

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness (John 10:10)

Special Educational Needs and Disability Policy #12

The *Special Educational Needs Policy* was reviewed during the Spring Term 2020.
This document is the result of that review.

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REVIEW DATE:	January 2021
REVIEW CYCLE:	Annual
AUTHOR:	Mrs Justine Watkins
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SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<i>Access and Inclusion Policy</i> <i>Aims of the School</i> <i>Assessment for Learning Policy</i> <i>Behaviour for Life and Learning Policy</i> <i>Communication Policy</i> <i>Complaints Policy</i> <i>Curriculum Policy</i> <i>Home School Agreement</i> <i>Marking and Feedback Policy</i> <i>Local Offer</i> <i>Teaching for Learning Policy</i> <i>Safeguarding Policy</i> <i>Single Equalities Policy</i> <i>Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (January 2015)</i>

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Special Educational Needs Policy and Disability #12

*As a Church of England school, we acknowledge that **each child** is created in the image of God and is therefore **unique and precious**.*

Definition: The statutory SEND Code of Practice sets out the **definition of special educational needs** used in England:

A child or young person has SEN 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 or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children have the right to a broad and balanced curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum.

All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs should participate in activities which are compatible with the efficient education of other children and the efficient use of resources. We aim to fulfil our statutory duties in the spirit of 'Life in all its fullness'. In addition to our school aims, we aim to:

- provide an enriching experience in which learning flourishes and where achievements are celebrated
- provide an innovative and stimulating curriculum
- enable children to become independent, life-long learners, who know how to succeed
- respect and value all members of our school's community regardless of ability, aptitude, gender or race
- nurture all aspects of personality - intellectual, emotional, creative, physical and spiritual
- challenge all children according to their individual needs, so that they achieve their true potential academically, physically and socially
- work in close partnership with parents
- put 'Emotional Literacy' at the heart of the school's ethos and curriculum. We encourage caring, harmonious relationships between all members of the school's community, thus ensuring that standards of behaviour are high. We believe that behaviour has a huge impact on the quality of life, and as adults it will have a more important influence than economic progress on the individual's happiness. All adults are role models

- enable children to take their place in society with confidence, able to cope with the changes the future will bring – through resilience, resourcefulness, reflection and reciprocity
- create good citizens who are self-reliant, but able to contribute to the wider and global community
- develop people who have a concern for the environment
- create happy and healthy individuals

Objectives of this Policy

The objectives of our practice at Stratford-sub-Castle C of E VC Primary School are to:

- achieve the best possible outcomes for each individual
- provide curriculum access for all
- secure high levels of achievement for all
- meet individual needs through a wide range of provision
- attain high levels of satisfaction and participation from pupils, parent and carers
- carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to positive outcomes
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

In all that we do at Stratford-sub-Castle Primary School we work towards **the best possible outcomes for ALL children**. We fully support the National Curriculum 2014, when it states learning in schools should, *“promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.”*

We also support the introductory aims of the National Curriculum 2014 when it sets out to, *“provide pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.”*

Inclusion Statement

In our inclusive practice:

- we endeavour to achieve maximum inclusion of all children, whilst meeting their individual needs
- teachers provide adapted learning opportunities for all children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners
- a learner can have a special educational need but be simultaneously able and interested in other areas
- we focus on individual progress as the main indicator of success
- we strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs
- some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up
- other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational

needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Identification, Assessment and Provision for pupils with special educational needs

Our school implements The Special Educational Needs (SEN) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs for identification, assessment and provision for pupils with special educational needs;

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental emotional health
4. Sensory and/or physical disability

Pupils who are identified as having SEN are added to the SEN register. The type of support that children and young people with SEN receive may vary widely, as the types of SEN that they may have are very different. However, two broad levels of support are in place: SEN support, and Education, Health and Care Plans.

The SENDco works with colleagues and governors to:

- plan strategically to meet pupils' identified needs and track their provision
- audit how well provision matches need
- implement the 'Assess, Plan, Do, Review' approach advocated in the Code of Practice
- recognise gaps in provision
- highlight repetitive or ineffective use of resources
- cost provision effectively
- demonstrate accountability for financial efficiency
- demonstrate to all staff how support is deployed
- inform parents, LA, external agencies and Ofsted about resource deployment
- focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation
- report trends to governors.

Curriculum Access and Provision

Where children are identified as having special educational needs, the school uses a combination of personalised approaches to work towards achieving positive outcomes for each pupil. At Stratford-sub-Castle Primary School we:

- differentiate work as part of quality first teaching
- use Wave 1,2,3 interventions
- plan for children to work in small groups
- provide individual class support / individual withdrawal
- differentiate through use of resources
- use flexible teaching groups

Quality First Teaching

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions.

At Stratford-sub-Castle Primary School

- all learners have access to quality first teaching

Teachers ensure that differentiation and adaption allows pupils with SEN to access the school curriculum.

Identification and Assessment

Children's needs are identified and 'Early Help' accessed as soon as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores and other whole-school pupil progress data, classroom-based assessment and monitoring arrangements. (Cycle of planning, assessment and review)
- liaison with feeder nurseries on transfer
- following up parental concerns
- tracking individual children's progress over time
- information from previous schools
- information from other services
- regular "Pupil Progress Meetings" between Headteacher, SENDCo, teachers and TAs
- the regular monitoring and review of IEP's between SENDCo, teachers and TAs
- the use of the "Graduated Response to SEND Support" (Wiltshire LA document) to support identification of need and identify possible strategies for support
- undertaking, where necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs
- the involvement of an external agency, where a special educational need has been identified and is believed to be significant.

Additional SEND Support

"Additional to" or "different from" the Quality First Teaching (well-differentiated curriculum) offered for all pupils in the school.

Provision:

The provision required for each pupil is specific to that pupil's needs and where possible school will follow advice from additional professionals such as Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers. Where several professional agencies are involved an IEP or My Support Plan is formulated.

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support.

- Although IEPs are no longer prescribed in the SEN Code of Practice 2014. We keep detailed records of provision through IEP's or group intervention reports, and many pupils have a 'One-Page Profile' so that all staff are aware of specific needs, and are equipped with strategies to meet those needs.

See Appendix 1 for 'One Page Profile'; see Appendix 2 for Individual Education Plan proforma).

Class teachers' planning identifies vulnerable learners and plans for them explicitly. Where a child has high level, complex needs requiring additional support and planning a 'My Support Plan' is developed in cooperation with relevant agencies and Local Authority lead workers. A 'My Support Plan' is a vehicle to address these complex needs.

- The 'My Support Plan' helps inform planning, teaching and reviewing which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended.
- These plans only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Desired outcomes are identified as part of a holistic assessment process, and action planning will address the underlying reasons why a pupil is having difficulty with learning.
- At the centre of these plans are the child's voice and their views regarding outcomes and will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the outcomes".
- The plans are based on informed assessment and include the input of outside agencies,
- They have been devised so that they are manageable and will be monitored and evaluated regularly (at least termly) in consultation with all relevant staff, pupils, parents and outside agencies.
- Outcomes will be arrived at through :
 - discussion between teacher and SENDCO
 - discussion, wherever possible, with parents/carers and pupil
 - discussion with other relevant professionals

An order of events is not prescribed, the precise order for this will vary from pupil to pupil.

Statement of Special Educational Needs or Education Health and Care Plan

<i>EHCP = Education Health and Care Plan (Statutory My Plan) (post September 2014)</i>
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On very rare occasions, where a pupil has a significant, severe and sustained need, or multiple complex needs it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan, in Wiltshire it is called a Statutory My Plan. It is likely that in this case, a child may already have a non-statutory 'My Support Plan', which can be submitted to the LA with a request for an EHCP assessment and an application for 'top-up' funding.

- pupils have access to all arrangements as detailed earlier in this policy
- the school complies with all local arrangements and procedures when applying for Top-up Funding
- an Education Health and Care Plan (Statutory My Plan) ensures that all pre-requisites for application have been met
- review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local Wiltshire Council policy and guidance - particularly with regard to the timescales set out within the process.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCo and Senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a regular basis
- scrutiny of planning
- teacher discussions with the SENDCo
- informal feedback from all staff
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Educational Welfare Officer
- regular meetings about pupils' progress between the SENDCo and the head teacher
- questionnaires and discussions with parents
- head teacher's report to governors
- regular data reviews by governors' Curriculum & Standards Committee

Roles and Responsibilities

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND policy to the Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is Mrs Justine Watkins

The SENDCo is responsible for reporting regularly to the head and the governors with responsibility for SEND on the ongoing effectiveness of this policy.

The SEND governors are Mrs Carole Long and Mr Simon Bourne.

All staff in school have a responsibility for maximising the achievement of all learner. Staff are aware of their responsibilities towards all pupils with special educational needs and a positive and sensitive attitude is shown towards all pupils at all times.

All children, where possible, are involved in making decisions, as soon as they start at the school. The ways in which we encourage pupils to participate reflects their emerging maturity. At Stratford-sub-Castle Primary School we encourage pupils to take ownership of their learning and to become independent learners.

Parents' /carers' contribution to their children's education is valued highly by the staff of the school and their views are sought and included when writing and reviewing My Support Plans. The school updates parents/carers with relevant information regularly. Formally this happens on a termly basis.

The class teacher liaises with the SENDCo to:

- identify vulnerable learners
- identify pupils who are underachieving and need to have additional interventions
- monitor the progress and achievement of pupils who require additional support because of a special educational need and are on the school's SEND Register.

Class teachers plan for positive outcomes for all vulnerable learners by:

- providing differentiated teaching and learning opportunities
- ensuring there is adequate opportunity for pupils with special educational needs to work towards the positive outcomes, which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum

- seeking out and acting on advice/support from outside professionals
- planning differentiated learning to address special educational need (this includes pupils with statements/EHC Plans)
- ensuring the effective deployment of resources; including teaching assistant support, maximising outcomes for all groups of vulnerable learners
- ensuring programmes of work are drawn up, modified and evaluated
- monitoring and recording appropriately

Teaching Assistants support positive outcomes for all vulnerable learners by:

- supporting children to become independent learners
- reporting back to the class teacher on a regular basis
- facilitating learning and social interaction for children in order to develop independence
- assisting with accurate record-keeping

The SENDCo leads the work towards positive outcomes by:

- liaising sensitively with parents, carers and families, keeping them informed of progress and listening to their views
- liaising with class teachers and fellow professionals
- liaising closely with a range of outside agencies to support vulnerable learners
- co-ordinating provision for children with special educational needs
- having a strategic planning role
- overseeing the maintenance of records on all children with Special Educational Needs and Disabilities
- arranging outside agencies to contribute to the in-service training of staff
- 'drip-feeding' information, strategies and support to contribute to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils and pupils leaving or entering the school on the Provision Map and those children highlighted by their pre-school setting
- evaluating regularly the impact, effectiveness and value for money of all additional interventions
- meeting regularly with each teacher to review and revise positive outcomes and teaching strategies
- tracking progress and attainment as part of the pupil progress reviews
- attending area SENDCo network meetings and training as appropriate
- liaising with the school's SEND Governor, keeping him/her informed of current issues (nationally, locally and within school)

In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator is to be a qualified teacher working at our school and will have statutory accreditation (National Award for SEN Coordination). If a new SENDCo is appointed, he/she must gain statutory accreditation within three years of appointment.

The Headteacher leads the work towards positive outcomes by:

- fostering an inclusive ethos in the school
- monitoring and evaluating the progress of all pupils
- making strategic decisions which will maximise opportunities for learning, supported by SENDCo and SLT
- delegating the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo)

The Governing Body ensure outcomes by:

- promoting inclusion at Stratford-sub-Castle Primary School through the setting of inclusive aims and values
- agreeing an inclusive “Strategic Plan” for the future of the school
- publishing an Governors’ Annual Report to Parents, including information about SEND

Criteria for evaluating the success of this policy:

The policy will be evaluated against the aims and measured by:

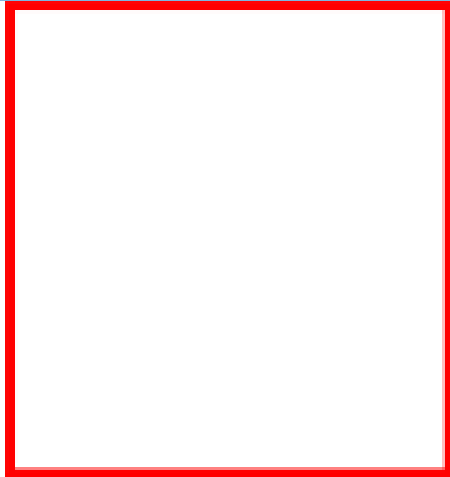
- individual positive outcomes
- analysing teachers’ short term planning, ensuring that a differentiated approach is taken
- parental awareness of individual positive outcomes for their child
- pupil awareness of their own individual positive outcomes
- governors monitoring of procedures and practice
- IEP/My Support Plan/EHCP outcomes monitored to ensure children progress
- ensuring that recommendations are acted upon

Reporting the success of this policy:

The evaluation findings will be reported by:

- Headteacher’s Report to Governors
- Governors’ Annual Report to Parents

APPENDIX 1– ‘ONE PAGE PROFILE’ EXAMPLE

<p><u>What people like and admire about me</u></p> <ul style="list-style-type: none">➤ I'm good at airbrushing➤ I'm good at maths and art➤ My friends think I'm funny and make people laugh➤ I'm good at and enjoy sewing➤ I'm amazing at sculpting <u>plasticine</u>	<p><u>Who is important to me?</u></p> <ul style="list-style-type: none">➤ <u>Watsit</u> the guinea pig➤ <u>Smokey and Fudge</u> the rabbits➤ Our fish➤ My friends - NAMES
	<p><u>My Hopes and Dreams for the Future</u></p> <ul style="list-style-type: none">➤ Get better at bus stop method for division➤ Use my 'whoops plan' most of the time➤ Be able to look for something I've lost without shouting➤ Do more pages of work➤ Join my writing and use a pen
<p style="text-align: center;">All about NAME 😊</p>	
<p><u>What is important for me</u></p> <ul style="list-style-type: none">➤ To have my own space- to call mine, to go to when I want to, need to, or am told to.➤ Own labelled equipment➤ Visual time table➤ To have counters and <u>plasticine</u> time as a reward for work➤ Communication paper with Mum - so she knows the positives of the day	<p><u>How best to support me</u></p> <ul style="list-style-type: none">➤ Time me to get changed for PE using stopwatch➤ Reward me with <u>plasticine</u> for doing my work➤ Break my instructions down for the time allowed➤ Allow me extra time to respond, organise myself and begin activities➤ Have a plan for when I get cross➤ Remind me to stay on task

* photograph in empty box

APPENDIX 2 – INDIVIDUAL EDUCATION PLAN PROFORMA

NAME:	DATE OF BIRTH:	GENDER:	
CLASS:	YEAR GROUP:	DATE:	
WHAT PEOPLE LIKE AND ADMIRE ABOUT ME:			
WHAT'S WORKING:		WHAT'S NOT WORKING:	
AGREED OUTCOME	WHAT ARE MY NEEDS	WHAT/WHO WILL HELP ME GET THERE	WHAT PROGRESS HAS BEEN MADE/WHAT DIFFERENCE HAS THE SUPPORT MADE