



## Special Educational Needs & Disability Policy

### Introduction

This policy is in keeping with the school's aims for learning and teaching, inclusion and equal opportunities. At Scargill we value the abilities and achievements of all its children, and are committed to providing, for each child, the best possible environment for learning. We have high aspirations for improving the outcomes for children with Special Educational Needs (SEN). SEN children are fully included in school life and we recognise and value the contributions that they make. This policy works alongside all other school policies particularly the Behaviour Policy, PSHE Policy, Physical Restraint Policy, Disability and Accessibility plans. It also is in line with the Children Act (2004) and the Disability Discrimination Act (2005) and the Code of Practice (2014)

### Aims and Objectives

- To identify areas of special needs as early as possible.
- To include all children by providing access to a broad and balanced curriculum through whole class, small group teaching and individual support.
- To provide a curriculum that is relevant and differentiated to meet the individual needs of the children.
- To meet individual needs through a wide range of provision
- To help each child to realise their full potential and to optimise their self esteem.
- To work in partnership with all stakeholders; parents/carers, children, agencies.
- To enable all staff to play a part in the identification of SEN children and address their individual needs.
- To take into account the views of the child relevant to age and comprehension.
- To achieve a level of staff expertise to meet child need.
- To give transparent resourcing to SEN
- To support all children to make progress
- To identify and overcome barriers to learning.

### Admission Arrangements

As we are an inclusive school, children with special educational needs are welcome and accommodated for. No child will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act (2014) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Both the EYFS/KS1 area and the KS2 areas have toilet facilities for the disabled. There are a number of ramps giving wheelchair access to the building and playgrounds.

### Definitions of SEN

There are four main areas of SEN as identified in the SEN Code of Practice. These are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties

- Physical/Sensory Impairment.

A child has a SEN where their learning difficulty or disability calls for special educational provision, namely that is different from or additional to that of 'normally available'. Children have a special educational need if:

- They have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.
- They are under compulsory school age and fall within the definition(s) above or would do so if special educational provision was not made for them.
- A child needs to make progress with a social/emotional need

### **Management of SEN**

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the two SENCO's:

EYFS and Key Stage 1 SENCO –Julie Clutterbuck

Key Stage 2 SENCO –Sarah Hallsworth

Both SENCOs have completed the SEN specialism training (Post-graduate Certificate: National Award for SENCOs) arranged by the TDA.

Positive Play & Nurture Group Lead TAs- Lesley Gresswell & Fiona Perry

It is a statutory requirement to have an SEN Governor. The SEN Governor is Susan Rogers. The governing body must ensure that appropriate staffing and funding are set up to oversee the school's work.

### **Role of the SEN Governor**

- To work alongside the SENCOs to monitor the provision and practices within the school
- To ensure the school has an SEN policy and that it is reviewed annually.
- To support school in its work with children with SEN- numbers, staffing ratios, budget allocation
- To report back to the full governing body after discussions with the SENCO and Head Teacher so all governors know about current situations of the school
- To keep informed by reading new materials
- To see child's needs are identified and addressed by school
- To see individual parents are kept informed about their child's progress from the moment concerns are raised
- To see that any parental concerns are adequately dealt with by the head and teaching staff.
- To take appropriate SEN governor training

### **SENCO Responsibilities**

The responsibilities of the SENCO are

- Overseeing the day to day operation of the school's SEN policy
- Coordinating provision for children with special educational needs, managing TA provision
- Reviewing provision maps, carrying out impact analysis of provision
- Liaising with Class Teachers, parents and outside agencies

- Overseeing IEPs, making referrals to outside agencies and requesting statutory assessments
- Liaising with outside agencies and Professionals such as Educational Psychologists (EP), Clinical Psychologists, Speech and Language Therapists (SALT), Children and Young Adults Mental Health Service (CAMHS), Local Inclusion Officer (LIO), Behaviour Support Teachers, Social Workers, Autism Outreach Teachers, Support Service for Children with SEN (SSSEN), School Nurse, Educational Welfare Service (EWS), Support Services for Physical/Visual/Hearing Impairment, Children's Centre, Parent Partnership Services
- Respond to letters from health/social services
- Preparing reports and conducting Annual Reviews for children with Statements of Educational Needs and or Education, Health Care Plan (EHCP)
- Sending invites for Annual Reviews to Parents, Agencies, EP, Local Inclusion Officer, Health any other relevant parties
- Attending relevant CPD events and sharing information with staff
- Reporting to the head and the SEN Governor about day to day management of SEN
- Be involved in Team Around the Family (TAF) or MAT meetings when appropriate, ensuring class teachers are invited.
- Writing referrals to Agencies and Nurture Groups.
- To write requests for Temporary Additional Child Support (TAPS)/ Temporary Additional Early Years Support (TAEYS)/Graduated Response Individual Plan (GRIP) in liaison with stakeholders.
- Key Stage 2 SENCO to liaise with Year 6 transfer and or secondary schools
- EYFS SENCO to liaise with Key Stage 1 staff and pre-schools
- Writing risk assessments with the class teacher, TA and wherever possible the head teacher. The head teacher is responsible for signing risk assessments and ensuring they are maintained at up to date and shared with relevant staff.
- Attending MEP meetings and making changes to provision as advised
- Completing Statutory Assessment forms in consultation with class teacher and parents.
- Meet twice annually with the Educational Psychologist assigned to the school to discuss support and planning.

### **Class Teachers Responsibilities**

All teachers have a responsibility for children with SEN. This includes:

- Writing and reviewing Individual Education Plans (IEP) or Behavioural IEP (PACT)
- Liaising with the appropriate SENCO regarding the identification of children with SEN, or concerns about children
- Ensuring differentiation is implemented into every session
- Considering environmental factors
- Keeping parents of children with SEN up to date about progress and provision.
- To ensure children are as fully involved as possible
- Implementing provision advised by the SENCOs or other agencies supporting the individual(s)
- Sharing IEPs with parents, children, appropriate SENCO, TAs and Agencies
- Working with agencies with children on SEN Support or children with a Statement of Educational Needs/EHCP, acting on advice given.
- Attending relevant meetings where possible.
- Completing Boxall profiles for children identified as benefiting from Positive Play

- Refer to Derbyshire friendly files such as dyslexia, IDP resources and materials and other places to develop ideas and strategies for supporting children with SEN.
- Follow the 'assess, plan, do and review' process.

## **The SEN Process**

### **Identification of SEN Support**

There is a Graduated Response approach to addressing the Special Educational Needs of the children. Initial identification is the responsibility of the Class Teacher with consultation with the SENCO, unless a child enters the school with a previously noted area of SEN. A range of assessment methods and checklists are used to help identify children with SEN.

These include:

- Speech and language checklist
- I tracker, Analyse School Performance (ASP) end of EYFS profile results
- Number of incidence in behaviour incident log
- Following up parental concerns
- Information passed on from previous school/pre-school

Class teachers should make regular assessments for all children in order to identify children making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than 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
- Widens the attainment gap
- Or where a child needs to make progress with a wider development or social need

Where a child is making less progress than expected, the first response should be high quality teaching targeted at their areas of weakness.

Where progress continues to be less than expected the class teacher, in discussion with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the child and their parents) extra teaching or other interventions designed to secure better progress will be put in place.

Where a child is identified as having SEN, a graduated approach consisting of increasingly detailed and specialist assessments, planning, interventions and reviews in successive cycles will be undertaken in order to match interventions to the child's SEN.

When the class teacher and SENCO have identified a child with SEN the class teacher will share the decision with the child's parent, ensuring the parent signs the information form to show they understand.

### **Request for a Graduated Response Individual Plan (GRIP)**

The appropriate SENCO will request a GRIP when, despite an individualised programme of sustained intervention within SEN Support, the child continues to have significant barriers to learning and therefore need additional provision. This could provide the child with extra TA support and/or Support Service for children with SEN (SSSEN) support. Parents/carers need to give consent and their views must be included in the application process. The awarding of a GRIP is at the LA's discretion following consultation by the GRIP panel. If agreed, a letter is sent to schools with funding details to meet the outcomes of the plan. Funding will then be allocated to school and will continue for one year from the request approval date. Within this time the impact of the funding allocation must be reviewed. At

this point, a decision will be made to continue/increase/decrease the funding. Funding cannot be used for playtimes, lunchtimes or afterschool provision.

### **Request for Education Health Care Plan (EHCP)**

The appropriate SENCO will request a Statutory Assessment for an EHCP from the LA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The following information will be gathered by the SENCO:

- The interventions
- Current and past IEPs
- Records and outcomes of regular reviews undertaken
- Information on the child's health and relevant medical history
- National Curriculum levels and progress
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views and involvement of parents
- The views and involvement of the child, along with examples of the child's work
- Social Care/Educational Welfare Service reports
- Exclusion details, risk assessments, behaviour incident log
- Any other involvement by professionals

### **EHCP**

An EHCP will be written by the LA, using the evidence submitted by the stakeholders. The EHCP contents will include;

- The views, interests and aspirations of the child/young and those of their parents/cares
- The child or young person's special educational needs
- The child or young person's health needs related to their SEN
- The child or young person's social care needs related to their SEN
- The outcomes sought for the child or young person
- The special educational provision required by the child or young person
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN
- Any Social Care provision which must be made for a child or young person under 18 resulting in the Chronically Sick and Disabled Persons Act 1970 (CSDPA)
- Any Social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN
- The name and type of the institution to be attended
- Personal budget details
- The advice and information gathered during the assessment

### **Monitoring Child Progress**

Good progress for children with SEN is the same as good progress for all children. This is in line with the Progression Guidance 2010. Progress is adequate is that which;

- Narrows the attainment gap between child and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers

- Equals or improves upon the child's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the child's behaviour

### **Record Keeping**

All letters/reports to and from agencies/health/external professionals will be stored in the locked SEN cabinet, along with:

- Information from parents
- Information on progress and behaviour
- Child's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Copy of IEPs and reviewed IEPs

The head teacher, SENCOs, and admin support have access to the locked cabinet. Class teachers and TAs are responsible for storing IEPs in a place where they can be viewed and used daily to inform planning.

### **Individual Education Plans (IEP)**

Most children at SEN Support will have an IEP, unless SENCO, parents and class teacher agree that one is not needed at this stage as provision clear on the provision map and targets also clear.

For children with statements/EHCP, provision will meet the recommendations on the statement/EHCP. IEP meetings will take place at least 3 times a year to share reviewed IEPs and new IEPs with parents. New IEPs should be written once targets have been achieved.

IEPs should be jargon free and include the following:

- Child details- name, D.O.B, year group, class
- Strengths and Interests
- Long Term Exit criteria
- SMART targets- Specific, Measurable, Achievable, Realistic and Time- related.
- Provision and strategies for achieving the target
- Opportunity for child and parent to record comments
- Signatures from a parent, class teacher and SENCO
- Date of new IEP and date to review
- A record of assessments for reading, writing and Maths and other areas if appropriate (such as speech and language) these should be in the form of P levels, teacher assessments or EYFS profile information.
- The outcomes recorded at the review
- Suggest ways parents can support at home

### **Partnership with Parents/Carers**

At Scargill we aim to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision usually through IEP meetings

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way, with as little jargon as possible
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the SEND Information, Advice and Support Service (SENDIASS).

### **Involvement of Child**

We recognise that all children have the right to be involved in making decisions and exercising choice. All children are involved in monitoring and reviewing their progress at the appropriate level. We endeavour to fully involve all children by encouraging them to:

- Share their views about their education and learning
- Self-assess.
- Share in setting and reviewing targets on their IEP/ PACT which can be included on their IEP
- State what helps them to learn and how they can be helped to achieve their targets.

### **Complaints**

In the first instance, parents/carers should contact the class teacher. If the complaint is unresolved then contact the appropriate SENCO:

EYFS/KS1 SENCO – Miss Clutterbuck or KS2 SENCO– Mrs Hallsworth

Parents can consult with SENDIASS at any point to request advice.

In cases where parents find action taken unsatisfactory please see the complaints procedure for more details.