



REDLAND SCHOOL SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES POLICY

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Redland Primary School Special Educational Needs and Disabilities Policy



At Redland Community Primary School we are fully committed to providing a curriculum in which every child can participate and achieve their full potential.

Introduction

This policy should be read alongside government guidelines 'Keeping Children Safe in Education' (September 2018) The SEND Code of Practice 2014 and other school policies including:

- The School SEN Information Report
- Equality and Diversity Policy
- Subject policies
- Child Protection Policy
- Child Protection and Safeguarding policy

Redland School SENCO is Rachel Griffiths: senco@redland.wilts.sch.uk

Redland School SEN governor is Rachel Glover contactable via the school office office@redland.wilts.sch.uk

What is Special Educational Needs and disability (SEND)?

"A child ...has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.

This provision is defined as any education or training provision which is additional to or different from that generally made for other of the same age in mainstream schools. *Code of Practice (June 2014)*

Our aims

- To identify and provide for all pupils who have Special Educational Needs and Disabilities.
- To ensure that every child feels valued, is respected as an individual and is able to recognise they have skills and strengths to offer.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs.
- To provide support and advice for all staff working with young people with Special Educational Needs and Disabilities.
- To develop and maintain partnership and high levels of engagement with parents.
- To develop and maintain effective engagement with outside agencies

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- To ensure access to the curriculum for all pupils.
- To work with the guidance provided in the SEND Code of Practice 2014.
- To ensure that all children with special educational needs participate in activities in line with other pupil across the school.

Objectives

The objectives of our policy are to continue to:

- Identify and monitor children's individual needs from the earliest possible stage (i.e. as soon as they are on our roll) so that appropriate provision can be made and their attainment raised.
- Work in close partnership with and involve parents/carers of children who have special educational needs.
- Ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- Work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- Ensure children are appropriately placed at SENS (SEN support) and targets set through the use of a One Page Profiles and My Support Plans.

What is SEN Support?

The SEN Code of Practice (2014) refers to a single group of children or young people who have SEN as receiving 'SEN Support'.

What are Education, Health and Care Plans?

Existing **Statements** of Special Educational Need will be gradually replaced by Education, Health and Care Plans (**EHCP**) through the Local Authority. Any new requests for Statutory Assessment that are successful will result in an EHCP rather than a Statement. Wiltshire council call these Education Health and Care Plans 'My Plans'. More information can be found at <https://www.wiltshirelocaloffer.org.uk>

What are the categories of need?

The SEN Code of Practice describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

Many children and young people have difficulties that fit clearly into one of these areas, while others have needs that fall into two or more categories. For some the precise nature of their need may not be clear at the outset. Therefore timely individual assessments are vital in identifying a young person's needs (SEN COP 2014).

Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic skills to support both their thinking and communication skills. Specific learning difficulties (SpLD) such as Dyslexia or Dyspraxia, or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Children and Young People with Speech, Language and Communication Needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they

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hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Condition (ASC) have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range.

Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Social, emotional and mental health (SEMH)

This category covers a wide range of needs that may impact on a child's ability to access school, the curriculum and manage both feelings and emotions in an appropriate way.

It is no longer appropriate to identify "behaviour" as a need as this does not describe a Special Educational Need. Behaviour is an underlying response to a need which requires identification and recognition along with other areas of need. Broadly these are:

- difficulties in emotional and social development which may lead to immature social skills and difficulties in sustaining healthy relationships. A child or young person may become withdrawn or isolated, demonstrate disruptive or disturbing behaviour.
- mental health problems that manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained.

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- other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Some children and young people require special educational provision. It is this group that should be identified as having a SEN.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

A young person will remain on the SEN register unless something changes for them individually which means that they no longer need Special Educational Provision.

We consider the needs of the whole child, not just the Special Educational Needs.

Others factors that may have an impact on progress and attainment include:

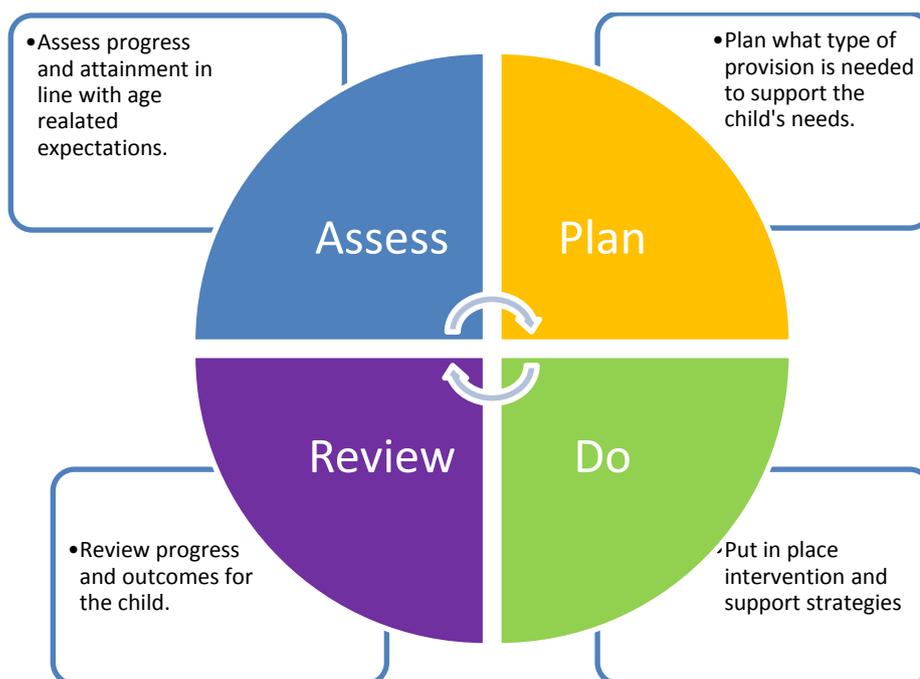
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of service personnel

Our Approach to SEND

Quality First Teaching (QFT) is the effective inclusion of all pupils in high-quality everyday personalised teaching. Examples of QFT include clear objectives that are shared with the children and returned to at the end of the lesson, new vocabulary that is explained, the use of lively, interactive teaching and learning styles. QFT is the best way to reduce the number of children who need extra help with their learning or development. Pupils may benefit from targeted intervention in order to meet age related expectations. At Redland School we use interventions to identify and address areas of weakness or difficulty, this does not indicate a special educational need but may be used to build a picture of overall needs.

Pupils are identified as having Special Educational Needs if they have had a series of different interventions, adjustments and good personalised teaching and do not make adequate progress. We promote a graduated response to SEN applying the following cycle:

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Assessing

A clear understanding of a child's needs is essential in the creation of effective provision. A holistic approach helps to identify quickly when a pupil is not making adequate progress, despite Quality First Teaching. We do this through:

- Pupil's own views and experiences
- Views and experiences of parents
- Views and experiences of teachers and teaching assistants
- Teacher assessment and experience of the pupil
- Assessment of pupil progress, attainment and behaviour
- Comparing individual development with that of peers
- Consulting external support services e.g. Educational Psychologist, CAMHs, Occupational Therapist, Special Educational Need team, Speech and Language therapy.

Commonly, it will then be necessary to explore the precise nature of gaps in learning and development in order to clarify barriers to learning and development. This in turn enhances Quality First Teaching and indicates where additional provision may be required.

Planning

Inclusive Quality First Teaching is the first step to responding to a newly identified need. The focus of this is to ensure that high-quality teaching, that is differentiated, is accessible for individual pupils. High quality intervention and support planned by teachers and Teaching assistants will be implemented and monitored carefully.

The SENCO will support the teacher with effective adjustments to teaching, support and resources. Once specific areas of need and gaps in learning are identified, and with effective Quality First Teaching in place, any provision that is additional or different can be planned. To enhance the effectiveness of interventions we make sure that:

- Training is provided for staff involved in delivering and monitoring targeted provision

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- Opportunities for skills developed out of the classroom are practised back in the classroom
- Intervention tracking and evaluation systems are in place for teachers and teaching assistants
- Time is available to prepare resources
- Target setting is linked to targeted provision

Doing

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. Teachers work closely with teaching assistants and other specialists to plan and assess the impact of targeted interventions.

Teachers plan carefully for teaching assistants and time is given for preparation of intervention resources. Teaching assistants are encouraged to attend meetings other relevant training.

Reviewing

Teachers have the responsibility of evidencing progress of all pupils, including those with SEN. Progress data is reviewed in relation to the outcomes described in Statement, EHCP or Provision Map. Aside from on-going review processes (e.g. observations, work scrutiny, discussion with pupil, pupil progress meeting, and staff meetings) progress is reviewed across the whole school termly. At this stage impact of provision is evaluated. The key question is has the gap in attainment and progress narrowing? The response to this could result in any combination of:

- New target setting
- Modification to existing provision
- New provision
- Further assessment
- Outside Agency or other specialist referral

Parents are informed of progress through informal discussions, parent's evenings, SEN meetings and updated One Page Profiles and targets.

Training and resources

How much funding does the school or college have to support my child?

National SEN funding is split into three elements as follows:

Element 1: in mainstream schools and colleges, all students bring a basic funding entitlement. In schools this is called the Age Weighted Pupil Unit (AWPU) and applies whether or not a pupil has high needs to pay for e.g. an element of a teacher, an element of premises etc.

Element 2: all mainstream schools are delegated funding to make further provision of up to £6,000 per pupil with special educational needs (SEN). This is in addition to Element 1.

Element 3: SEN costs above this £6,000 are met from top-up funding from the Local Authority. The top up funding is to meet the assessed need of the pupil and is in addition to Elements 1 and 2. A High Needs Matrix is used to make decisions about the level of top-up funding.

How are training needs of staff identified and planned for?

Teachers and Teaching Assistants benefit from a whole school CPD programme based on the School Development Plan. Individual training needs are identified through Performance management/ appraisal, lesson observations, children's needs and direct requests. Training is delivered through in-house training, local cluster working, Wiltshire CPD training and that provided by external agencies. We actively promote the sharing of good practice in school

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Role and Responsibilities

Governor role

The governing body must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs and disabilities.
- Ensure that the head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, and those needs are made known to all who are likely to teach him/her
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs and disabilities
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child
- Ensure that a child with special educational needs and disabilities joins in the activities of the school so far as is reasonably practical
- Ensure that they are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Have a written SEN policy that is reviewed annually
- Ensure that the quality of SEN provision is monitored and that provision is an integral part of the school's self-evaluation process
- Report to parents/carers on the implementation of the school's policy for children with special educational needs on the school website and in the school's prospectus and through the school's SEN Information Report.

SENCO role

SENCO responsible for co-ordinating the provision of special educational needs throughout the school.

This will involve:

- Day-to-day operation of SEN policy
- Providing advice to staff supporting, liaising with them and overseeing the completion of One page profiles and targets, My support Plans and My plans (Education Health and Care Plans)
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Overseeing and maintaining specific resources for special educational needs
- Liaising with outside agencies
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff
- Monitoring, evaluating and reporting on the provision for children with SEN.
- Co-ordinating the range of support available to children with special educational Needs and disabilities
- In conjunction with the class teacher, liaising with parents/carers of children with special educational needs and disabilities.
- Monitoring and analysing the progress of children at SEN support or those with an Education Health Care plan or statement.

Arrangements for co-ordinating provision for children with SEN

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may

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be delivered by a teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. Intervention and SEN provision will be evaluated and monitored by the TAs, Teachers and SENCO to ensure that it remain relevant to the needs of the child. Pupil progress in monitored in line with whole school pupil progress evaluation.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, e.g. wheelchair access the governors will make reasonable adjustment to ensure the child's needs are fully met. A child with identified SEN needs may remain on a part time, transition time table before starting school full time. If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

Resources

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO and School leadership team

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or head teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved, the chair of governors should be involved and finally the complaint should be taken to the local authority and/or secretary of state.

Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Specialist SEN Service (SSENS) including the educational psychologist, visual impairment, physical impairment, hearing impairment service, speech therapist, behaviour support service and health. Any or all of these agencies may be involved in the construction, delivery or review of targets, recommendations and objectives set for children's in order to ensure children's attainment is raised.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing One Page Profiles and My support Plans. The school will also update parents/carer with relevant information.

In this school, we encourage children to actively participate in their learning. We encourage them to take ownership of their learning by discussing their One Page Profiles and targets and what they can

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do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools, agencies including the voluntary sector

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings, transfer and inclusion meetings and meetings with The SEND Team where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and teaching assistant staff to ensure that they have a smooth transition.

We believe that effective liaison from Year 6 to Year 7 ensures a smooth transition. Key staff from all three local Secondary Schools in Chippenham visit us and specialist staff from the SEN team also discuss individual children's needs with the SENCO and Upper KS2 staff. We always invite the relevant secondary school to any Transition Review Meetings that take place in the summer term of Year 5, to ensure parents/carers and children have an opportunity to ask any relevant questions. This also enables us to put in place a supportive and positive transition plan for those children who will need additional support at secondary school.

At Redland we ensure that we have close links with partner school and as a result benefit from their skills and experiences

Redland School are fully inclusive and aim to provide all children with a curriculum that best suits their learning style and allows all children to meet their potential.

Date: September 2018

This policy will be reviewed annually and reported on the school website.