

Special Educational Needs and Disabilities Policy



Created: September 2017
Review: September 2018

1.1 Purpose of the Policy

This policy outlines the provision for Special Educational Needs and Disability at Calton Primary School. The implementation of this policy is the responsibility of the Governing Body, Head Teacher and all Staff.

1.2 Nature of the SEND Policy

At Calton Primary School we provide a broad and balanced curriculum for all children. Our Calton Quest Curriculum, which is underpinned by the National Curriculum, is our starting point for planning when meeting the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning and needs. Some children have barriers to learning that mean they have special educational needs and disabilities, which require particular action by the school.

2.1 Aims

- To create an environment that meets the special educational needs and disability of each child
- To have clear expectations of all people involved when supporting children with SEND
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disability
- To enable all children to have full access to all aspects of the school curriculum
- To ensure that parents/carers are able to contribute in a supporting manner within their child's education

2.2 Objectives

- To identify pupils with special educational needs and disabilities and ensure that their individual needs are met
- To ensure that pupils with special educational needs and disabilities are able to participate in all the activities
- To ensure that all learners with SEND make appropriate progress
- To ensure parents/carers are informed of their child's special educational and disability needs and that there is effective communication between home and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies where appropriate

Equal opportunities within our Calton Quest Curriculum

3.1 At Calton Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through removing their barriers to learning and encourage participation. We want all our children to feel that they are valued members of our school community.

Through appropriate curricular provision, we respect children:

- Have different educational, behavioural, social needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

3.2 Educational inclusion within our school.

Our staff supports children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available sensory experiences
- Planning for children's full participation in learning including physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take an active part in learning

Special Educational Needs and Disabilities

4.1 Children with special educational needs and disabilities may have learning, physical, social/emotional or medical difficulties that require special provision to be made. All children may have special needs at some time in their lives.

Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

4.2 Many of the children who join our school have already attended an early years educational setting. In some cases children can join our school with their needs already assessed. However all our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide a baseline assessment for the children's progress, which is tracked and monitored throughout the curriculum.

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

Section 312 Education Act 1996

Identifying pupils with SEND (See also Appendix 1).

At Calton Primary School we follow the Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People with Additional Needs including Special Educational Needs and Disabilities (second edition 2016) to identify, assess and provide support for pupils with SEND. Children's SEND and requirements fall into the following areas:

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Physical and Medical Needs
- Hearing Impairment
- Visual impairment
- Multisensory Impairment/ Deaf blindness

In adhering to the above documentation Calton Primary School recognises the significance of early identification of pupils with special and or additional educational needs and we work closely with other professionals, who are already involved with either the child or the family. This person-centred approach accommodates and reflects the changing nature of a child's needs; recognising that over time a child may need more, less or different support and resources as they progress through education.

This graduated response and process enables us to build up a picture of need and it can be used as supporting evidence when applying for the Educational, Health, Care Plan (EHCP), which is a statutory assessment.

There are various stages throughout this single graduated pathway to which is outlined below:

My Profile:

This is a universal approach where children are given the opportunity to express what is important to them; their hopes and goals; and what helps them and doesn't help them. This document can be used for transition planning.

My Plan:

This plan can be focused on the child or can be family-centred, which draws together existing information and identifies existing needs, require outcomes and what will be done to achieve them. This document will be developed by a Lead Practitioner (SENDCO or Family Support Worker within school) to ensure the child and or family are central. The plan is reviewed and updated regularly to make sure it is meeting the needs of the child and/ or family.

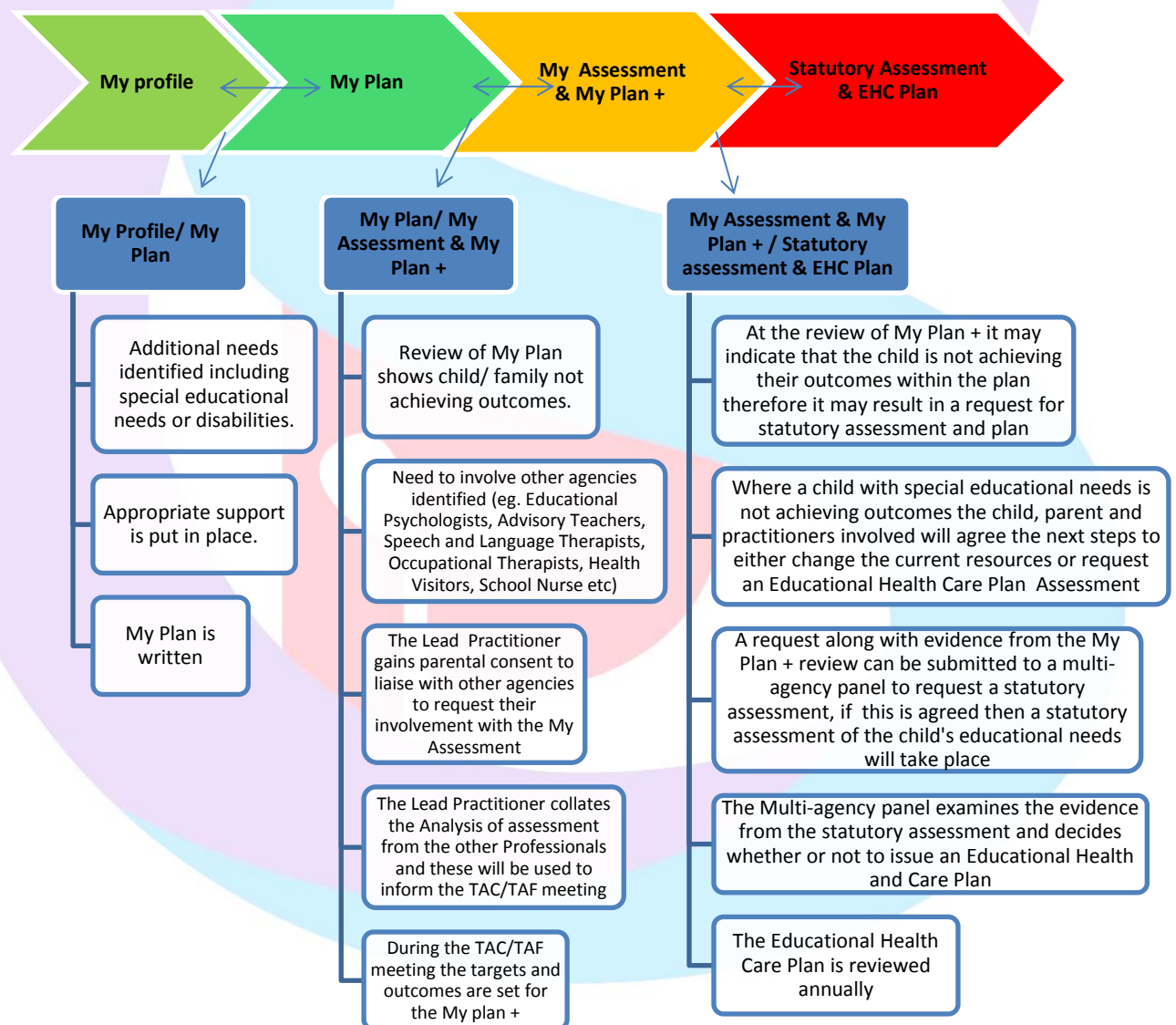
My Assessment and My Plan +:

This plan is for when a child and or family have more complex needs, a My Assessment may be required to aid the understanding of the needs which will inform effective planning for the My Plan +. The My Assessment focuses on listening to the family to understand what is happening for them and what they need to help them make positive changes. A My Assessment draws together information from a range of practitioners onto one document so that a detailed analysis can be made and an action plan developed.

The action plan is attached to My Assessment document so it becomes the My Plan + and the + denotes that it has been informed by a holistic assessment of need. The My Assessment like a My Plan requires a Lead Practitioner to coordinate the gathering of all information together and arranging for a Team Around the Child (TAC) or Team Around the Family (TAF) meeting to regularly review the My Plan +. This will help the child and his/her family experience a more co-ordinated and joined up approach to achieve their actions within the plan. Information from the My Assessment and My Plan + will be used to inform whether or not a decision is required regarding moving forward to an Educational, Health and Care Plan, which is a statutory assessment. This will occur if the actions on the My Plan + are not being met and further support is required.

Educational, Health and Care Plan:

Some children with significant educational needs may require a higher level of support through a statutory Education, Health and Care Plan.



SEND Roles and Responsibilities

At Calton Primary School the Special Educational Needs and Disabilities Coordinator (SENDCO) is Mrs Naomi Smart, who is responsible for EYFS and KS1 children and Mrs Jane Barker-Doe, who is responsible for KS2 children.

5.1 The SENDCO is responsible for:

- Contributing to the strategic development of SEND provision
- Overseeing the day to day operation (and periodic review) of the school's SEND Policy
- Coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND
- Ensuring the full inclusion of SEND pupils within the school community and access to the school's curriculum, facilities and extra-curricular activities
- Liaising with and advising other teachers
- The effective deployment and performance management of all learning support staff, including Teaching Assistants
- Maintaining detailed records of the provision made for children with SEND
- Liaising with parents/carers
- Contributing to the professional development of staff
- Liaising with external agencies
- Deploying the SEND budget and reporting on how it is spent
- Reporting on the progress of children with SEND

5.2 The class teacher is responsible for:

- Quality first teaching
- Differentiating the curriculum to meet the needs of all pupils within their class
- Initial identification of SEND through classroom observation and ongoing assessment
- Informing the SENDCO of concerns and supplying relevant information regarding children with SEND on an ongoing basis
- Attending My Plan and review meetings and meetings with outside agencies where relevant
- Contribute to the My Plan and organise curriculum planning, class groupings and all available resources to support the pupil in reaching their targets

5.3 The parent/carers are responsible for

- Helping their child to meet their targets
- Giving support and encouragement to their child
- Informing the class teacher and/or SENDCO about any relevant information including information about the child's health, development and behaviour at home
- Ensuring their child is adequately nourished and clothed and gets enough sleep and rest to allow them to achieve

The child should be aware that they have been identified as having particular areas of need; targets must be shared with the child if they are expected to achieve them.

The role of the Governing Body

6.1 There is a nominated link Governor for SEND, who plays a key role in the strategic leadership and development of SEND provision, offering appropriate support and challenge in relation to the core strategic functions (Ensuring clarity of vision, ethos and strategic direction, holding the Head teacher to account for the educational performance of the school and its pupils and overseeing the financial performance of the school and making sure its money is well spent) in relation to SEND.

The SEND Governor will inform the Governing Body on all aspects of SEND in the school to ensure that SEND work is valued and well-supported.

SEND Governors will need to carry out these responsibilities in various ways:

- Informing themselves about SEND systems and practices in school through meetings and school visits
- Ensuring that the progress of learners with SEND is closely monitored through reviewing and understanding data
- Understanding how the SEND budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEND
- Understanding the national and local context of SEND support
- Using their school visits to inform themselves about the work the SENDCO is leading
- Ensuring that the views of pupils and parent/carers in relation to the SEND provision that is being made, are sought
- Building a trusting and supportive relationship with their SENDCO
- Putting together an annual report on SEND with input from the SENDCO and Governing Body, which is updated annually

It is the responsibility of all people involved in the development of any child with SEND to have high expectations and to remove all barriers to achievement and make any reasonable effort to help children on the special needs register to reach their potential.

Appendix 1

SEND Identification and Provision

The class teacher will compare the achievement, progress and behaviour of the child causing concern in line with National and local levels. If the difference is clearly significant then school will act accordingly to provide appropriate support for the child. The matter will be discussed with the SENDCO and a mutual decision will be made to put the special educational needs and disabilities process into action and additional support will be recorded through My Plans, My Assessments, My Plan + and EHCP where applicable. Throughout this process the parent/carers are given the opportunity to liaise with the class teacher/SENDCo to discuss their thoughts and concerns regarding their child. These views will also form part of the My Plans, My Assessments, My Plan + and EHCP documentation and will encourage parent/carer involvement in supporting their child's special educational needs and disabilities.

The SEND Code of Practice indicates the following triggers for school to act upon with a child:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness
- Shows signs of difficulty in developing English or Maths skills which result in poor attainment in some curriculum areas
- Presents persistent emotional, social or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Once the decision has been made the SENDCO can become the lead practitioner for the My Plan, My Assessment, My Plan + or the EHCP. Within this the SENDCO will follow the integrated approach referenced on page 4, as stated in the Code of Practice.

My Plan, My Assessment and My Plan + and Educational Health Care Plan (EHCP)

The My Plan should contain:

- Short term targets for the child
- Teaching strategies to be used
- Provision to be put in place
- The expected outcome of the action to be taken
- When the plan is to be reviewed
- Success and/or exit criteria

A My Plan discusses the need/s of the child and family and will identify outcomes to be achieved and actions to achieve these targets. Within the plan it will identify the service or intervention required to help the child and family work towards meeting their targets. The plan will be monitored and reviewed with the child and family along with other professionals if relevant. At the review a decision could be one of the following:

- The needs are now being met and additional provision is no longer needed;
- The same or amended provision continues until next review;
- A My Assessment is needed to further understand the need and impact.

A My Assessment and My Plan + will also discuss the needs of the child and family as well as identifying other agencies, who are currently involved with either the child or family's needs and they too will contribute to the My Assessment document. Once a My Assessment document has been written it will identify SMART actions to achieve outcomes. All practitioners are responsible for contributing towards the progress of the plan and everyone has a responsibility in carrying out their agreed actions from the plan. During the review a decision will be made to continue with the plan as it is, to amend the plan or to end the plan and a single agency will meet the need on the plan. If the plan continues, further reviews will take place.

If during a My Assessment and My Plan + review, it is indicated that the plan is not progressing then the practitioners involved will need to agree the next steps to either

change the targets within the current plan or to request Statutory Assessment for an Educational Health Care Plan.

If the request for statutory assessment is successful and the Local Authority (LA) deems the child's needs to be substantial, then child may be issued with an Educational Health Care Plan (EHCP).

This EHCP will describe in detail the needs of the child and outline the long term targets to help the child make progress. The EHCP will be reviewed annually with all services and practitioners, who are involved to ensure that the provision for the child is being met and that the targets are achievable.

