

## Terling Church of England Primary School

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY 2018



#### INTRODUCTION AND AIMS

At Terling C of E Primary School, our aim is to provide a warm, caring and stimulating learning environment for all our pupils. This, of course, includes children from all backgrounds and with a variety of abilities and needs.

As a small, friendly village school, we are able to work closely with our families so that we can develop positive working relationships with parents and carers. Parents and carers are encouraged to come in to school for various events throughout the school year, such as assemblies, and can meet with staff at informal drop ins and discussions or on a more formal basis if needed. We appreciate feedback from parents, carers and children and listen to their views and opinions with interest.

Our goal is to personalise the learning experience of our pupils as far as possible and to ensure that each child can achieve their personal best in all areas of the curriculum and in their personal development.

We have high aspirations for all our pupils and we want them to achieve their full potential. Therefore, we understand that it is important that children who have additional needs feel understood and are well supported at school so that they can look forward towards a fulfilling future, reaching their personal and learning goals so as to enable them to achieve their ambitions.

Our enthusiastic staff are dedicated to the principle of inclusion for all children and work together to ensure that pupils have the necessary provision to meet their needs. Where possible, our goal is to ensure that children with special educational needs and/ or disabilities can receive their education in a mainstream setting. The Terling team has a variety of skills, experience, knowledge and qualifications which they put into practice by providing high quality teaching, including appropriate interventions and provision for children with special needs.

## **Contents**

Section 1: Who to contact and how?

Section 2: Our objectives.

Section 3: Identifying Special Educational Needs and Disabilities

Section 4: A Graduated Approach to SEND Support and Managing pupils' needs on the SEND register

Section 5: Criteria for exiting the SEND Register/Record

Section 6: Supporting pupils and families

Section 7: Supporting pupils at school with medical conditions

Section 8: Monitoring and evaluation of SEND

Section 9: Training and Resources

Section 10: Role and responsibilities of the SENCo

Section 11: Storing and managing information

Section 12: Reviewing the policy

Section 13: Accessibility

Section 14: Most Able

Section 15: Dealing with complaints

Section 16: Bullying

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 2015
- Part 3 of the Children and Families Act 2014
- School's SEND Information Report July 2017

It was approved by the governing body on .....

**Section 1: Who to contact and how.** If you have concerns or questions, we encourage you to speak to their class teacher in the first instance. A follow up meeting or phone call with the SENCo may be appropriate if needed. Our SENCo is happy to have an informal discussion with you about your child's possible additional needs or any concerns you may have about them. The Special Educational Needs Co-ordinator (SENCo) is Mrs Sophie Tredgett. She currently works two days a week on a Monday and Tuesday. You can contact her on the main school telephone number (**01245 233206**) or by email:

**stredgett@terling.essex.sch.uk**. Mrs Tredgett is a qualified and experienced teacher and SENCo. She has completed the National Award for SENCos and keeps her knowledge and training up to date by attending training and networking events with other professionals.

## **Section 2: Our objectives**

Our school considers itself to be a safe, nurturing environment, underpinned by our Christian foundation and community links. We seek to achieve the following outcomes for all pupils, including those with special needs and/or disabilities.

- To acquire and develop an understanding and knowledge of Christianity.
- To absorb an embedded culture of hope, truth, respect, friendship and responsibility.
- To acquire and develop knowledge of and respect for the principal religions represented in Great Britain, with particular attention to Judaism and Islam.
- To develop a positive sense of moral responsibility and self-discipline.
- To help children develop their own beliefs, ideas and attitudes.
- To benefit from a progressive, inclusive and creative curriculum set within the context of the moral, spiritual, cultural, mental and physical development of pupils.
- To bring about self-awareness of thoughts, feelings, emotions, responsibilities and experiences and develop self-respect.
- To learn to live together in a community showing sensitivity towards one another.
- To provide a stimulus for expressing innermost thoughts.
- To help children deal with feelings and emotions.
- To develop the whole child as an individual who is created in God's image

Every learner is entitled to a curriculum that is rich, varied, challenging and inspiring. The staff are made aware that some children may have particular needs in one or more areas which could be a barrier to their learning. The school recognises the importance of early identification of and provision for the special educational needs and/or disabilities of any of its pupils.

All teachers should demonstrate high quality teaching in order to fulfil their responsibility by meeting the needs of all children through:

- Ensuring early identification of children with SEND.
- Assessing a child's needs in consultation with the SENCo, parents and pupils(if appropriate).
- Differentiating the curriculum, activities and varying their teaching styles as needed.
- Providing suitable resources
- Allocating the necessary time for interventions, either individually or in small groups.
- Tracking pupil progress and keeping the SENCo informed.
- Enabling good communication between parents, teachers, pupils and other agencies as appropriate.

- Setting and monitoring individual and challenging targets for pupils with special educational needs.
- Working within the guidance contained in the SEND Code of Practice 2015.
- Providing guidance and advice for support staff working with children who have SEND.

### **Section 3: Identifying Special Educational Needs and Disabilities**

The SEND Code of Practice 2015 sets out the following four main areas of need. Children's needs may overlap several areas and may change over time and need to be reassessed. Each child is different.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Children with speech, language and communication needs (SLCN) often have difficulty communicating with others. This may be because they struggle to speak or say what they want to. They may not fully understand the language being used or they may not be able to understand the social norms around interaction. Children on the Autistic Spectrum (ASD) may have particular difficulties with social interaction, language or communication.

Pupils with learning difficulties may have memory and retention problems, processing issues and struggle to acquire new skills. They may have a type of developmental delay. Their needs may be classed as moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Children may have specific learning difficulties (SpLD) which primarily affect one aspect of learning, for example: dyslexia, dyspraxia or dyscalculia. This is likely to affect their rate of progress.

Some children may experience social, emotional or mental health difficulties. These may be short term or long term difficulties and can present in a number of ways such as being isolated, becoming withdrawn or displaying challenging behaviour. Some children may have been diagnosed by a paediatrician with Attention Deficit Disorder (ADD) or Attention Deficit and Hyperactivity Disorder (ADHD).

Children may also require different educational provision or special equipment because they have physical needs around a hearing impairment (HI), visual impairment (VI), multisensory impairment (MSI) or other physical disabilities. Some children may also have medical needs that schools need to monitor and be aware of. Children with sensory difficulties may find certain activities or environments difficult to tolerate.

### **Section 4: Approach to SEND**

Terling has adopted the graduated approach to SEND as recommended in the SEND Code of Practice 2015.

By way of definition, a child has Special Educational Needs if he/she has greater difficulty in learning than the majority of his/her peers or has a disability which acts as a barrier to learning.

A disability is defined under the Equality Act 2010 as having a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to carry out normal daily activities.

The criteria and guidance set out by Revised Department for Education Code of Practice (August 2014 – Section 6.17) will be instrumental in allocating provision.

### **Identification**

Where children entering the school have already been identified as having SEND, the school will collate all the available information from all sources such as pre-school, statutory assessment service, previous school records, Individual Education Plans, relevant medical reports etc.

Early identification is important so pupils who may have additional needs can be identified as early as possible. Possible indicators are:

- Pupils who are working significantly more slowly than their peers starting from the same baseline
- Pupils who don't match or improve on their own previous rate of progress
- Pupils who struggle to close the attainment gap between them and their peers or the attainment gap between a child and their peers continues to widen.
- Pupils who require greater attention than the majority of their peers in the classroom due to their learning difficulties which may be described as specific, moderate, severe or profound and multiple.
- Pupils who have been identified as having communication and interaction needs including speech, language and communication needs or autistic spectrum disorder
- Pupils who require greater attention than the majority of their peers in the classroom due to their behavioural, emotional and/or social difficulties
- Pupils with physical impairments including visual impairment, hearing impairment, multi-sensory impairment or physical difficulties.

### **Assessment**

The school assesses the progress and attainment of all pupils regularly using one or a combination of the following criteria:

- Teacher assessments and observations
- National Curriculum steps or Performance Scales if below curriculum attainment
- The KS2 SATs
- Key Stage 1 attainment tests and assessments
- Year 1 Phonics screening
- Standardised tests
- Use of specific skills checklists or observations
- Ongoing assessments and monitoring
- Speech and Language Framework assessments.
- Essex Provision Guidance Documents
- Performance Scales for attention, interaction and working with others, independence and organisational skills.

### **MANAGING PUPILS' NEEDS ON THE SEND REGISTER**

Any pupils whose attainment is falling significantly below the expected range will be closely monitored. The child's class teacher is responsible and accountable for the progress and development of the pupils in their class and will provide differentiated learning opportunities. The teacher will adjust provision and teaching style to match the needs of the children in the class. This is known as the graduated approach.

The school's Senior Leadership Team regularly review teaching and learning for all pupils, including those at risk of underachievement. This may include classroom observations, book scrutinies and talking to pupils.

The SENCo will be consulted for support and advice and may observe the pupil in class. They may offer information and advice to help teachers identify and support vulnerable pupils. They may also identify and provide appropriate resources or provide training to improve staff knowledge of SEND.

The level of provision required will match the identified needs of the child. For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals.

A child may be monitored and observed due to a concern raised by their parent or teacher but this does not automatically result in the child's name being added to the school's SEND register.

Despite high quality teaching and adjustments within the classroom a pupil may still be behind in their learning. After careful analysis of assessments, national data and expectations, a pupil may be identified as having SEND and additional support deemed necessary.

When a class teacher or the SENCo has identified a pupil with significant SEND, that pupil is placed on the SEND register and enhanced monitoring and clearly defined interventions are implemented. These may be additional to or different from those usually carried out.

Pupils' names will be placed on the SEND register under the category of either SEN support or Education Health and Care Plans (which have now replaced Statements of Special Educational Needs)

### **Involvement of parents and carers**

The school recognises that parents and carers know their child best. They are the primary source of information about them together the child's own views and wishes.

The school believes that maximum progress can only be achieved with the full support and encouragement of the parents. Parents will meet with Class Teachers to discuss progress towards targets at least termly when the Provision Plan is reviewed.

Parents are consulted about all proposed actions in relation to their child concerning their special needs and/or disabilities

If a child has been identified as having special needs or behavioural difficulties, the class teacher will invite the parent/carers to a meeting to discuss this.

Parent's evenings are used by class teachers to share the progress being made by children, evidenced by monitoring and assessment.

Our SENCo be available and conduct joint meetings with teachers or individual meetings at parent consultations if appropriate.

### **Provision**

There are two categories on the SEND register, namely:

#### **A. SEN Support.**

This covers all children on the SEND register, except for those with an additional level of support, which usually comes with an Education Health and Care Plan.

All children on the SEND register have a One Page Profile, which is updated annually in consultation with teachers, parents and pupils. This is a snapshot of their personality, achievements and interests and how they learn best. They also have a Provision Plan setting out their desired outcomes and the provision in place to help them attain these which is reviewed and updated each term.

Children will have a combination of whole class support, hover support, groups and 1:1 support for individual interventions as is appropriate to their needs.

If the SENCo considers that external agency involvement would be helpful eg from the specialist teacher team to help identify and suggest provision for a pupils needs, she may make a referral with their parents' consent.

## **B. Children with an Education Health and Care Plan**

If a child has significant needs or has not made sufficient progress despite the school putting in a substantial amount of additional support over a considerable period of time, then the school or parents may apply for an assessment of their special educational needs by the Local Authority. This is the first step in the process which could lead to the pupil receiving top up support via an Education, Health and Care Plan (EHCP). These have now replaced the old Statements of Special Educational Needs.

An annual review of the plan must take place and all professionals involved with that pupil are invited to attend. These are person centred meetings with jointly agreed outcomes.

### **In relation to provision for children with SEND, we implement the following approach:**

**Assess** Assessment is on-going across all aspects of school life. Children have individual targets in the core areas, in order to help them to move on with their learning. Decisions are then made as to the most appropriate steps to take to support the learner; pupil progress meetings are held for all children regularly as part of the assessment process. School based assessments will either be carried out by the Class Teacher or the SENCo. This allows us to track information as to whether or not they are performing below their age expected levels. Assessments from the medical field or other professionals will also be taken into account.

**Plan** Staff will plan activities and tasks with the child's needs in mind. These may involve provision which is different from or additional to the differentiated curriculum. Additional provision (internal or external) is based on an agreed outcomes approach. Strategies will be discussed with the child and parents at progress meetings and carried out over a set time scale. The children will have a 'One Page Profile' which sets out their strengths and needs.

**Do** The plan will be put into place and monitored closely by the Class Teacher and the SENCo. Targets will be changed and amended as necessary. Learning Support Assistants (LSAs) are deployed across the school to support all children, as directed by the teacher. Children who are finding some aspects of learning difficult maybe supported in a smaller group usually within the classroom for short periods of time working towards specific outcomes. These sessions will have a start/end date and will only be for specific lessons or topics.

**Review** The review takes place to assess progress and needs. The specific support or intervention may stop if the desired outcome has been reached; it may continue as it is still appropriate, or may be adapted or change according to next steps needed. Through colleague collaboration, the progress, engagement and conduct of learners is discussed on a regular basis.

Pupils will spend the majority of their time in the classroom where work will be differentiated as appropriate. There will be times when it is helpful to withdraw a child or a group of children in order to concentrate on their targets.

The school offers a wide range of extra-curricular activities and all pupils are encouraged to participate in these activities. Tops Time and the end of the day encourages pupils to make choices about the additional learning activities available within school.

## **Section 5: Criteria for Exiting the SEND Register**

As stated above, all children on the SEND register have their attainment and progress reviewed regularly in consultation with their parents. If a child has achieved their desired learning and other outcomes, then a discussion can take place as to whether their name can be taken off the SEND register as they no longer require additional support.

## **Section 6: Supporting pupils and families**

Terling offers some interventions for children who need additional support. The majority of interventions will be linked to learning that takes place in the classroom. You can find more detail of SEND provision at the school in the School Information Report 2017.

Parents can also find details of Essex County Council's Local Offer at:

<http://www.essexlocaloffer.org.uk/>

## **OTHER AGENCIES**

The school works closely with support services and other agencies such as Social Care. See the school's SEND information report.

The school can also contact the Community Health Services where there are particular concerns about a pupil. The school nurse is our first line of contact.

## **Section 7: Supporting Pupils at school with medical conditions**

Please see the Medical Policy.

## **Section 8: Monitoring and Evaluation of SEND**

The SEN/AEN provision review is written yearly. This informs stakeholders of developments and highlights further provision necessary. Although this is not a statutory document the school uses this to inform the school development plan.

The named governor with responsibility for Special Educational Needs is (Lady Annabel Rayleigh). The SENCO will liaise with the SEND governor regularly to discuss SEND issues. The governing body will be advised of any significant changes in the provision of SEND in the school.

## **Section 9: Training and Resources**

Staff have their training needs identified by the SENCo and SLT together with their input at individual performance management reviews. These may be met via internal or external training.

Areas which require further training as a school are identified in the SEND Action Plan and the School Development Plan.

The school's resources consists mainly of its staff; teachers, Learning Support Assistants and SENCo working as a team. Some LSAs may be employed principally to support certain children, groups or to work with a whole class.

Most resources that may be needed by children with special needs and /or disabilities will be provided by the school out of its own budget. For example, ICT hardware and software programme, books and sensory equipment. The governing body allocate additional funding annually from the school's budget for this purpose.

Some equipment is provided by the health authority eg specialist changing benches, hoists, and wheelchairs. Some equipment may be provided under a personal budget by the local authority if the child has an EHC plan.

## **Section 10: Role and Responsibilities of the SENCo**

The SENCO is accountable to the Head Teacher and governors and is responsible for:

- The day to day implementation of the school's SEND policy
- Co-ordinating and monitoring provision for children with SEND

- Liaising with other teachers and LSAs
- Liaising with the relevant professionals where a looked after pupil has SEND
- Supporting and advising class teachers and LSAs on differentiation issues, teaching strategies and appropriate materials and resources.
- Advising on the graduated approach to providing SEND support
- Taking the lead for managing the provision for pupils an Education, Health, Care Plan, in consultation with the class teacher
- Liaising with parents/carers of pupils with SEND
- Liaising with Early Years' providers, other schools, specialist teachers, educational psychologists, health and social care professionals and independent voluntary bodies
- Being a key 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.
- Maintaining the school's SEND registers and ensuring that all appropriate paperwork is kept up to date.
- Co-ordinating the work of all personnel involved with the direct support of individual children.
- Informing the school governors of the current status of children with SEND and of any changes.
- Reviewing and updating resources. Managing the SEND budget. Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Working with the governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Working with the school governor designated as having responsibility for SEND provision.
- Contributing to the in-service training of teaching staff and learning assistants.
- Monitoring the progress of pupils on the SEND register.
- Evaluating the effectiveness of intervention strategies.

### **Section 11: Storing and Managing Information**

All personal data relating to children on the SEND register are locked away.

### **Section 12: Reviewing the Policy**

This policy will be reviewed annually.

### **Section 13: Accessibility**

Please see the Equality policy for additional information.

### **Section 14: Most Able children**

Please see the Most Able policy

### **Section 15: Dealing with complaints**

Complaints about SEND provision can be made following the procedures in the school Complaints Policy.

### **Section 16: Bullying**

See the School's policies on Positive Behaviour and Anti bullying and harassment policy.

**Dated January 2018**