



LONG SUTTON COUNTY PRIMARY SCHOOL SPECIAL EDUCATIONAL NEED & DISABILITY POLICY

Introduction

This policy outlines the nature and management of Special Educational Needs and Disability at Long Sutton Primary School.

The implementation of this policy is the responsibility of the Headteacher, Inclusion Leader and all teaching and classroom support staff.

Our Aims

The objective of the Special Educational Needs and Disability Policy is to improve the learning and raise the achievement of pupils with special educational needs and disabilities.

The school seeks to develop an inclusive curriculum by:

- Setting suitable learning challenges for all pupils,
- Responding to pupils' diverse learning needs,
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Proactively implementing and adapting pupil premium use throughout the year

Every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community.

"Children have Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them" (DfES Code of Practice 2001).

The Code of Practice gives a more detailed definition of SEND, and identifies that many pupils during their time at primary school may experience difficulties, long or short term, and that these fall under four areas: Cognition and Learning, Communication and Interaction, Difficulties related to social, emotional and mental health and sensory/physical difficulties.

Most children with SEND will not be disabled under the terms of the Disability Discrimination Act 1995 which describes a disabled person as one who has a physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day-to-day activities. A significant proportion of those who are disabled will have SEND.

Our policy aims to meet these difficulties by:

- Identifying pupils with SEND accurately, and differentiating them from those who may be underachieving,
- Involving pupils and parents in their own target setting and review processes,
- Enabling all staff to meet identified pupil needs effectively,
- Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching and learning styles,
- Working closely with parents and outside agencies,
- Catering mainly for SEND pupils in the mainstream class, but recognising that some pupils may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom.

Reference is currently made to the Special Educational Needs Code of Practice (2014).

The School's Provision for Special Educational Needs and Disabilities

The Special Educational Needs Co-ordinator (SENCO)/ Inclusion Leader is **Mrs Melissa Ford**, a minimum of 0.4 of the timetable is allocated to the implementation of SEND policy and practice in school.

The ***Inclusion Leader*** is responsible for:

- Writing and reviewing the SEND policy,
- Overseeing the day to day implementation of the SEND policy and resources,
- Identifying, monitoring and reviewing pupils' needs with teachers, other professionals, parents and support staff, and with the pupils themselves,
- Maintaining the SEND spectrum,
- Maintaining all SEND records, including the individual pupil files,
- Co-ordinating provision for pupils with SEND,
- Liaising with colleagues, parents and pupils in writing Individual Education Plans (IEPs)/Pupil Passports,
- Monitoring and reviewing IEPs and statement targets with parents, pupils, other professionals and teachers.
- Organising and attending annual reviews of Education Healthcare Plans,
- Liaising with parents, outside agencies and other schools in between formal reviews,
- Administering submissions for special arrangements for statutory testing with assessment co-ordinator,
- Managing and contributing to professional development of colleagues in areas of SEND support, including NQTs and students,
- Advising on all aspects of differentiation, teaching and learning styles and resourcing,
- Advising the Head Teacher and staff on pertinent SEND issues,
- Liaising regularly with the Governing Body, through the Curriculum Committee,

Class teachers are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the Inclusion Leader for advice and support (also part of the monitoring role of subject leaders),
- Planning and implementing wave two and three interventions where appropriate for their children, with the support of their class TAs,
- Differentiating activities for all pupils, including more or less able children,
- Attending IEP review meetings with parents and contributing to discussion/target setting process,
- Implementing IEP targets in class - Identifying barriers to learning for SEND children and how these will be addressed in their planning,
- Monitoring individual progress,
- Managing teaching assistants in their classrooms on a day to day basis, and ensuring the TA does not always support the lower ability pupils,
- Meeting with parents and outside agencies when appropriate.

Teaching assistants will support the teacher and pupil by:

- Implementing an individual or group of pupils' access to and progress in the curriculum,
- Implementing activities designed to achieve targets on IEPs,
- Encouraging and promoting pupil independence,
- Liaising with teachers, giving feedback and suggesting development,
- Working with individual or groups of pupils (e.g. Wave 2 or 3 support),
- Carrying out specific booster teaching programmes (e.g. Additional Literacy Programme),
- Helping to prepare resources and adapting materials,

- Attending planning and review meetings as appropriate alongside parents, teachers and the Inclusion Leader.

The **Governing Body** will ensure that:

- The SEND policy is implemented fully,
- A summary of the SEND policy is included in the annual parent/governor report,
- The success of the SEND policy is reported annually,
- A governor with responsibility for SEN is appointed. This is currently **Miss Amy Bell**.

Pupils on the SEND 'spectrum' may receive extra support from a teaching assistant, in a group or as an individual. If an individual pupil receives one-to-one support through provision as part of an Education, Health & Care Plan, there may be occasions when that child is helped through group support as part of his/her learning programme.

Intervention will initially be planned by the class Teacher in collaboration with the Inclusion Leader. Children needing this support will be identified as the 'Target group'. If the children need more structured support they may move on to the SEN spectrum in discussion between the class teacher, parent, Inclusion Leader and pupil.

Where a pupil's needs require more than the normal differentiation planned and delivered in class, a Pupil Profile will be drawn up, which sets out individual targets for the child in identified areas of the curriculum.

Pupil Profiles work from a positive starting point of what the pupil is able to do, and will have 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-bound) aimed at small, achievable steps built into it to ensure success.

Arrangements are made for pupils with SEND taking statutory tests. These may include a reader, extra time and help with recording, in line with government assessment policy.

There is a SEND base in the school. The Inclusion Leader and teaching assistants use this for specialised teaching, and for meetings and assessments. It is also a resource base and pupil records are stored there.

When children leave the school, all SEND records are sent on to the new school. The Inclusion Leader makes contact with the receiving school's Inclusion Leader to ensure continuity of support. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school.

Once pupils have been identified as having SEND, the cyclical process of plan, do, assess, review is put into place as set out in the Code of Practice (2014).

The SEND spectrum is updated each term by the Inclusion Leader, to reflect any pupils new to, or leaving school, or those with specific needs that have recently been identified. Class teacher will also take responsibility for updating the lists of 'Target children' to be monitored.

Identification and Assessment

Pupils are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer liaison will be made with the appropriate agencies.

If a teacher identifies a child as needing extra support they will become part of their 'target group'.

Children will only be registered on the SEN spectrum when they are supported by an outside agency, or have a specific identified need (including medical diagnoses or underlying learning difficulties such as Dyslexia identified).

Parents are involved prior to placement on the SEND register so all procedures can be explained, and agreement reached regarding future support. Parents are then regularly updated on their child's progress at thrice yearly IEP reviews, and involved in supporting the child at home with individual targets. A Gold Form (SENR) is put in place.

At the "Target group" stage, pupils are monitored carefully and differentiated work and/or class based interventions are put in place. All support at this stage involves parents, relevant teachers and Teaching Assistants.

Pupil Profiles are reviewed in accordance with the SEND Code of Practice with the pupils, their teachers, teaching assistants, parents and – where appropriate - the child.

At the "SEN" stage, outside agencies may be involved in providing further advice and support as appropriate to the pupil's' needs. These may include:

- Educational Psychology Service – *A. Hardy*
- Speech and Language Therapy Service – *H. Clark*
- Teaching and learning centre pathfinder outreach – *A. Smith*
- Sensory Educational Support Service - *Visual – M. O'Keefe*
- Hearing – K. Hamilton
- Social Services/Child Protection – *R. Fox*
- School Medical Service – *access to general school nursing service/Dr. Germer*
- Child and Adolescent mental Health Service – *Dr. Agri/ K. Hardbattle*
- Family GPs – Long Sutton/Sutton Bridge/Holbeach Health Centres
- Social Communication Outreach Support – *V. Turner*
- Dyslexic Outreach – *K. Ackerman*
- ICT Outreach – *N. Smith*
- Educational Welfare Officer – *K. Gilbert*
- EMTET – *G Radzewicz*
- STT – *W Overton*
- As well as a variety of agencies that can be purchased in when specific needs arise.

If a child is recommended for statutory assessment as a result of a review meeting, the Inclusion Leader completes the Education, Health & Care Needs Assessment Information Form paperwork and submits it to SEND services, Lincoln. If a decision is made to instigate statutory assessment, the above support in school continues, and a Multi-Disciplinary Assessment (MDA) takes place in line with current legislation.

A pupil with a statement or Education Healthcare Plan for SEND usually has one-to-one support, with outside agency and parental involvement as before. Funding for this comes from the LEA and is put into the main school budget to be used to supplement existing support (not to replace it).

Pupils are encouraged to be involved in the process of identifying targets, devising support and reviewing progress. Pupils with statements/EHCs are invited to attend their annual reviews.

Triggers for Target group/SEND concerns may include:

- Lack of progress in acquiring literacy or numeracy skills
- Marked high ability in numeracy, literacy or reasoning
- Poor short term memory

- Difficulties with following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties
- Communication problems
- Behavioural problems
- Delayed physical development
- Low self esteem
- Attention seeking behaviour
- Aggression
- Withdrawn or isolated behaviour/Over-anxiety
- Lethargy
- Neglected appearance
- Toileting problems
- Obsessive behaviour/nervous tics/habits
- Attendance problems
- Child protection issues
- Family problems – family break ups, bereavement

Contact is made with the school nurse or community doctor if any medical issue arises. This is always carried out with parental consent. More complex medical/behavioural concerns may be referred by GPs to the Child and Adolescent Mental Health Service (CAMHS).

Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. The school is ramped and has medical and disabled toilet facilities. In line with current recommendations, the school has drawn up an Access Plan, which contains short and long term targets to ensure full provision for all pupils, regardless of SEND and/or disability.

The Inclusion Leader will ensure a range of standardised assessments are completed with individual children when necessary. For further information of appropriate test materials, advice will be sought from the Educational Psychologist and other appropriate outside agencies.

Regular updates on SEND are given to the Curriculum Committee of the Governing Body.

Discussions on concerns about SEND pupils are regularly on the agendas for teaching assistants' and lunchtime supervisors' meetings.

A Welfare Log is kept where concerns about any child may be recorded by all members of staff. This is monitored by the Head teacher.

Resources

There are many resources kept in the SEND Base which are accessible to all staff.

Assessment and Recording

Each class teacher is responsible for the recording, assessing and reporting the progress of each child in their class. Pupil Profiles have specific targets for the individual pupil and feedback of additional work carried out with the individual is recorded on an 'Intervention Record Sheet.'

In terms of statutory assessment, the Headteacher and Assistant Headteacher complete exam access arrangements paperwork ahead of SATs testing to ensure appropriate support and provision is in place for SEND pupils.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2015

Review – May 2017

Mrs. M Ford
Inclusion Leader