



## **Special Educational Needs and Disability Policy – Revised September 2018 Adopted by Governors November 2018**

**Special Educational Needs Coordinator (SENCo)**

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*This policy should be read in conjunction with the SEN Information Report published on our school website.*

*<http://www.evenswindon.org.uk/>*

This policy complies with the statutory requirement laid out in The Special Educational Needs and Disability 0-25 code of practice, 2014 and has been written with reference to the following guidance and documents:

- The Children and Families Act 2014
- Equality Act 2010: Advice for schools DFE Feb 2013

The definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Aim**

Even Swindon Primary school aims to embrace the needs of all pupils through a whole school approach to special educational needs and disabilities (SEND). We recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all our pupils in a broad and balanced curriculum, made accessible through differentiated activities.

### **Objectives**

- To ensure that all pupils have access to a broad and balanced curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To work within the guidance provided in the SEND code of practice, 2014.
- To operate a whole school approach to the management and provision of support for SEN.
- To provide support and advice for all staff working with special educational needs.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment and that they are fully involved in the identification and reviewing of targets.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.
- To develop and maintain partnerships with a range of professionals supporting the children in our school.

We recognise that many pupils will have special needs at some time during their school life.

In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

### **Identification**

Many pupils with SEND will have had formal assessments at pre-school. Early years teachers have developed good links with local Preschools and liaise with them so that the appropriate support can be put in place when they join Even Swindon. Pupils and key workers are visited in settings before they enter reception and staff are involved in transfer reviews as required.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

In some cases, a pupil without previously identified SEND will not make adequate progress, or teachers may consult the SENCo about other concerns, who will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals.

The four broad categories are:

- Communication and interaction
- Cognition and Learning
- Social, emotional, mental health and wellbeing
- Sensory and/or physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. When identifying the needs of a pupil we consider the needs of the whole child, which will include them and not just focus on the special educational needs of the child.

The following list is not considered to be a special educational need, but may still impact on progress and attainment and therefore a pupil may receive help from the school.

Disability (the code of practice outlines the “reasonable adjustment” duty for all settings and schools provide under current Disability Equality legislation – these alone do not constitute a special educational need)

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium
- Being a looked after child
- Behaviour

### **Targeted Support for pupils with SEN – a graduated approach**

At Even Swindon Primary School we are committed to a high quality of provision for pupils with Special Educational Needs. Following the principles

set out in the new revised National Curriculum for 2014 and The Special Educational Needs and Disability 0-25 Code of Practice 2014, teachers are responsible and accountable for:

- The progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff
- Ensuring high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN.
- Raising the aspirations of and expectations for all pupils with SEN.

Targeted support in most cases means differentiated delivery, questions, resources, or tasks managed by teachers in class settings. It may also involve in class support or targeted group interventions, such as literacy and numeracy catch up groups, or work on areas such as social skills, self-esteem, speaking and listening.

Even Swindon has recently obtained the Dyslexia Friendly School quality mark. We continue to focus on providing a variety of teaching strategies and resources to support pupils with specific literacy difficulties, which will be beneficial to all children. Teachers understand that all children learn differently and provide a range of activities that can be completed in alternative ways for example; bullet points, mind maps, power point presentations, storyboards or pictures, oral presentations to the class. Often giving children the opportunity to choose activities that suit their individual learning styles or specific needs.

A small number of pupils with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. These pupils may have specific support in class on an individual or group basis. They may also be withdrawn from class for specialist teaching, social development or social skills programmes.

In many cases, pupils with SEND will have medical or educational assessments designed to identify their areas of need and report on how parents/carers, schools, therapists and external experts and activities can contribute to helping them make progress.

Once a potential SEN is identified four types of action will be put into place:

### Assess

When deciding whether to make any special educational provision an assessment will take place, which will involve the SENCo and class teacher as well as information on the pupils' progress alongside national data and expectations. For higher levels of needs we use support from external agencies and professionals. Views of the child and their parents will also be taken into consideration.

### Plan

When any pupil is being provided with targeted SEN support their parents will be notified, normally by the class teacher and a review date will be agreed. Teachers and other staff who work with that child will be informed of any additional needs and suggested support strategies. This might be recorded on

a provision map, an individual structured conversation or group Education Plan.

### Do

The teacher will remain accountable and responsible for the child in their class. Even when interventions involve group or one-to-one teaching they should still retain this responsibility and assess the impact of interventions.

### Review

The effectiveness of the support and the impact on the child's progress should be reviewed regularly throughout the support, in line with the 8-week intervention cycle and termly at pupil progress meetings. The impact of any support provided along with views of the child and their parents should feed back into the analysis of the pupil's needs.

### **School request for a Statutory Assessment**

In a very small number of cases the child's special educational needs will, despite an individualised programme of sustained support, have demonstrated a significant cause for concern. The SENCo will discuss with the parents, whether they agree to the school applying to the Local Authority for a Statutory Assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given an Education, Health and Care Plan. A Statutory Assessment might also be requested by a parent or outside agency.

### **Education, Health and Care plan (EHCP)**

When the Local Authority agrees that a child should be given an EHCP they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs. All plans must be reviewed at least annually with the parents, the pupil (where appropriate), the school and any other professionals involved to consider whether any amendments need to be made to the description of the pupil's need or to the special educational provision specified in the plan.

### **Roles and Responsibilities**

#### The Role of the Governing Body

In line with statutory requirements the Governing Body of a community, voluntary or foundation school will:

- Develop and monitor the school's SEN policy
- Help to raise awareness of SEND issues at governing body meetings
- Have up to date knowledge on the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- Have an understanding of how the quality and effectiveness of SEN and disability provision is monitored within the school
- Help to review the school's policy on provision for pupils with SEND
- Ensure the SEN Information report is published on the schools website in accordance with the new Code of Practice.

### The Role of SENCo

The SENCo is responsible for co-ordinating the provision of special educational needs throughout the school.

This involves:

- The day-to-day operation of the Special Educational Needs policy and maintaining the SEN Register.
- Providing advice to staff supporting, liaising with them and where necessary the completion of individual and group 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 SEND to the governing body in conjunction with the designated responsible person
- Co-ordinating the range of support available to children with special educational needs
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.
- Preparing requests for additional support from the Borough's SENAT process.
- Contributing to the statutory assessment of pupils and co-ordinating the annual reviewing process of pupils with statements of special educational needs and EHCPs within the main school.
- The SENCo liaises with the SEN Governor as appropriate.
- The SENCo will review the SEN policy annually.

### **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. We strive to be a fully inclusive school and all children will be treated according to their needs in line with the school's policy for equal opportunities.

### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the provision for their child, they should first discuss this with the class teacher. If this proves unsuccessful an appointment can be made by them to speak to the SENCo and/or the Headteacher who will be able to advise on formal procedures for complaint.

### **Continuing Professional Development (CPD)**

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEN. Through monitoring and evaluating our provision, the SENCo, with the headteacher, will identify any staff professional development needs. This will, where appropriate, be linked to the schools improvement plan and/or performance management targets. Requests for training opportunities will be prioritised in discussions between the strategic senior management team. Staff who attend training will feedback through staff meetings to develop expertise among all staff.

### **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 support from an Educational Psychologist, Occupational therapist, Hearing and Visual support services, Speech therapists, Nylands campus SEMH outreach, Autism Advisory teachers and Targeted Mental Health service (TaMHS).

### **Partnership with children and their parents/carers**

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 school. Parent/carers' contribution to their child's education is valued highly by the staff of the school and they are encouraged to involve their child in the decision making process.

### **Links with other schools and agencies**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years settings. Children are invited to visit us for induction visits in the term before they start school. If necessary 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 by classroom friends to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition to secondary school. The SENCo and Year 6 teachers liaise with the SENCo and support staff at the relevant secondary schools during the final term of Year 6. Staff will share information on the Year 6 children who have received extra support and Special needs records are passed to the receiving school.

### **SEN Policy Review**

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough evaluation of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.