

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

FURNESS VALE PRIMARY AND NURSERY SCHOOL

‘This policy has been reviewed on July 2020 and has been impact assessed in the light of all other school policies and the Equality Act 2010.’

DATE AGREED	REVIEWED ON	NEXT REVIEW	COMMITTEE	MINUTE NO	SIGNED
July 2020	July 2020	July 2021	Curriculum and Policies	20/16	S Atkins
July 2020	July 2020	July 2021	Curriculum and Policies		L Shepley
July 2020	July 2020	July 2021	Curriculum and Policies		K Medway

Special Educational Needs and Disability Policy

This policy was written in consultation with stakeholders including children, parents, staff and governors.

This policy should be read in conjunction with all our policies which relate to inclusion, including the Disability Equality Scheme, the Accessibility plan, Behaviour Management, Equal Opportunities, Anti-Bullying and Child Protection and Safeguarding.

It is our vision to create a happy and stimulating learning environment in which all members of the school community can grow in self-esteem and develop to their full potential as individuals in a diverse society.

At Furness Vale Primary School, we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for Learning. Meeting children's needs is at the heart of our school ethos.

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. We recognise that all children have different needs. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Aims and Objectives of this Policy

The following principles meet the 5 outcomes of Every Child Matters:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic wellbeing

- To reach high levels of achievement for all
- To be an inclusive school that meets the needs of its children
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with Derbyshire County Council's admission policy.

Management of SEN within School

All school staff have a responsibility for pupils with SEN. Additional support is given by the school Special Educational Needs and Disability (SEND) Coordinator, Mrs Parry. Staff are aware of their responsibilities towards pupils with SEND. A positive and sensitive attitude is shown towards all pupils.

The class teacher has overall responsibility for all the children. Support staff are used, as directed by the teacher to work with groups and individuals. The school has a 'keep up not catch up' attitude and short individual sessions are in place daily for those children who need additional practice. We aim for every child to be an independent learner. We know that some children need more support to achieve this and we have target boards in place to scaffold their learning. Children will be given work that matches their ability/next steps in learning.

DCC provide additional SSEN (Specialist Support Service for Educational Needs) for children deemed as working well below their age-related expectations.

In line with the recommendations in the SEN Code of Practice 2015, the Headteacher and SENCO are responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- overseeing the records on all children with SEN
- liaising with parents of children with SEN in conjunction with class teachers
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO reports to the head and the governor with responsibility for SEN on the day-to-day management of SEN policy.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The Inclusion Coordinator uses whole school tracking data as an early identification indicator. We use S Levels to monitor the progress of children working below National Curriculum Levels.

We use a number of additional indicators to support our identification of children who may have special educational needs:

- The analysis of data including entry profiles, Foundation Stage Profiles, SATs, formative and summative assessments, and any additional assessments we deem necessary.

- We closely monitor children who do not achieve age related expectations
- Concerns raised by teachers
- Parental concerns
- Tracking individual progress over time
- Liaison with feeder settings on transfer
- Information from previous schools
- Information from other services

The SENCO maintains a list of pupils identified as being below age related expectations. For some pupils a more in-depth individual assessment may be undertaken and the school invites specialists into school to undertake these.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. Most children with Special Educational Needs have an Individual Education Plan (IEP). IEPs outline targets that the child is working towards and strategies and provision employed to enable them to meet the target. This provision will often include:

- In class support from the teacher
- in class support for small groups with a Teaching Assistant (TA)
- individual or small group withdrawal with the teacher, and sometimes, the TA.
- Task boards – a series of activities that meet the children’s learning needs
- Provision of alternative learning materials/ special equipment
- SSEN support
- Staff development/training to undertake more effective strategies
- Access to the Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

Strategies for pupils’ progress will be recorded in an IEP containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil’s learning needs. The IEPs will be discussed with the pupil and the parent.

Monitoring Pupil Progress

Progress is the crucial factor in determining the level of support needed by a child. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil’s previous rate of progress
- Ensures full curricular access

- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include, as appropriate:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Code of Practice graduated response

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through School Action and School Action Plus as described below.

School Action

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO will advise that the child begins using a 'Task Board' with activities that meet the child's learning needs and can be completed mostly independently. The child may also be given IEP time, a short amount of time to practice, develop or assess the child's progress against targets. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action and results.

School Action Plus

At School Action Plus there is **involvement of external services**. Placement of a pupil at this level will be made by the SENCO after full consultation with parents at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered when, despite all the support given at School Action, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work considerably lower than age related expectations
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Request for GRIP Funding or an Education Health Care Plan (EHCP)

The school will request an EHCP from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The interventions at Early Years Action Plus /School Action Plus
- Current and past IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Current attainment levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

EHCP

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer and is likely to continue to need extra provision for the remainder of their education. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Established through consultation with all professionals involved with the child and family
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support, where specified

Reviews of EHCPs

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teachers
- The Special Needs Support Teacher
- The Educational Psychologist
- Any other professionals involved with the child and family

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Transitions Reviews receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEN are invited to participate in:

- IEP reviews and setting of IEP targets
- Regular meetings with named adults
- Annual reviews

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils at School Action Plus any one or more of the following agencies may be involved:

- Educational Psychology Service
- Support Service for SEN
- Educational Welfare Service

The SENCO will maintain links with other SENCOs through the SENCO network meetings.

Links with Other Services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service
- Occupational Health

INSET

In order to maintain and develop the quality of our provision, staff are required to undertake appropriate training.

Recent courses undertaken are listed in the professional development file in the office.

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Review of the SEN Policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

This policy complies with the guidance given in Statutory Instrument 1999 No. 2506.

Monitoring	Evaluation
Curriculum provision	
<p>Scrutiny of planning Classroom observation Work sampling Teacher interviews Informal feedback from SEN staff/support staff Pupil interview</p>	<p>Planning shows differentiation and specified and varied roles for support adults There is differentiation, and further differentiation, of learning opportunities in the classroom Work sampling shows curriculum continuity and progression in learning Teachers feel supported in meeting the needs of individual pupils Pupils with SEN are given suitable learning tasks to meet their needs Pupils can identify what and how they are learning</p>
Individual pupil progress	
<p>Scrutiny of whole school data –progress of pupils identified as having SEN Sampling individual pupil work Analysis of assessment data relating to individual pupils Scrutiny of MEPs and MEP targets Minutes of MEP reviews Pupil review meetings and records of review meetings Pupil interviews</p>	<p>Pupils with SEN make good progress in comparison with other pupil groups Samples of pupil work show progression over time Data recording individual pupil progress is analysed and shows progression MEPs targets are SMART, relevant and reviewed regularly MEP targets are shared by pupils There is progress on MEP targets Pupils are actively involved in MEP and annual reviews</p>
Monitoring the implementation of SEN procedures	
<p>Analysis of assessment data and pupil tracking (including the use of P scales or PIVATs) Register analysis Parent questionnaires Staff questionnaires Analysis of systems for ensuring effective communication Sampling of SEN files Classroom observation relating to effectiveness of support staff and SEN staff Provision Maps</p>	<p>Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be 'out of step' with peers Assessment data is analysed and used to inform provision The SEN register is reviewed termly and distributed to all staff The register is audited, analysed and any appropriate action taken There is movement on the register, both up and down the levels of intervention All parents are informed of their child's special educational needs and of MEP targets Parents express satisfaction with the provision made % parents attended annual reviews Staff feel they have sufficient information and support SEN files are up to date and accessible The SENCO has regular meetings with the governor with responsibility for SEN Resources are used effectively Support staff have clear roles Support staff are effective in supporting pupil learning All SEN staff are appraised and receive regular training Analysis of provision menu shows a range of provision to meet individual needs Analysis of provision mapping shows appropriate actions to meet individual needs</p>