

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

## **Reviewed Autumn 2016**

### **INTRODUCTION**

This Document was originally compiled by the Educational Needs Co-ordinator (SENCO) after discussion with whole school staff, West Sussex Advisory Service and SENCOs in the same cluster group. It describes a whole school approach and is intended for teaching and support staff.

It is drawn up in accordance with the 2014 Code of Practice, the Disability Act, 2010

This policy will be reviewed annually in the Autumn term of each year.

### **POLICY AIM**

At St. Margaret's School we recognise the individuality of all the children and the fact that they are at different levels of development physically, emotionally, intellectually and socially.

It is our aim to provide access to the curriculum for all the children who, at any time, might be in need of special educational provision with regard to their academic, emotional or physical abilities within the levels of resources available to them. All children with SEND are valued, respected and equal members of the school. We seek to raise the achievement, remove barriers to learning and increase physical and curricular access for all.

We aim to modify the environment and plan the curriculum for pupils with Learning Difficulties and Disabilities, including those with an A.S.C (Autism Spectrum Condition) and Dyslexic Tendencies.

Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND.

Our definition of SEND is:

- A child or young person has SEND if they have a learning difficulty or disability which calls for Special Education Provision to be made.
- A child or young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

- A child or young person who is not making adequate progress despite high quality teaching targeted at an area of weakness.

## **OBJECTIVES**

1. To meet the individual needs of all children with SEND, in particular to be aware of the standard of achievement of individual pupils in reaching their educational potential.
2. To ensure that the needs of individual pupils with SEND are identified, assessed, provided for and regularly reviewed.
3. To satisfy the requirement of the 1996 Education Act, Code of Practice 2014, SEN and Disability Act 2010 by meeting the entitlement of all children to a broad, balanced, relevant and differentiated education including the EYFS and the National Curriculum as appropriate.
4. To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND and Disabilities.
5. To make every effort to identify the ascertainable views and wishes of the child about his or her current and future education and to work in partnership with parents to make an active contribution to the education of their child.

## **ROLES AND RESPONSIBILITIES**

THE GOVERNING BODY will:

1. In co-operation with the head teacher determine the schools general policy and approach to provision for children with SEND.
2. Ensure the school has a written SEND policy.
3. Establish the appropriate staffing and funding arrangements to meet identified individual needs.
4. Ensure the school has a co-ordinator for SEND.
5. Appoint an SEN Governor to take particular interest in and closely monitor the schools work on behalf of children with SEND.
6. Will provide information about SEND matters in the school prospectus.

THE HEADTEACHER will:

- Ensure the SEND policy is implemented and that the Code of Practice is properly followed.
- Provide facilities for INSET and for ensuring the SENCO is informed of current issues and provision.

The role of the SENCO is taken by the Inclusion Manager, currently Mr Milner-Smith. His responsibilities are:-

Strategic Direction and Development:

- Oversee the SEND records of all SEND pupils
- Co-ordinate information about pupils with A.S.C
- Co-ordinate information about pupils with Dyslexic Tendencies.
- Maintain the SEND register
- Organise applications for Education and Health Care Plans
- Prepare for annual reviews
- Oversee Pastoral Support Programmes
- Liaise termly with SENCOs in cluster group
- Liaise and meet with parents
- Liaise with outside agencies
- Initiate review of SEND policy
- Working alongside Family Link Worker
- Contribute to the QES Holstix Framework

Teaching and learning:

- Help with early identification and assessment of SEND pupils
- Provide advice and suggestions for class teachers as required
- Collect and interpret specialist advice
- Ensure that Individual Learning Plans (ILPs) are written and given to parents and staff, and that they are followed and reviewed at least termly.

### Leading and managing staff:

- Liaise with teachers and support staff regarding any aspects of SEND
- Provide regular information for Governors on the provision of SEND for pupils.
- Ensure INSET opportunities for TAs including termly group meetings
- Monitor and appraise the impact of SEND support throughout the school
- Annual performance management interviews of SNTAs

### Efficient and Effective Deployment of staff and resources:

- Discuss and agree children's targeted areas of need
- Liaise cross phase transfer of SEND pupils
- Arrange for SEND records to be transferred when changing schools
- To agree annual allocation of SEND budget

### THE CLASSTEACHERS will:

- Have ultimate responsibility for each child's education within the class using a range of teaching styles effectively and recognising the need for differentiation in planning.
- Identify a child's SEND and inform the SENCO
- Maintain the class SEND file.
- Liaise with new Class Teacher in July, discussing and passing on all relevant SEN information.
- Write ILPS in conjunction with SENCO send a copy to parents and ensure that they are implemented.
- Inform parents if their child is placed on the SEND register and whether the child will be supported at School Support.
- Inform relevant TAs of ILPs to be followed.

### THE TEACHING ASSISTANTS will:

- Assist class teachers and SENCO in the implementation of ILPs

## ADMISSION ARRANGEMENTS

The admission policy for children with SEND is the same as that for all other children. The admission of pupils with statements of SEND will be considered by the *Governors* to ensure that their needs can be met.

## COMPLAINTS PROCEDURE

The complaints procedure is the same as for any other aspect of school policy. In the first instance the Head teacher should seek to resolve parents' concerns through informal meetings but if parents make a formal written complaint to *Governors* a panel of three *Governors* will be convened. If the complaint remains unresolved the 'formal complaints procedure' will proceed.

The school deals with complaints about provision at Education and Health Care Plans - EHCP or School Support and how the school is meeting the needs of the children.

The LA and not the school deal with complaints about failure to initiate Statutory Assessment or the issue of an EHCP.

## SPECIALISED PROVISION

The school is fully accessible to wheelchairs and has disabled toilet facilities.

## FUNDING AND ALLOCATION OF RESOURCES

REVENUE will be updated annually

In 2015/16 the school received a total of £184,558 (notional 7% of pupil budget) including all AEN and SEN funding.

EXPENDITURE	£	
69,000		Inclusion Manager
69,120		Class TA's (144 hours a week)
45,669		SN TA's
2,400		Learning Mentor
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Total	<u>186,189</u>	

# **IDENTIFICATION, ASSESSMENT AND RECORD KEEPING**

## **IDENTIFICATION**

Children are identified as having SEND by one or more of the following:

- Pre School alert panel
- The Class teacher, Head teacher or SENCO
- Teaching assistants
- Parents
- Previous school or playschool
- Screening tests: (including Baseline Assessment, Teacher's assessment of child on 'P' levels), Tracking Document, Y2 SATs, NFER Maths, Salford Reading and SPAR Spelling.
- Informal observation and assessment of work produced by child in class or in one-to-one situation.
- External agencies.

## **ASSESSMENT**

SENCO liaises continually with class teachers monitoring the children's performance, behaviour and attitudes. The head teacher is informed of important issues.

Regular assessment may include observation; class, group or individual testing; noting incidents or behaviours in a running record. Specific individual assessment may be appropriate and might include outside agency support and advice.

For children arriving during the school year, records will be examined and names entered on the SEND register if appropriate. If their records are incomplete, children will be assessed within the first half term.

## **RECORD KEEPING**

Records of pupils will be kept using some or all of the following:-

- SEND files linked to Code of Practice
- Additional support files and documentation

- Class teacher/TA records/Learning Mentor records/diaries of events and behaviour/communication logs
- SEND register, updated termly
- ILPs for children at with an EHCP or Current Statement and some of the children at School Support

## **MONITORING AND REVIEW**

- Informal discussion between all staff involved
- Review of ILPs and re-setting targets termly in the Autumn Term and half-termly in spring and summer terms
- Informal moderation of work against NC standards
- Moderation of work against Assessment foci (APP)
- Formal testing (as for identification)
- Discussion of pupils at Planning and Review Meetings with EP and SENCO
- Annual reviews for pupils with EHCPs
- All children with EHCP and some children at School Support will have advice from appropriate agencies
- There is no expectation of children routinely moving from School Support to being assessed for an EHCP

## **CURRICULUM PROVISION**

All SEN children will have access to the National Curriculum. SEND children are included in all activities within the normal class and school procedures.

Teachers will set appropriate targets for SEND children and monitor and review progress towards these objectives. The views of children and parents/carers will be taken into consideration.

A range of teaching methods and strategies will be used to support the different needs of children with SEND. Children will be supported in whole class activities, and some taught in groups or withdrawn for group/individual activities. Work will be differentiated by task or outcome as most appropriate.

## **PUPIL INVOLVEMENT**

Where appropriate pupils will be involved in:

- Setting targets for their ILPs
- Implementing and reviewing their own targets
- Discussions prior to Review meetings

## **PARENTAL INVOLVEMENT**

The school encourages parents to discuss any concern they have about their child at the earliest opportunity

Parents are encouraged to discuss the progress of their children with the SENCO at a mutually convenient time.

Parents will be informed by the class teacher if a child is placed on the SEND register at School Support. They will receive copies of ILPs on a termly basis with opportunities to contribute.

Parental permission and signatures are required prior to external agency involvement. The findings of external agency assessment are always discussed with parents before any further necessary action is taken.

In accordance with the SEND Code of practice 2014 the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about SEND provision
- Be aware of the West Sussex Parents in Partnership Service, which offers support.

## **INSET**

The training needs of staff are planned in relation to the needs identified and the resources available.

The SENCO will attend local and national courses/conferences including termly cluster meetings.

The SENCO will hold membership of any relevant SEN organisations.

## **SUCCESS CRITERIA**

The success criteria for the SEND policy are:

- Children with SEND are identified
- A SEND register will be maintained
- Children with ILPs have met their targets
- Parents and children are involved in their ILPs
- Outside agencies are involved if appropriate
- Records are kept for children with SEND
- Teachers formative and summative assessments are used to inform the target setting process
- Children are involved with their annual review
- The Governing body approve the allocation of resources for SEND in the budget
- Skills learned are transferred to classroom work
- Parents are satisfied with support and progress of SEND pupils
- Pupils are following Pastoral Support Programmes if appropriate.

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:-

- Regular observation of teaching by head teacher and subject co-ordinators and line managers
- The views of parents and pupils

- Maintenance of assessment records eg. NCTs, reading and spelling ages that illustrate progress over time
- Regular meetings between Head teacher, SENCO, designated SEND governors, Class teachers and TAs

The school is employing the following strategies:-

- Monitoring and appraisal of Special Needs Assistants
- Scrutiny of SEND provision on teachers' planning and pupils work
- Inset for TAs on SEND issues
- Developing ICT for special needs teaching
- Increasing multi-agency work for children with SEND through Early Help QES Holstix
- Meeting criteria to maintain Autism Aware Award
- Meeting criteria to maintain Dyslexia Aware status

The SENCO reports annually upon its successes and identifies aspects for future development.

## **REVIEW**

This policy will be reviewed regularly in response to changes in legislation, through a consultative process. The next review will be initiated by the SENCO by Autumn 2017.