



## Special Educational Needs and Disability Policy

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### SEND within the National Curriculum

Children with Special Educational Needs will participate in all subjects at an appropriate level. All pupils will be taught within the class context and some children may be withdrawn from the classroom where it is beneficial to their educational development.

### Responsibility for the implementation of the SEND Code of Practice

The ultimate responsibility for the SEND policy rests with the Head Teacher and Governing Body.

- A Special Educational Needs Register is kept in school.
- All class teachers are responsible for identifying pupils with additional learning needs and subsequently address the individual needs of these pupils. Inquiries about an individual child's progress should be addressed at first to the class teacher since he/she is the person who knows the child best.
- Special Educational Needs provision is reported to the Governing Body through the termly Head Teacher's report.

There are four broad categories of SEND:

- **Communication and interaction** – e.g. autistic spectrum and language disorders
- **Cognition and learning** – e.g. dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay
- **Social, emotional and mental health difficulties (behaviour)** – e.g. ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
- **Physical and sensory** – e.g. hearing impaired, hypermobility

Medical Needs are also taken into account – e.g. Epilepsy, bowel disorders and diabetes

Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

School Action and School Action Plus have been replaced by one category of School Support.

### **We have a two tiered approach to supporting learning:**

#### **In the first instance:**

- The class teacher will oversee, plan and work with each child in their class to ensure that appropriate progress is made in the areas identified.
- The child will have an **Individual Support Plan (ISP)** that will identify the intervention(s).
- There may be a TA (Teaching Support Assistant) working with your child either individually or as part of a group.
- The work will be monitored over a period of time and you will receive updates through the normal channels at parent meetings.

**It is our expectation that our interventions will support progress and that most children will remain at this tier or be removed. If, however, no progress has been made we would move to the next stage which may include placing your child on the SEND register.**

- Our Head Teacher or SENCo will discuss the progress of your child with the class teacher and consider the outcomes of the intervention(s)
- The class teacher will meet with you formally at your parent meeting, in order to discuss your child's progress and the support they have received and consider further steps.
- It may be appropriate to seek the advice of the Educational Psychologist, Speech and Language Therapist, Outreach or other nominated agency support.
- Based on this advice your child would then receive an **Individual Education Plan (IEP)** identifying the strategies that will be put in place to support your child.

## **Approaches to teaching and learning**

A range of strategies including individual, group and class teaching will be used to provide a stimulating, enjoyable and purposeful approach.

An Individual Education Plan (IEP) will be implemented for all children on the SEND register and reviewed each term by the class teacher and the SENCO.

Reviews will generally take place as part of Parent's Evening. Progress on the previous targets will be shared and new targets will be set.

## **Our objectives are:**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

The progress of every child is monitored at termly pupil progress meetings.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

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

Parents may ask us to look more closely at their child's learning.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at School Support
- discuss assessments that have been completed
- agree a plan and provision for the next term.

The plan records specific and challenging targets for the child to achieve in a set time frame, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. These targets are reviewed at the end of the time period.  
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This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children- are invited to review progress

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at school support, we may apply for the child to be assessed for an EHC Plan.

Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

## **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential.

Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at school support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

Interventions are planned in blocks – no more than half a term. At the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCo monitors interventions to identify 'what works'.

## **Adaptations to the curriculum teaching and learning environment**

Manor Primary school is disability friendly. The school is one level, corridors are wide and we have appropriate toilet facilities. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

## **Working with Parents and Children**

We aim to have an informative relationship with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

If we identify information we can't access without the aid of additional, more specialist help the school is able to buy-in additional expertise from the local authority.

If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we can refer the family and support the child through this process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

## **Equality of Opportunity**

All children have unlimited potential for development. Pupils will have equal access to the curriculum irrespective of race, gender, faith or ability