



Special Educational Needs and Disabilities Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- The Equality Act 2010 and advice for schools DfE May 2014
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was written following the establishment of best practice in meeting the needs of children with SEND by liaising with staff, parents, pupils, governors and outside agencies. This policy accurately describes that best practice, co-produced in the spirit of current reform.

SECTION 1

The SEN Co-ordinator is:

Sarah Bannister

Holt House Infant School & Pre-School
0114 255 3717

Carterknowle Junior School
0114 255 2347

Sarah is studying for the National Award for SEN; Roberta Reilly (Holt House deputy headteacher) holds the National Award for SEN, Helen Haynes (headteacher) held the post of SENCo in another setting before 2008.

SECTION 2

ETHOS

The Holt House and Carterknowle Schools Federation ethos is that we meet children's individual needs, whatever they are. We aim to raise the aspirations of children with SEN and people's expectations of them.

We provide for all types of SEN of which the broad areas are:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To advocate for children with special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with this policy.
5. To provide support and advice for all staff working with special educational needs and additional needs pupils.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

All children are assessed on entry. The Development Matters Ages and Stages are used to assess children on entry to the Early Years Foundation Stage and the schools' national curriculum assessment tools are used in Key Stage 1 and 2. These assessments tell us how well a child is attaining according to age-related expectations.

If a child is attaining below their age related expectation in any area then the first thing that will happen is that their teacher will provide activities which are at the right level for the child (this is called differentiation). Children's progress will then be monitored by the classteacher. Most children will make progress if the work provided by their teacher is matched to their needs and they receive some extra support from their teacher or teaching assistant (this is called quality first teaching). Some children have the opportunity to access a catch-up (intervention) programme for a few weeks.

If a child isn't making progress, or isn't making enough progress, then the teacher will consult the school's SEN co-ordinator (SENCO). The SENCO may advise the teacher to carry out some further assessments, such as a reading test, or the SENCO may advise referring the child to a more specialist professional, such as our external learning support teacher or the speech and language service. Sometimes we involve health or social care, if we think that would be helpful. We then put more specialised plans in place to meet the needs of the child. This is when we say that a child has Special Educational Needs – *a child is receiving provision different from or additional to that normally available to pupils of the same age.*

When identifying children's needs we consider the 'whole child' i.e. not just their academic learning needs. Some children may also have barriers to their learning which are not SEN but impact negatively on their progress and attainment.

These could include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Deprivation (being in receipt of Pupil Premium Grant)
- Being a Looked After Child or recently adopted
- Being a child of Service personnel
- Being newly arrived
- Being a traveller

Identifying behaviour as an SEN need is no longer acceptable. Any concerns relating to child or young person’s behaviour should be described as an underlying response to a need which can be recognised and identified clearly.

SECTION 4: A Graduated Approach to SEN Support

As stated above children are considered to have Special Educational Needs when they are receiving provision different from or additional to that normally available to pupils of the same age. Pupils are then recorded on the schools’ information management system as receiving SEN support.

Sometimes this happens on entry to the school when a child’s needs have been well diagnosed and documented. For other children it will only happen after the class teacher has first tried to provide for the child’s needs through identifying the child on the class provision map and providing extra support through quality first teaching.

This could include:

- Personalised timetable
- Differentiated curriculum
- Visual timetable
- Work station
- Communication in print
- Additional adult support
- An altering of expectation
- Speech and language programme
- Aids for sensory impaired children
- Referral to outside agencies for assessment and advice

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (p.88 Section 6.37 onwards). Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The quality of teaching for all pupils is regularly and carefully reviewed, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

This is done by:

- Making SEN a core part of the school's performance management
- Holding pupil progress meetings
- Using a system of provision mapping for which class teachers are responsible
- Discussing the implementation of the provision maps with support staff

Special educational provision is made for the children who have:

- Very complex needs
- Require additional staff to be specially employed to meet their needs
- Are not making progress even after they have had all the intervention/adjustments and good quality personalised teaching available

This involves the teacher and SENCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. It includes high quality and accurate formative assessment, using effective tools and early assessment materials. Parents are involved in deciding whether their child needs special educational provision. For higher levels of need school draws on more specialised assessments from external agencies and professionals.

SECTION 5: MANAGING PUPILS NEEDS WHO HAVE BEEN IDENTIFIED AS HAVING SEN

When a child needs more specialised support, because they have SEN, parents will be invited to have **planning meetings** in school with the SENCO, classteacher and any specialist staff involved, to decide how best to meet their child's needs. These meetings happen at least once a term and more often, if needed. The planning meeting is recorded in detail and then summarised on the class provision map. This makes a 'living record' which states exactly what needs have been identified and how to remove key barriers to learning effectively i.e. What works and the clear outcomes to be achieved within an agreed time frame.

- The class teacher is responsible for implementing the plan and holds the responsibility for evidencing progress according to the outcomes described in the plan.
- The SENCO keeps the plan up to date in partnership with the classteacher
- The plan is reviewed at least termly and also discussed at pupil progress meetings termly.
- The level of provision is decided by taking advice from all the professionals involved and assessing, through observation the the child's level of independence.
- The school would be unable to meet the needs of a pupil fully through its own provision arrangements if specialist rooms have to be made available, as building size is limited or if meeting those needs would put the school into a position of financial deficit.

When children have medical needs the school works in partnership with specialist services, accesses specialist training and appoints specialist staff e.g. provision of catheterization. This is monitored by the SENCO and costed out by the school business manager. Parents are involved from the very beginning. If additional funding and support are identified as being needed from the LA High Needs Block the LA process for applying for this is followed.

Some pupils have significant needs and require an Education, Health and Care Plan to identify and meet them. The school works in partnership with parents and carers and all involved agencies when deciding to apply for an EHC plan.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If pupils are making good progress and it is agreed with parents that their children's needs can be met through classroom intervention/adjustments and good quality personalised teaching, then they are no longer considered to have SEN.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

Everyone:

- is asked about their child's needs when their child starts at Holt House or Carterknowle
- has the opportunity to come into school every morning with their children in the early years and KS1
- has a home school diary in which they can write messages to the classteacher and receive a reply
- in KS1 has a home activity book with a weekly parent feedback sheet
- can telephone or email the schools with any concerns or queries
- who uses the breakfast or after school club can leave messages with the club staff, who all work in the schools
- is invited to parents and carers meetings in the Autumn and Spring terms
- is invited to a celebration of work afternoon at the end of each term
- receives an annual report
- is invited to school events.

Parents can access the LA local offer (Regulation 53, Part 4) and the **SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act** from the school website. Links with other agencies to support the family and pupil are in the parents leaflet on the website and available at the school office. Admission arrangements can be found on the school website and on the Sheffield local government website. Parents can be assured that time is given to transition (from class to class, across key stages and to another school). Joint planning meetings are held and staff meet separately to hand over resources and explain strategies and techniques.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school follows the statutory guidance for meeting children's medical conditions in school. The school recognises that pupils at school with medical conditions should be properly supported, so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement/ Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Pupils at school with medical conditions have the best provision possible to meet their needs eg provision of wheelchair access, changing facilities, appointments of personal care workers, specialist resources etc. The policy for supporting pupils with medical conditions is available in school.

SECTION 9: MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils, which promotes an active process of continual review and improvement of provision for all pupils.

- Classteachers evaluate the provision they offer at least weekly, sometimes daily, to adjust planning and ensure that it builds on prior learning
- The SENCO/SLT tracks the progress of SEN children at least half termly, observes children and teaching and scrutinises work
- Children's and parents views are sampled for every planning meeting
- Staff discussions are held in team meetings
- The SEN governor visits termly to evaluate provision
- The governors' equalities and standards committee agrees and monitors the implementation of this policy.

SECTION 10: TRAINING AND RESOURCES

- SEN is funded through the school's delegated budget and any high needs block funding the school can successfully access.
- Training needs of staff are identified as a result of assessing children's needs and conducting a skills audit. If training is needed it will be planned to take place as soon as can be arranged
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The headteacher reads all legislation regarding SEND and ensures compliance.

SECTION 11: ROLES AND RESPONSIBILITIES

- The SEN Governor has a strategic role and checks that the school is providing for children with SEN
- Teaching Assistants are managed by Roberta Reilly at Holt House and Gill Clark at Carterknowle. They all have specific job descriptions.
- Helen Haynes is the Designated Teacher with specific Safeguarding Responsibility
- Helen Haynes is the member of staff responsible for managing PPG/LAC funding
- Helen Haynes is the member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils

SECTION 12: STORING AND MANAGING INFORMATION

Documents are stored securely in a locked filing cabinet in the Deputy Head's office at Holt House and in the main office at Carterknowle. They are kept confidential and are stored for 25 years in the school's secure archive.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities:

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing. The school's accessibility plan is part of the SEN Information Report and is available on the schools websites.

SECTION 14: BULLYING

There is a separate anti-bullying policy. However bullying is never left unchallenged. At Holt House all children have weekly circle time in which they practise the skills of inclusion and learn about how it feels to be left out. As a result of this practise bullying is rare. Children with SEND are encouraged and helped to become independent and resilient learners. All children with SEND have additional provision made as part of the assess-plan-do-review cycle to help them build their independence.

SECTION 15: DEALING WITH COMPLAINTS

Should parents of children with SEN have any complaints about the provision for their children, they should contact either the SENCO or the headteacher. If their complaint is not resolved then they should follow the school complaints procedure, available from the school office and the school website.

SECTION 16: REVIEWING THE POLICY

This policy is reviewed annually to ensure compliance with any changes in legislation.