



Queen's Inclosure Primary School Special Educational Needs and Disabilities Policy

Status of Policy – Statutory

1 Rationale

- To demonstrate that current SEND practice has regard to the definition of SEND as determined by The Children and Families Act 2014 and The SEND Code of Practice 0-25 (2015)
- To state the commitment of Governors and staff to ensure effective SEND provision.
- To detail SEND procedures and roles.
- To ensure parents, Governors and Local Authority (LA) are fully informed.
- To ensure policy will be regularly reviewed to reflect changing needs in school and current government policy.

This policy has regard to the SEN and Disability Act 2001, Equality Act 2010, SEND Code of Practice 0-25 (2015)

The Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

'achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training'.

2 Principles and Aims

At Queen's Inclosure, we aim to maintain high aspirations and expectations of all children, including those with SEND. The variety of children's needs will be supported through flexible and varied provision to enable them to have their full entitlement to the curriculum. This is to ensure an appropriate outcome for all children with SEND, whilst taking into account their specific need. There is a requirement that disabled children are not treated less favourably or disadvantaged. At Queen's Inclosure;

- All children are valued equally, regardless of their abilities and behaviours.
- All children are entitled to have access to a broad, balanced and relevant curriculum that is differentiated, where possible, to meet individual needs.
- Provision for SEND is a whole school responsibility.
- All teachers are teachers of children with SEND.

3 Objectives

- To identify children with Special Educational and additional needs at the earliest possible opportunity so that appropriate support may be provided.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To assist the class teacher in the identification and support of children with Special Educational needs.
- To include parents and enable them to be involved in the special provision for their children.
- To enlist the help of appropriate specialists and outside agencies.
- To regularly review and modify the policy, with staff approval, in response to Government and Local Educational Authority changes.
- To utilise recommendations provided by other professionals to further increase the strategies which support our children with SEND.

4 Definition of SEN

A child has Special Educational Needs if he or she has a difficulty, which calls for special educational provision to be made for him or her.

This may be: -

- A significantly greater difficulty in learning than the majority of children of similar age.
- A physical disability that hinders them from accessing educational facilities and age appropriate curriculum.
- Emotional, social or mental health (behavioural) difficulties that significantly hinder their progress.

Learning needs may occur in one or more of the following areas of development:

- Communication, Language and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or physical needs
- Specific needs diagnosed by medical professionals e.g. Autistic Spectrum Disorder (ASD)

5 Roles and Responsibilities

When children have been identified with additional needs, there will be appropriate staffing to provide support. We believe that every teacher is a teacher of every child, including those with SEND. The SEND and Inclusion leader (SENDIL also referred to as SENCo) is a member of the school Leadership Team and co-ordinates the provision for children with Special Educational Needs. She supports teachers to ensure Learning Support Assistants (LSAs), as part of their learning support role, assist children with SEND in class or out of class, according to their need. The LSAs are accountable to the SEND Inclusion Leader and Headteacher. The SEND Inclusion Leader ensures that the team fulfils its responsibilities.

The SEND (Special Educational Needs & Disabilities) Governor

As representative of the Governing Body, the SEND Governor works in close contact with the Headteacher and the SENDIL and has an overview of the provision for children identified with SEND in the school. They are familiar with the identification and support systems set up within the school for children with and without Education, Health and Care Plans (EHCP). The designated Governor has access to the SEND register and ensures that all teachers and staff are aware of individual needs.

By attending L.A. meetings and training courses and reporting back to the Governing Body through the Learning Committee and Full Governing Body meetings, it is ensured that the Governing Body carries out its statutory duties. The SEND Governor will report annually to parents on the provision for SEND within the school.

6 Admission Arrangements

The school expects to be alerted by the appropriate services, pre-school or by parents of children with Special Educational Needs and Disabilities, as they are about to enter school or join the school 'out of round'.

There is opportunity for the relevant agencies to visit the family in order to assess the suitability of provision. The building allows access for children with some forms of physical disability. There is wheelchair access to the main school building in accordance with the Accessibility Policy.

7 Arrangements for Coordinating the Educational Provision for Children with Special Educational Needs

The SENDIL, Headteacher and the SEND Governor ensure that effective provision is made for children with special needs. The special educational records of children transferring to the school at the usual age, or later, are received by the SENDIL and copies are passed to the Class Teacher. The SENDIL then assesses the child's individual needs in relation to the whole special needs provision within the school.

When a child transfers from Queen's Inclosure to another school, there is a close liaison with the subsequent school, new Class Teachers and SENDCo where possible. Relevant records are transferred in accordance with GDPR. Parents are kept informed throughout this process, with regular meetings and where relevant, input to produce the child's Personal Learning Plan (PLP) for their new school.

8 Procedures

We recognise that there is a continuum of SEND and, where necessary, increasing expertise will be involved and a graduated approach will be followed. The identification, assessment and provision for children with Special Educational Needs comply with the ASSESS-PLAN-DO-REVIEW model, as laid down in the SEND Code of Practice 0-25 (2015) guidelines.

At the earliest stage, the class teachers will discuss a child's perceived needs and areas of concern with the SENDIL, including what has been tried already and further strategies for support. Targets are identified and progress is reviewed over time using the schools PLP process.

In the summer term, children considered to be at risk in Foundation, are screened individually for possible perceptual difficulties that have not been identified by earlier profiling. The screening tool used is Cognitive Profiling System (COPS 1) a computer-based assessment, which gives an "at risk" profile. This uses a series of games to measure visual discrimination, auditory discrimination, recall, and rhyme. Parents are informed by the Class Teacher and/or SENDIL to discuss the outcomes and provision to support future learning.

Children who experience difficulties may require additional activities and games to improve visual and/or auditory skills. Children 'at risk' of Specific Learning Difficulties (e.g. dyslexia) are identified. Various interventions are delivered to support learning and provide opportunities to secure knowledge of different concepts. We are not able to diagnose Specific Learning Difficulties.

In Key Stage 1 & 2 the SENDIL liaises with the Class Teacher. Strengths and weaknesses are investigated, using a variety of formal and informal assessment tools, so that teaching can be informed and appropriate targets set on the child's PLP. These may involve literacy, numeracy, speech and language, co-ordination and motor skills, or behaviour. Diagnostic tests will be used, where appropriate, (including Dyslexia Screening Test (DST)) in consultation with parents, and Lucid Assessment System for Schools (LASS).

The Vernon Spelling Test, Salford Reading Test and Graded Reading Test published by NFER are used as baseline assessment tools and to collect evidence for monitoring the impact of interventions. More detailed reading/vocabulary/cognitive assessments may be carried out as appropriate for the individual child. Spelling assessment involves analysis of the child's free writing; phonic and word building understanding; visual and auditory recall and discrimination and auditory organisation.

Children entering school mid-phase, about whom a concern has been expressed, are screened by the SENDIL for possible areas of difficulty using a variety of assessments (as detailed above).

The SENDIL will recommend interventions additional to and different from, those provided as part of the school's normal differentiated curriculum. Where possible, appropriate adaptations may be made to the learning environment. The SENDIL ensures that an appropriate Personalised Learning Plan (PLP, formerly IEP) is in place. PLPs are revised and reviewed three times throughout the school year in consultation with parents and children. The summer plan is written by the class teacher and the targets set are carried over into the new academic year. New targets are then subsequently discussed and set mid-way through the autumn term.

In the case of social, emotional and behavioural difficulties a Pastoral Support Plan (PSP) or Personalised Learning Plan for Behaviour (PLPB), is in place. This is written in consultation with parents and children and reviewed over time. The Senior Leadership Team (SLT) oversee the provision for children who have emotional/mental health difficulties. Children who are listed as SEND for social and emotional difficulties will have an additional learning PLP if their learning is affected by their behaviour.

Following a request from the school, the LA decides if an EHC Needs Assessment is the next step. Procedures are followed according to SEND Code of Practice 0-25 (2015) for assessing SEND in consultation with parents and outside agencies. The LA decides if it needs to prepare an Education and Health Care Plan and provide additional support. EHCP recommendations are followed and support is allocated according to requirements. The SENDIL directs the programme of support, carried out by the class teacher and/or Learning Support Assistants, in consultation with the outside agencies involved. Formal EHCPs are reviewed at least annually and views from both the child and parents are gathered and discussed.

Documentation is up-dated regularly in line with the statutory requirements and in consultation with parents and children. The Head teacher is kept informed of these procedures and outcomes by the SENDIL.

9 Provision

- Action plans are instigated at any stage for children causing concern - using PLPs. Targets are set, success criteria established and progress monitored over time and reviewed. Contact with outside agencies is also recorded on the PLP. PLPs detail the stages and dates of actions for each child. Targets are reviewed at least termly, at half term as appropriate, in consultation with the SEND team. Parents are informed when children are placed on the SEND register and they are invited by letter to share and agree their child's initial individual plan. Class teachers & LSAs liaise to establish the most effective learning support programmes for individual needs.
- SEN provision is included in planning by class teachers. Differentiation/modification is included in short term planning documents.
- Each Class Teacher has a yellow, Support and Challenge file which contains the SEND register for the class, and year group, and the PLP for each identified child in the class. The class teacher has access to copies of any outside agency reports. Additional general information and advice on the support of children with SEND may be included in the file.
- The SENDIL holds the school SEND register and copies of all PLPs and outside agency reports, filed centrally with the SEND Audit submission.
- The SENDIL regularly checks progress with class teachers and each term, assesses the suitability of PLP targets, suggesting modifications as appropriate, to ensure the most effective support.
- The LSA team also supports children with emotional/behavioural difficulties. This support is by monitoring and diffusing problematic situations, by actively working to develop self-regulation and by encouraging and modelling appropriate social interactions. This may be incidental in the course of the day and through other activities. Some LSA's are trained to assist children with emotional needs and may support children on an individual basis. Social skills groups are organised to address specific difficulties in Key Stage 1 and Key Stage 2. The Senior Leadership Team oversee the support of children with behavioural needs including individual monitoring and anger management training.
- Additional support for SEND is provided by LSAs as directed by the class teacher.
- Advice, support, and strategies for SEND are provided to teachers by the SENDIL.
- When the children are about to change phase there is close liaison between SENCos, and/or Year Heads of the new school involved, whenever possible. Relevant SEND records are transferred to the next setting in accordance with GDPR.

10 Curriculum Access

Children with Special Educational needs have access to the whole curriculum, as much as possible, alongside their peers. The need to provide the most effective support is met through individual and small group withdrawal and by in-class assistance as appropriate. Our aim is to maintain a broad based balanced curriculum for all children, and the same opportunity for activities outside the curriculum.

11 Partnership with Parents

Regular contact with parents is maintained to enable their positive involvement in the child's development.

Concerns

Any concerns about provision made for a child should initially be raised with the class teacher. Concerns will be dealt with promptly and, if necessary, in consultation with the SENDIL and/or Head Teacher. We will work with parents and carers to ensure any difficulties are addressed. However, if necessary, the complaints procedure would be utilised. The complaints procedure follows the County Policy and is available from the School Office.

12 Special Education Needs In-Service Training

Appropriate in-service training is provided for Teachers and Learning Support Assistants in order to meet the current needs of children and the school. This is delivered by external services or through the schools own expertise in the form of courses, workshops and staff meetings. In addition, there is access to Special School expertise within the area.

13 Outside Agencies

There is a close liaison with the relevant agencies in order that the school can meet individual children's needs in the most effective manner. After consultation with the parents, external advice and support may be sought by the SENDIL to assist planning and further intervention. Assessments and advice from external agencies are shared with the parents and class teachers.

Agencies include:

Educational Psychologist Service

School Nursing Team

Community Health Paediatrician

Children's Therapy Service – i.e. Speech and Language Therapists (SALT), Occupational Therapy (O.T.), Physiotherapy (P.T.)

The school can draw upon other services, including Children's Services and other organisations if these are deemed helpful to the needs of the individual child.

14 Able Children

The school recognises the special needs of the most skilled (able) children and strives to meet their needs through the curriculum provision and enrichment opportunities. No specific funding is received for these children.

15 Evaluation

This policy will be reviewed annually, by the Governor with responsibility for Special Educational Needs, the Head Teacher and the SENDIL. The following criteria are considered and shared with the Governors when evaluating the success of this policy:

- Evidence of children's progress through Personalised Learning Plan (PLP) targets and reviews, assessment cycles and learning outcomes.
- Increased confidence of the child and/or improved performances shown by the reduction in the level of support required.
- The numbers of children on and changes to the SEND register.
- The level of provision is fair and sustained as appropriate within the limits of financial constraints.
- Records are maintained, parents informed and meetings documented.
- Teachers' planning outlines the differentiation for SEND provision.

16 Other related school policies

Equal opportunities and Inclusion policy, Behaviour and Anti-bullying policy, Child Protection, Learning & Teaching policy, Accessibility Plan and Curriculum policies.

17 Consultation

Staff and Governors

Reviewed: June 2018