



SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY 2017 - 18

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children 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.

The special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Gloucestershire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Longney CE Primary Academy values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The academy seeks to raise pupils' achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected and equal members in our academy.

Longney CE Primary Academy will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, head teacher, SENDCO and all other members of staff have important responsibilities.

The National Curriculum is the starting point for planning that meets the specific needs of individuals and groups. In order to provide an inclusive curriculum, the National Curriculum Programmes of Study are modified, as necessary, to provide pupils with relevant and appropriately challenging work including enriching activities for more able pupils. The inclusive curriculum is supported by teachers planning which sets suitable learning challenges and responds to children's diverse learning needs. In addition, teachers address any specific learning and assessment requirements that could create barriers to learning. Teachers take account of the Special Educational Needs and Disabilities of pupils and make appropriate provision, enabling individuals or groups of pupils to participate effectively in curriculum and assessment activities.

Policy

The aims of this policy are:

- To create an environment in which all children are included, valued and challenged whilst having full access to all elements of the school curriculum
- To ensure that the SEND of all pupils are identified and met throughout the school through an inclusive curriculum
- To provide clear guidance for all the school's stakeholders regarding the implementation of the Code of Practice within the school
- To make clear the expectations of all partners in the process
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEND

Aims and Objectives

As an academy we will:

- Provide every pupil with the opportunity to experience success in learning, whilst also attaining their full academic potential
- Plan for differentiated work that is appropriately matched to learning needs and ensures progression
- Use a range of organisational approaches to ensure learning needs are properly addressed
- Deploy a range of teaching and learning styles (auditory, kinaesthetic and visual) so that all pupils, can take part in lessons fully and effectively, providing equality of opportunity
- Create effective learning environments in which pupils' achievements are celebrated and independence is fostered
- Ensure that assessments are appropriate, giving pupils opportunity to demonstrate their own knowledge and attainment through appropriate means
- Set aspirational yet attainable targets for learning
- Help pupils to manage behaviours that hinder either their own or others learning
- Liaise with outside agencies to ensure high quality provision

Role of Special Educational Needs and Disabilities Coordinator (SENDCo) – Mrs E. Price

The role of the SENDCo falls into 3 key areas:

- clerical
- advise
- monitoring and evaluating

Clerical Responsibilities

- To redraft all appropriate documentation including the school's SEND policy in light of the SEND Code of Practice
- To maintain an electronic record of the school's SEND list
- To be responsible for ensuring that all parents of children moving onto/ up/ down the SEND list are informed in writing
- To be responsible for the completion of all 'formal' documentation relating to SEND
- To be responsible for liaising with all outside agencies (social services, educational psychologists, LA etc.)
- To complete SEND documentation when necessary including the school Local Offer
- To be responsible for annual review of statements

Advice

- To undertake a termly review with all staff
- To submit a termly SEND report to governors in an agreed format
- To contribute when required to parents' workshops
- To contribute when required to Governors' meetings
- To advise staff on strategies for target setting
- To ensure a Provision map is in place and is adhered to

Monitoring and Evaluating

- To meet termly with the Head and link governor to discuss SEND issue
- To liaise regularly with the school's designated SEND Governor
- To be responsible for monitoring the provision for pupils with SEND through the monitoring of teachers' planning, SEND files, completed documentation etc.
- To be responsible for pupil tracking throughout the school involving observations, pupil questionnaires, monitoring pupil progress
- To monitor and evaluate targets set
- To monitor and evaluate the effectiveness of Teaching Assistants support role for pupils with SEND
- Evaluating effectiveness of school provision and reporting of this to governors
- To monitor movement of pupils with SEND within SEN stages
- To monitor use of outside advice in forming basis of targets
- To monitor and evaluate use of resources (particularly human)
- To provide equal opportunities for all pupils with SEND

Non-Contact Time Related to Responsibilities

Non-contact time is required in order to fulfil the requirements of the job specification. Half a day each month will be allocated for this. Time for any other tasks will be by arrangement.

The Headteacher's responsibilities:

- The Headteacher has the responsibility for the day to day operational management of all aspects of the school's work, including SEND
- The Headteacher should keep the Governing Body informed
- The Headteacher should liaise with the School's SENDCO and SENGOV
- The Headteacher should ensure that the SENDCO and teachers develop positive and constructive relationships with parents.
- The Headteacher should ensure that all teachers understand their own responsibilities in respect of SEN
- The Headteacher should ensure all statutory reviews are appropriately completed
- The Headteacher must ensure that the effectiveness of the school's work on behalf of pupils with SEND is evaluated
- The school's Local Offer is published on the school and Local Authority website.

Areas of Responsibility

Class Teacher

- Maintain SEND file
- Contacting parents
- Set targets to enable pupils to overcome barriers to learning
- Ensure appropriate targets for Gifted and Talented pupils are in place and are reviewed termly with parents
- Consult with SENCO appropriateness and content of targets and provision map.
- Review progress termly with parents
- Ensure parents have current target paperwork
- Make sure Quality First teaching supports pupils to attain targets
- Tailor curriculum to ensure continuity, progress and challenge for all pupils in their class
- Employ a range of teaching styles
- Liaise regularly with relevant classroom assistants as to planning, objectives and pupil progress
- Deploy Teaching Assistants flexibly and effectively to support pupils with SEND
- Adhere to school policy on effective use of Teaching Assistants

The Governing Body is responsible for:

- ensuring necessary provision is made for any pupil with SEND
- ensuring that when the Headteacher/SENDCO has been informed by the LA that a pupil has SEND, those needs are made known to all those who are likely to teach him/her
- ensuring that staff are aware of the importance of identifying and providing for pupils who have SEN.
- consult LA or other Governing Bodies when necessary to co-ordinate SEND provision in the area as a whole
- ensuring all pupils with SEND have access to the National Curriculum and receive special educational provision required including efficient use of resources
- report to parents on implementation of the school's policy for pupils with SEND
- have regard to the Code of Practice when carrying out duties towards pupils
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child

Governor

The named Governor with responsibility for SEND has specific responsibilities that include:

- termly meetings with SENDCO and Headteacher
- take an active part in reviewing SEND policy and practice
- match provision with requirements
- monitor SEND budget
- ensure teachers are aware of the importance of providing for pupils with SEND
- report annually to parents on pupils' progress
- nominate a responsible person (generally SENDCO) to ensure that all those who are likely to teach pupils with an Educational, Health and Care (EHC) plan are informed
- promote inclusive practice throughout the school.

Role of LA

The LA is responsible for:

- Promoting high standards of education for all children including those with SEND
- Ensure that needs of pupils with SEND are identified and assessed quickly and matched by appropriate provision
- Ensure high quality support is provided for these pupils
- Develop close partnerships with parents, school, health and social services in order to provide co-ordinated provision
- Develop systems for monitoring and accountability for SEND through consultation with schools
- Provide for the inclusion of pupils with SEND in mainstream schools and monitor and review the role and quality of SEND support services
- Make arrangements for parent partnership services and inform parents

Allocation of Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach: Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND

is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development

and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan

Further information can found at: www.gloucestershire.gov.uk/sen
or by contacting the Parent Partnership Service on: 0800 158 3603 www.glospps.org.uk

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Gloucestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Curriculum Access

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

At Longney Primary Academy the provision and action we take is considered by looking at pupil's progress as a whole, their attainments and difficulties as well as their strengths and successes.

Curriculum access is provided for through four broad strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

As a school we organise these strands of action so that they can either call upon progressively more powerful interventions to meet increasing needs or reduce the range, type and intensity of interaction as the child makes adequate progress.

Partnership with Parents

At all stages of the Special Educational Needs process the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to make an active contribution to their children's education.

We have regular meetings to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and we share the progress of decision-making by providing clear information relating to the education of children with special educational needs.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

Links with other schools

The school works in partnership with the other schools in the cluster group as well as Quedgeley Learning Community. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Links with other agencies and voluntary organisations

Longney CE Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Gloucestershire Education Psychology Service
- Behaviour Support Service through Alternative Provision School outreach
- Social Services (CAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENDCO reports the outcome of the review to the full Governing Body.

- Recent in-school assessment data
- Targets, strategies and evaluations
- Outside agency advice

This policy was reviewed by Ms Howard and the governing body in September 2017 in accordance with the criteria set out in the current SEND Code of Practice.

