

Conisbrough Balby Street Primary School

Special Educational Needs Policy

Inclusion Manager: Ian Medwell

Head Teacher: Michelle Walton

Chair of Governors: Drew Oxley

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SECTION A: School Arrangements

Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective provision for children with Special Educational Needs and Disabilities (SEND) at Conisbrough Balby Street Primary School.

LA guidelines and DfE Code of Practice have been taken into consideration in the formulation of this policy.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age 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.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A child must not be regarded as having a learning difficulty solely because:

- He or she demonstrates persistent disruptive or withdrawn behaviours.
- He or she has wider mental health difficulties.
- He or she is making slow progress and demonstrating low levels of attainment.
- His or her language spoken at home is different from the language in which he or she will be taught.

This document provides a framework for the identification of the provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin. It is written to enable quality of access to the curriculum in an environment where every child is valued and respected.

Aims

To identify at the earliest opportunity all children who need special consideration to support the following areas of need: communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and/or physical needs.

- To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- To ensure that these children are fully included in all school activities in order to promote the highest levels of achievement.
- To involve parents, pupils and others in developing a partnership of support, giving them full confidence in the strategies adopted by the school.

Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- To plan for any pupils who may, at some time in their education, have Special Educational Needs.
- To promote self-worth and enthusiasm by encouraging independent learning.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support all pupils who will need extra resources and/or teaching support, as early as possible.
- To work in partnership with the child's parents and other external agencies to provide for the child's Special Educational Needs.
- To regularly review the policy and practical arrangements to achieve best value.

Roles and Responsibilities

All members of the school community work towards the school aims by:

- Using school procedures for identifying, assessing and making provision for pupils with Special Educational Needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

The IEB, in co-operation with the Head Teacher, determines the school's general policy and approach to the provision for children with Special Educational Needs. It establishes the appropriate staff and funding arrangements and maintains a monitoring overview of the school's work. It is responsible for reviewing the SEND policy and reporting to parents annually. The IEB appoints a governor who takes particular interest in, and monitors, the school's work on behalf of the children with Special Educational Needs.

The Head Teacher has strategic responsibility for overseeing the provision for children with Special Educational Needs and keeping the IEB fully informed. In conjunction with the

Leadership Team, the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Head Teacher will also work closely with the Inclusion Manager, with whom regular meetings are scheduled.

Co-ordinating and Managing Provision

The Inclusion Manager is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with Special Educational Needs.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN, Early Years providers, other schools, educational psychologists and health and social care professionals.
- Working with the Head Teacher and IEB to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school maintains up to date records of all pupils with SEN.

All members of staff are involved in the development of the school's SEND policy and must be aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with SEN. The Inclusion Manager, together with teaching staff and the HLTA, has responsibility for managing the work of Learning Support Assistants.

Admission Arrangements for Pupils with Special Educational Needs

This school strives to be fully inclusive. All pupils are welcome, including those with Special Educational Needs, in accordance with the LA Admissions Policy.

Section B: Identification, Assessment and Provision

Identification, Assessment and Monitoring

Provision for pupils with Special Educational Needs is the concern of the school as a whole. In addition to the IEB, the Head Teacher, Inclusion Manager and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with SEN. This is, therefore, a whole school responsibility. Provision follows a graduated approach, as required by the 2014 SEND Code of Practice. The Code recognises four broad areas of need:

- Communication and Interaction (speech, language, social communication and Autistic Spectrum Disorder).
- Cognition and Learning (moderate, severe, profound, multiple and specific learning difficulties).

- Social, Emotional and Mental Health Difficulties (disturbing behaviour, anxiety, self-harming, substance misuse, eating disorders, attention deficit disorder, attention deficit hyperactive disorder and attachment disorder).
- Sensory and/or Physical Needs (vision impairment, hearing impairment, multi-sensory impairment and physical disability).

The graduated approach, as outlined in the 2014 Code of Practice, is:

Assess

The class teacher, working with the Inclusion Manager, carries out a clear analysis of the pupil's needs. This analysis draws on the teacher's assessment and experience of the pupil and his or her previous progress, attainment and behaviour, as well as information from the school's approach to pupil progress and attainment. It also draws on the pupil's development in comparison with his or her peers and national data, the views and experience of parents, the pupil's views and, if relevant, advice from external support services. This assessment is reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of the effect of intervention is developed. Where outside professionals from health or social services are already involved with a pupil, they liaise with school to help inform assessment. Where professionals are not already working with school staff, the Inclusion Manager contacts them if parents agree.

Plan

Where it is decided to provide a pupil with SEN support, parents are formally notified, although they will have already been involved in forming the assessment of needs, as outlined above. The class teacher, Inclusion Manager, parents and pupil agree the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. They also agree a date for review. All teachers and Learning Support Assistants who work with the pupil are made aware of their needs, the support provided, required teaching strategies and expected outcomes. The support and interventions provided are selected to meet the outcomes identified for the pupil and are provided by staff with sufficient skills and knowledge. Parents are made fully aware of the planned support and interventions.

Do

The class teacher remains responsible for working with the pupil on a daily basis, even where interventions involve group or one-to-one teaching away from the main class. The class teacher works closely with Learning Support Assistants and specialist staff, if applicable, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Manager supports the class teacher in advising on the effective implementation of support.

Review

The effectiveness of support and interventions, and their impact on the pupil's progress, is reviewed in line with the agreed date. The impact and quality of support and interventions is evaluated, along with pupil and parent views. The class teacher, working with the Inclusion

Manager, revises the support in light of the pupil's progress, deciding on any changes to the support and outcomes.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school may involve specialists. Parents are always informed of this and what is discussed and agreed is recorded in the same way as other SEN support. The Inclusion Manager, class teacher and specialists consider a range of effective teaching approaches, appropriate equipment, strategies and interventions in order to support the pupil's progress. Expected outcomes are agreed, as well as a date by which progress will be reviewed.

Education, Health and Care (EHC) Plans

Where a pupil has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet their needs, the school or parents may consider requesting an Education, Health and Care needs assessment. The majority of children with SEND will have their needs met within school but some may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary for it to make further provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the needs of a child and to secure the best possible outcomes for them across education, health and social care. Where a pupil has an EHC plan, the Local Authority must review the plan at least every twelve months and the school will undertake to fulfil the specific requirements as outlined in the plan.

Providing Curriculum Access and Inclusion

Pupils with Special Educational Needs at our school have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used, depending upon the nature of the pupils' needs. At Conisbrough Balby Street Primary School we strive to be inclusive, engendering a sense of community and belonging through our:

- Inclusive ethos.
- Broad and balanced curriculum for all pupils.
- Systems for early identification of barriers to learning and participation.
- Different teaching strategies, depending upon the nature of pupils' needs.
- High expectations and appropriate targets for all pupils.

Section C: Partnership Within and Beyond the School

The SEN Information Report

We will publish information on the school website about our policies for pupils with SEND. The information will be updated annually and any changes to the information occurring during the school year will be updated as soon as possible.

Staff Development

The Inclusion Manager and Learning Support Assistants attend SEND training and courses which have a particular bearing on the pupils they are supporting. Staff are given opportunities for INSET to develop their confidence and skills in working with pupils with SEND. Governors are informed of school-based training and are invited to attend. Staff are involved in developing practices which promote whole school approaches to SEND.

Partnership with Parents

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold important information and have knowledge and experience to contribute to the shared view of pupils' needs and the most effective methods of supporting them. All parents of children with SEND are treated as partners and supported in order to play an active and valued role in their children's education. At our school we aim to:

- Ensure that all parents are made aware of the school's arrangements for SEND.
- Involve parents as soon as a concern is raised, either at Parents' Evening or by personal appointment with the class teacher.
- Provide parents with opportunities to meet with the Inclusion Manager to discuss their child's needs and approaches to address these needs.
- Support parents' understanding of advice and support received from external agencies.
- Involve parents in regular reviews of their child's progress.

The Child's Voice

Children and young people with Special Educational Needs often have a unique knowledge of their own needs. At our school, their views are sought about the type of support they would like to help them make the most of their education. Our pupils are encouraged to participate in all relevant decision-making processes and contribute to the assessment of their needs.

Transition

At Conisbrough Balby Street Primary School we will:

- Ensure that all transfers between schools are planned, monitored and supported to guarantee successful outcomes.
- Collaborate with support services and agencies involved with pupils who are transferring to other schools and make joint planning arrangements.

Section D: Evaluating Success

The success of our school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the Inclusion Manager and subject leaders.
- Termly review of Provision and Intervention Mapping by the Leadership Team and class teachers.
- Analysis of pupil tracking data and test results for individual pupils and cohorts.
- Value added data for pupils with SEND.
- Termly monitoring of procedures and practice by the Inclusion Manager and SEND Governor.
- The SEN Information Report.
- The School Development Plan.