APPROACH TO SEND SUPPORT

Changes in Legislation:

The process of identifying and managing pupils with SEND has been modified since the introduction of the new Code of Practice in 2014. The key changes are:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHCPs) which can be used to support children from birth to 25 years. Pupils who currently have a statement will continue to have their needs met by the provision set out in the statement until the statement is transferred to an EHCP, which will happen at the next Annual Review.
- The categories of 'School Action' and 'School Action Plus' have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS).
- The paperwork for pupils on the SEND Register has changed. The school no longer produces IEPs for pupils on the SEND Register. Instead, the provision for any pupil who requires provision which is 'additional to or different from' is mapped on our whole school provision map. Individual Provision Sheets (IPS) are produced from this Provision Map for all pupils with SEND. Additionally all pupils have a one page profile, which is updated annually. This one page profile may form part of a pathway plan, which is used to record details of provision for pupils with complex special needs.
- Schools are required to follow the graduated approach cycle of 'Assess, Plan, Do, Review'.



Our Graduated Approach to Provision:

Our educational provision is categorised into 3 main categories: Wave 1, 2 and 3 Provision

Waves of Intervention Model



Wave 1 and Wave 2 provision is available to all pupils. Wave 3 provision is additional to and different from universal provision and is available to pupils on the SEND Register.

- All pupils receive Quality First Teaching (Wave 1 provision).
- If pupils are identified as not making expected progress despite Quality First Teaching, the Class Teacher will consider what could be changed to enable this child to progress. This may include additional, time-limited tailored intervention support programmes. The class teacher may consult with the SEND Leader or Inclusion Leader for support or advice (Wave 2 provision).
- If pupils continue to make slower than expected progress despite high quality Wave 1 and Wave 2 provision, they may be identified as having a Special Educational Need (SEN) and may require increasingly individualised programmes (Wave 3 provision). This will be agreed between Class Teacher, Base Leader and Inclusion Leader.
- Parents/carers are kept fully informed and their views and support sought throughout the child's attendance at the school.

The progress of all pupils is monitored informally on a continual basis and formally every pupil progress meeting. Where a pupil has made less than expected progress despite receiving Quality First Teaching (Wave 1) and additional support (Wave 2), he or she may be identified as having a special educational need.

Once a pupil has been identified as having SEND parents should be involved in all discussions and decisions. The parents will be informed that their child is being placed on the SEND Register and will be invited to discuss any completed assessments and agree a plan for appropriate provision.

Where pupils have higher levels of need, the school may request, with parental consent, for a specialist teacher, or other agency to provide additional assessments and advice as to how to best meet these needs.

Managing the needs of Pupils on the SEND Register:

Where SEND Support is required the Class Teacher and SENCO with the parent/carer will put together a plan 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 him/her using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents may be asked to share in the monitoring of progress through any home learning.

SEND Support can take many forms. This could include:

- A special learning programme
- Extra help from a teacher or learning support assistant
- Making or changing materials and equipment
- Working with a pupil in a small group
- Making sure a pupil has understood something by encourage him/her to ask questions and to try something he/she find difficult.
- Helping other pupils to work with a pupil or play with him/her at playtime.
- Supporting a pupil with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

The Class Teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with support and specialist staff who provide the support set out in the plan for the pupil. The SENCO will provide support, guidance and advice for the teacher.

The plan including the impact of the support and interventions will be reviewed each term by the Class 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 SEND Support.

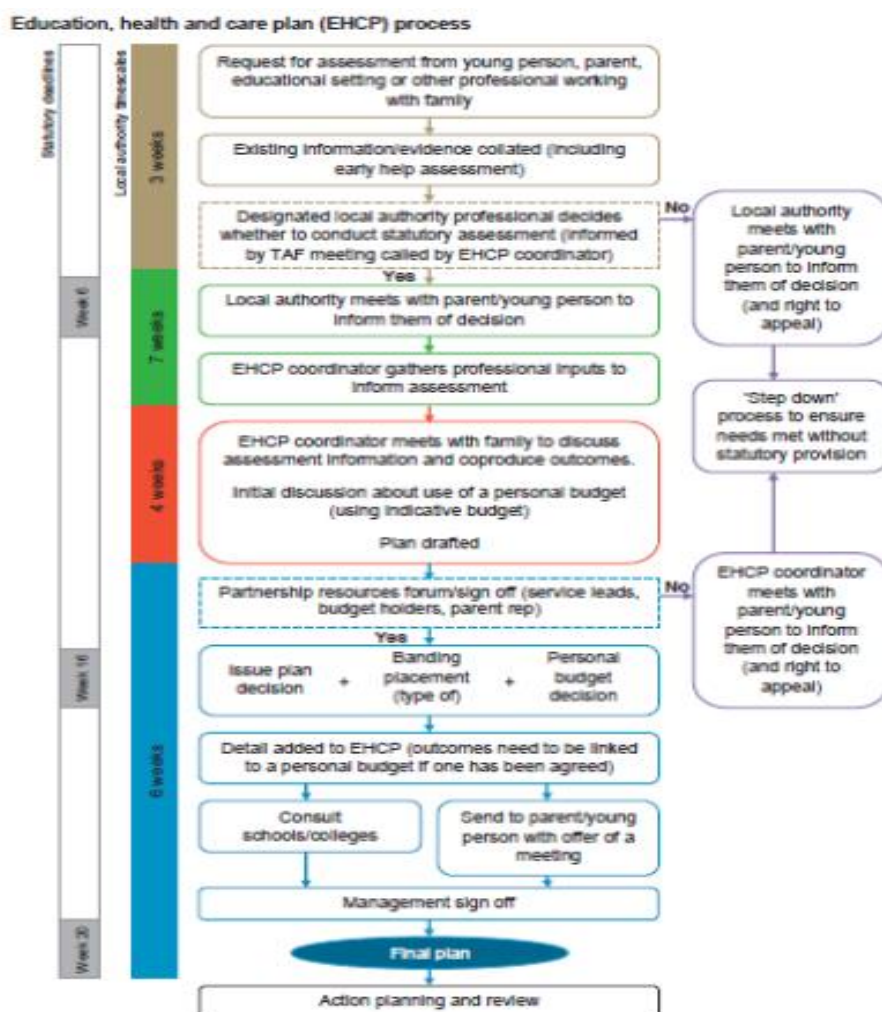
Statutory Assessment and EHCPs:

The special needs of the majority of pupils should be met effectively through SEND Support. However, in a small number of cases, where a pupil remains a significant cause of concern after following the assess-plan-do-review cycle at SEND Support level, the school will request statutory assessment of the pupil.

This may lead to the Local Authority (LA) agreeing an Education Health and Care Plan (EHCP).

This statutory assessment is conducted in close collaboration with the parents/carers, school and relevant external specialist agencies. The LA will seek evidence from the school regarding the impact of strategies and programmes implemented over a period of time.

The LA will make an initial assessment within 3 weeks and a Team Around the Family (TAF) Meeting will be called to discuss whether the LA will agree to complete a statutory assessment of the pupil. If the LA agrees to statutory assessment, a more detailed assessment of the pupil's needs will be carried out over a number of weeks, as detailed in the diagram below. If the LA declines to complete statutory assessment, Parents have the right to appeal this decision or the school can re-apply.



EHCPs are formally reviewed on an annual basis.

Admissions Arrangements

The school provides for children with a wide range of abilities and/or difficulties. Places for children with or without a special educational need are allocated in line with the whole school admissions policy which follows Surrey LA guidelines. The majority of pupils join the school in the Reception Year. The Reception Class Teacher and Headteacher meet parents and liaise closely with them. The Inclusion Leader (SENCO) is notified of any special educational needs that have been identified prior to admission. Special educational needs may also be highlighted in the results of assessments undertaken at the beginning of the Reception year. When pupils join our school throughout the year we liaise closely with any feeder schools sending children with known special needs.

Provision and Facilities

The school complies with County regulations. The school is accessible to wheelchair users and has a disabled toilet facility.

Access Arrangements for Exams/ Assessments

The school complies with National statutory guidance for providing additional access arrangements for exams/assessments as necessary.

Partnership with Parents and External Agencies

At the school we believe that to successfully meet the needs of children with SEND, a strong partnership is required with all those involved, including parents/carers, staff, LEA/other advisory bodies and external agencies.

Parents and Carers: The school values and accepts the positive role and contribution parents/carers can make. We will make every effort to work in full co-operation with parents/carers, recognising their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are fully identified and met as early as possible. In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so that they can reinforce learning in the home.

The school endeavours to support parents/carers so that they are able to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and supporting during assessment and any related decision-making process about special educational provision.

External Agencies: Schools can commission support from the following agencies:

- The Educational Psychologist (EP)
- Behaviour Support Service (BS)
- Learning and Language Support Service (LLS)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Physical and Sensory Support Service (PSS)
- The Ethnic and Language Minority Support Service? (REMA)
- Educational Welfare Officer (EWO)
- School Doctor/Nurse
- Social Services

Signposting

For further guidance on local supportive specialist services please see the following link:
Surrey's Local Offer <http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send>

TRAINING AND DEVELOPMENT

All of our teachers, teaching assistants and appropriate governors are trained to work with pupils with SEND. Ongoing training and development work in pertinent areas of SEND forms part of our continuous professional development of our staff and this is delivered through a combination of in-house and external training, including INSETS, staff meetings and external courses.

STORING AND MANAGING INFORMATION

Each pupil on the SEND Register has an electronic file and a paper file. All data is stored securely within the requirements of the Data Protection Act (date)

COMMENTS, COMPLEMENTS AND COMPLAINTS

In the first instance, parents'/carers' comments or concerns should be raised with the pupil's Class Teacher. If further action is needed, parents/carers should in the first instance speak to the Inclusion Leader. We hope that all concerns can be managed in this way. However, if a parent/carer wishes to escalate the matter further, they should follow the procedures outlined in the school's 'Responding to Parental Concerns' policy.

If there continues to be a disagreement with regard to the SEND provision, the LA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have the right to appeal to a SEND tribunal at any stage.

A review of the SEND policy document is undertaken every year. It is a working document and is kept under constant review.