

Special Educational Needs & Disability Policy

Including
Educational Health & Care Plan (EHCP)
Arrangements (Page 7 – 8)



Relevant Staff

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1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with additional educational needs at Polam School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these forms a statement of the principles underpinning all the work of the school.

Polam School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with special educational needs (SEND) is at the discretion of the head teacher and may be reviewed after six months. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class/form teacher and/or other staff. This may involve the use of specific tests and will result in a written report. The head teacher will discuss the needs of the individual child with the school's Special Educational Needs Coordinator (SENCO). If the school is able to meet those needs, and the child meets entry requirements, then the child may be accepted.

2. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

- a) We aim to provide high quality provision to meet the needs of children and young people with SEND, we focus on inclusive practice and removing barriers to learning. We do this through providing high quality first teaching that is differentiated and personalised to meet the majority of individual needs. Some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.
- d) We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENCO and the SLT. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEND

should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.

- f) We believe in the participation of children and their parents in decision-making as well as ensuring they exercise greater choice and control over support which is provided. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEND provision aims to actively involve children in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, and with education, health and social care services to provide support and we value their opinions and contributions.
- h) We collaborate between education, health and social care services and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

3. Aims

The aims of our Special Educational Needs provision at Polam School are:

- to recognise that some children have difficulties which call for special educational provision;
- to have regard to the views, wishes and feelings of the child or young person, and the child's parents
- to recognise the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *Special Educational Needs and Disability Code of Practice:0-25 years* with effect from September 2014 and the *Equality Act 2010*;
- to give every child with SEND the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.

The school in context

Some of our pupils have English as a second language (EAL), additionally the school intakes pupils throughout the academic year.

These factors can add complexity to the identification of and speed of provision for SEND.

Children who have English as a second language are not regarded as children who have a special educational need. Please refer to the EAL policy.

Where a child with English as a second language has a special educational need, this need will be met by provision under this policy.

4. Definitions

Definition of SEND [SEND Code of Practice, 2001, p.6]

A child or young person has special educational needs 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 facilities of a kind generally provided for others of the same age in mainstream schools within the area of the LEA.
- For children aged two or more, special educational provision is educational or training provision that is different to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nurseries or relevant early years providers.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above (for school aged pupils) when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

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

There are broad areas of needs as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- SENDsory and/or physical needs

The school has a separate policy for more able and gifted pupils who do not have special educational needs or disabilities.

The Equality Act 2010 sets out the legal obligations that schools and early years providers have towards disabled children and young people:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- We **must not** discriminate for a reason arising in consequence of a child or young person's disability
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Further details can be obtained within our Accessibility Plan.

There are no special facilities at the school for pupils who are physically disabled, nor any special units for children with learning difficulties. However, the school is committed to the integration of pupils with a wide range of needs, and their involvement in the whole life of the school, in line with our Equal Opportunities Policy.

3.1 Resources

Funding for SEND is through provision by the school budget and through extra mandatory payments made by the parents when their child receives help from the SENCO/ Teaching Assistant

5. Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. The school's Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

The role of the SENCO

The SENCO has an important role to play with the Head in determining the strategic development of SEND policy and provision in the school. The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support and to include individual pupils with SEND or Disability, including those on whom the LA maintains Statements of SEND/EHC plans including Annual Reviews.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching. The SENCO is required to follow the most recent government Code of Practice for SEND or Disability.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND and keeping it under regular review;
- liaising with and advising fellow teachers, including coordinating the provision of support from any Learning Support Assistants and contributing to the provision of high quality differentiated and personalised teaching through in-service training for staff;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND, including contributing to the Personal Education Plan;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's budget and other resources to meet pupils' needs effectively, including any LA top up/high needs funding;
- liaising with parents/carer(s) of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Head and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ensuring that the school keeps the records of all pupils with SEND up to date and transfers SEND or Disability records to next schools/institutions accordingly;
- operating at all times within the terms of the school's admissions policy for SEND or Disability, including the publication of the accessibility plan;
- maintenance of effective record-keeping systems accordingly and overseeing all the records of

children with SEND or Disability;

- maintain a culture of high expectations that expects those working with children and young people with SEND or disabilities to include them in all the opportunities available to other children so they learn, participate and achieve the best possible outcomes;
- ensure any EYFS practitioners review children's progress and share a summary with parents; and
- liaise closely with the Designated Safeguarding Lead with regard to any early help required for individual children, and to ensure their welfare, health and safety are promoted.

It follows from this that the SENCO has planned time to administer the school's SEND arrangements.

The role of the teachers

1. identify pupils of concern and liaise with SENCO;
2. keep notes on SEND pupils in the system;
3. plan work for pupils at school action level;
4. liaise with SENCO to plan work for pupils on school action plus level;
5. to review and write IEP's when required (supported by SENCO);
6. direct support from learning support assistants if appropriate;
7. each member of staff is expected to keep up-to-date with information about SEND children that they teach; and liaise with the parents of identified pupils.

The role of the head teacher

1. ensure that the SENCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. liaise with SENCO regularly regarding individual children;
3. discuss staff training needs with SENCO;
4. in discussion with SENCO arrange sharing of good teaching practice;
5. look at resource requests for the Learning Support department; and
6. share information on SEND with the school's Cognita Education Officer.

6. Processes

Identification

Early identification and assessment of a child with SEND is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENCO will discuss the child's needs and information will be gathered. At a later point and if necessary further testing may be carried out – at a cost to the parents, results recorded and a meeting of all interested parties carried out. All children's progress will be monitored and tracked towards goals with high ambitions and against set stretching targets. Any provision we make available will be kept under review and we will ensure that the approaches used are based on the best possible evidence and that they have the required impact on progress.

SEND Procedures

We ensure that in the early years, we have arrangements in place to identify and support children with SEND or disabilities and to promote equality of opportunity for all children in our care. These arrangements are set out in accordance with eh EYFS statutory framework which requires practitioners to review children's progress and share a summary with parents.

In the EYFS the key worker with support and guidance from the SENCO will provide support within the setting. Parents' observations are crucial, as are the views of other professionals such as health workers and pediatricians.

We monitor progress across the seven areas of learning including communication and language,

physical development, personal, social and emotional development, literacy and mathematics, understanding of the world, expressive arts and design.

The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities and a profile is provided in the final term of the year in which the child turns five which is particularly helpful for children with SEND and should inform plans for future learning as they go through our school, identifying any additional needs for support

1. Alert/ class observation

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on alert if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities. **It is imperative that the parents are informed by the class/tutor teacher about concerns at the same time as the SENCO is informed.**

With parental permission, a Record of Concern (See Record section below) should be filled in by the class teacher, subject teachers or any adults involved with the child on a regular basis. The Record of Concern should be given to the SENCO who will then discuss it with interested parties and decide on appropriate assessment. The class tutor/teacher will then inform the parents of the concerns and ask permission for any assessments that have been deemed advisable.

After assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so. In the nursery setting focus week observations, meetings with parents may raise issues of concern. After parental permission is given the Nursery Manager will inform the SENCO during regular meetings and the SENCO will liaise with parents, nursery staff and outside agencies

2. SEND support in school

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part-cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

This process is known as Assess, Plan, Do, and Review.

3. Requesting an Education, Health and Care needs assessment (EHCP)

For a very small number of pupils, where, despite having taken relevant and purposeful action to identify, assess and meet the SEND, the child has not made the expected progress, then we will consider requesting an Education, Health and Care needs assessment in conjunction with the parents and child. The SENCO, with the advice of the class/Nursery Manager and other teachers, will liaise with the parents and the authority about assessment criteria.

All those involved with the pupil must continue to keep detailed records. If possible the SENCO or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during IEP review meetings.

Exceptionally, this may result in an Education and Health Care Plan (EHC Plan) which would be used

to actively monitor a child's progress towards their outcomes and longer term aspirations. The Local Authority would review this annually as a minimum through a formal review, in partnership with parents and the child or young person themselves. It must take into account the child's views, wishes and feelings, including any right to request a Personal Budget.

Procedures relating to the SEND register

Records

The SEND provision records are as follows:

- **Records of Concern/Nursery observations** are kept by the SENCO in the school office and in the pupil's file. Blank copies can be found in the class SEND file or by applying to the SENCO.
- **Assessment and progress files** are kept by the SENCO in the office, in the pupil's file and the class file.
- **Initial Parent Contact forms** are kept by the SENCO and in the pupil's file.
- **IEPs** are kept by the SENCO. Copies are kept in the pupil's file. For all years the IEP's are on the school intranet system and may be downloaded in hard copy form by the class teacher/specialist subject teacher.
- **School based assessments** are stored on the intranet in a separate folder titled "Tracker". This is maintained by the Assessment Coordinator however it is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENCO has made.
- It is the responsibility of the SENCO to draw the attention of the teachers to the SEND assessments.
- It is the responsibility of the class/subject teachers/key worker to familiarize themselves with the reports and IEPs.
- **IEP review forms** are kept with the relevant IEPs in the above places.
- **Any other records**, Educational Psychologist's reports, Speech therapy etc are kept by the SENCO in the school office with copies in the pupil's file.
- **The list of pupils with special educational needs** is on the staff intranet and all records are updated by the SENCO when appropriate. The SENCO emails all staff drawing their attention to the list a] when it is updated b] at the start of each term.

IEPs

An IEP is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- three, four or five (no more) short term targets set for or by the pupils, with a review date specified for each target;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be **SMART**:

- **S**hort;
- **M**easurable;
- **A**chievable;
- **R**ealistic; and
- **T**ime - have a define **T**ime.

IEP's are based on a cycle of planning, intervention and review. As far as possible this is met within the classroom, in some instances with permission from parents we can help to organise provision for TA/Learning Support Assistants to work within the classroom alongside their pupils.

The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally twice a year. Parents are also consulted, formally in a meeting. Teachers are similarly consulted, as is the pupil. Parents receive a copy of the IEP and are asked to sign the IEP agreement for the school to keep.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the SENCO whenever they need to.

Other procedures

Strands of Action to meet special educational needs

	Differentiated learning in class	Stage 1 Differentiation + small group support	Stage 2 Differentiation + individual help	Stage 3 Individual help + advice from an external agency
Assessment and planning	Teacher assessment; Screening tests	Teacher assessment, screening tests, SATs, in-school whole class assessments	In-school individual assessment	External assessment by Ed Psych or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom	Small groups used for out of class activities with group targets	Individual or small group tuition to support IEP targets	Individual or small group tuition to support IEP targets or programme drawn up by the school with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from the SEND/Learning Support Team as necessary	Learning support staff in liaison with class/ form teachers and the parents/ carers	Learning support staff in liaison with class/form teacher and parents/ carers	Learning support staff in liaison with external therapist, class/form teacher and parents/ carers
Curriculum and teaching methods	Differentiation for curriculum access using multi-SENdsory (VARK*) teaching methods and suitable adjustments within the classroom. Behavioural target/ charts	Specific reinforcement or development of particular skills through differentiated activities and materials	Individual programming to support specific targets; Access to ICT	Individual programming to support specific targets; Access to ICT

- Visual, auditory, reading/writing, kinaesthetic.

Curriculum access for pupils

Special needs provision is planned, monitored and reviewed by the Special Needs Coordinator, who reports to the Head Teacher and the SLT.

The SENCO and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the SENCO will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the SENCO timetabled administrative time to meet with class/subject teachers and for the SENCO to observe SEND children on a regular basis with the class or subject teacher's agreement.

A graduated response to learning difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
 - prevents the attainment gap growing wider;
 - is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
 - matches or betters the child's previous rate of progress;
 - ensures access to the full curriculum;
 - demonstrates an improvement in self-help, social or personal skills; and
 - demonstrates improvements in the child's behaviour.
- (SEND Code of Practice 2001)

Behaviour and SEND

Pupils with behavioural difficulties are included as having special educational needs even if they do not have learning, or physical or SENDsory difficulties.

Requests for Education, Health Care Plan Assessment

For an extremely small number of pupils, the provision that can be made within school may still not adequately support their needs. At this point, where appropriate, the SENCO will discuss the possibility and implications of a request for an Education Health Care Plan (EHCP) assessment. Taking the Local Authority criteria in to account, an EHCP assessment can be requested from the Local Authority (LA), preferably with the support of the teachers and SENCO and following consultation with the Head Teacher.

The SENCO, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria. The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation, progress, achievement and SEN Support. Intervention and record keeping continues through the assessment process.

The assessment may result in an EHCP. A pupil with an EHCP will have their progress reviewed each term with teachers/SENCO/ parents and annually with outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCO to collate these records and to maintain the pupil's file.

Inclusion

Children with SEND are fully included within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

Examination Procedure

Access arrangements, such as seeking extra time for examinations, are allowed according to the ISEB regulations.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Future Schools

The Head Teacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEND, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

7. Testing

Assessment in primary schools

Suggested tests include the following. However a **guiding principle** is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

1. Initial assessment on entry or soon after includes:
 - basic background details about the pupil. This may include a taster sessions;
 - more detailed background including parents' questionnaires and details of the pupil's medical history;
2. Older children:
 - taster days prior to entry;
 - historic data
 - assessments of the pupil's reading age using a test which provides a standardised score;
 - informal assessments by the class teacher