

Special Educational Needs & Disability Policy

December
2016

Date Policy Approved: **December 2016**

Date Policy to be Reviewed: **December 2017**

Aims:

The schools within the CLIC Trust seek to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide a relevant broad based curriculum within a caring environment in which all pupils can develop towards their full potential regardless of ability.

Legal definition of SEND:

- A child has SEND if s/he has a learning difficulty which calls for special educational provision to be made for him/her.
- A child has a learning difficulty if s/he has a significantly greater difficulty in learning than the majority of children of the same age and is not reaching age related expectations

The 3 key principles for inclusion at all levels of curriculum planning, as outlined in the Code of Practice 2015, are:

1. Pupils with SEN are entitled to have suitable learning challenges set for them. This is achieved through appropriately differentiated work and clear learning objectives linked to individual personalised targets.
2. School ensure that action is taken to respond to pupils diverse learning needs through provision of appropriate resources and support and removal of barriers to learning
3. Schools help to overcome potential barriers to learning and assessment for individual and groups of children by establishing an environment where they can achieve their personal best. Use is made of teachers, other professionals, facilities and resources from within our school and outside wherever possible.

Objectives:

The objectives of our SEND policy are:

- That our assessment arrangements ensure that pupils' special needs are identified as soon as possible.
- Assessment data and termly pupil progress meetings are used to inform decision making.
- To identify the roles and responsibilities of staff in providing for children's special educational needs through the school's provision mapping.
- Effective use is made of teachers, other professionals, facilities and resources from both

within and outside our schools.

- Targeted learning challenges are set and reviewed on a regular basis.
- All pupils are actively involved and informed of their targets.
- Parents are informed and actively encouraged to be involved in meeting the needs of their children in partnership with the school through regular attendance at reviews of their child's progress.
- Pupils with SEND are given full and equal access to a broad and balanced curriculum through personalised learning, removing barriers to learning for all children.
- All children grow in their confidence, independence and self-reliance to become effective and capable learners.

Roles and Responsibilities

The **SENCo's** responsibilities include:

- Determining the strategic development of the SEND policy and provision with the Headteachers and governing bodies ensuring we continue to move forward in our inclusive thought.
- Detail annually any plans for the development and maintenance of resources in an Inclusion Action Plan, which will form part of each School Improvement Plan.
- Co-ordinate the provision for children with Special Educational Needs.
- Taking day to day responsibility for the operation of the SEND policy and provision.
- Provide and maintain a clear administrative and organisational framework to enable effective support.
- Ensuring teachers establish personalised targets inline with SEN Support or EHC (Education and Health Care Plan).
- Monitoring the progress of pupils with SEN by collecting data and assessing information termly.
- Monitoring the implementation of targets within the classroom.
- Supporting and advising class teachers to ensure that provision is matched to the needs of the children and monitoring provision mapping.
- Organising training and dissemination of information for staff, including TAs, on training days and during directed time as required.
- Managing the deployment of TAs supporting pupils with SEN.
- Manage and update resources and teaching materials to support a differentiated, specialised and inclusive curriculum.
- Liaising with outside agencies.
- Keeping up to date with new developments by attending courses provided by the LA and other organisations.
- Keeping the Headteachers and Governing Bodies in each school informed of developments as and when necessary.

The **Class Teachers'** responsibilities include:

- To provide Quality First teaching for every child in the class including those with additional needs.
- Identifying pupils which make little or no progress in spite of differentiated learning.
- Planning for all children's full participation in learning, physical and practical activities.
- Helping children manage their behaviour and to take part in learning effectively and safely.

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- Helping children to develop self-esteem and confidence in their learning.
- Provide the opportunities and resources necessary for the child to work at their targets.
- Working with the SENCo and parents in collecting and recording information about the pupil in determining the action to be taken.
- Setting suitable learning challenges to respond to diverse needs.
- Planning and delivering appropriate targets, breaking down attainment into finely graded steps in order to aid progress and provide accurate indicators.
- Recording progress towards the achievement of targets through termly reviews and monitoring and recording progress of individual targets.
- Accepting TAs as team members in the classroom.
- Maintaining the SEN assessment file.
- Implementing the SEND policy.

PROCEDURES

Identification and Provision

Identification

The identification of children with SEND is the combined responsibility of one or more of the following, working in partnership: the class teacher, SENCo, parents, phase leaders, medical professionals and outside agencies.

Identification strategies that can be adopted are:

- Observation
- Teacher assessment
- Concerns raised by teaching staff, parents, medical professionals and outside agencies.
- Results of standardised tests e.g. reading tests, SATs/QCA results.
- Where a pupil is making little or no progress in spite of receiving differentiated learning opportunities.
- Pupil feedback or self-evaluation.

Following identification of a child's special educational needs the class teacher will respond and:

- Inform and liaise with the SENCo
- Consult the child, the child's parents and obtain consent to be placed on the school SEN register at SEN Support within one of the four areas of need (see pg 11)
- Draw up personalised targets to cover identified targets and discuss these with the pupil
- Provide differentiated resources and opportunities necessary for the child to work at their targets
- Review the child's progress through consultation; review and update targets, adjusting targets as required.

SEN procedure when concern is raised by parent/carer about their child.

- Parent(s)/Carer(s) to meet with class teacher as soon as there is a cause for concern.
 - Teacher gathers information about child's background and needs to inform classroom practise.
 - Teacher informs parent(s)/carer(s) about identification procedure.(see SEN

- identification flow chart)
- Teacher and parent decide if SENCo support is required.
- SENCo holds a meeting with parent to listen to their concerns. Keeps record of Meeting.
- SENCo discusses concerns with class teacher and discusses any barriers to learning.
- SENCo observes child to investigate barriers to learning. Completes observation form.
- Class Teacher produces a draft Personalised Pupil Targets and shares them with the parents and child to sign.
- Targets are reviewed by class teacher and parent as agreed.

SEN procedure when concern is raised by class teacher

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 - Teacher gathers information about child's background and needs to inform classroom practise.
 - Teacher informs parent(s)/carer(s) about identification procedure.(see SEN identification flow chart)
 - Teacher and parent decide if SENCo support is required.
- SENCo observes child to investigate barriers to learning. Completes observation form. If required -
- Class Teacher produces Personalised Pupil Support Targets.
- Targets are shared and reviewed by class teacher and parent as agreed.

PROVISION

Each year a proportion of each school budget is allocated to the development of resources to support the progress of pupils with SEND. This will be a Graduated Approach in line with the Code of Practice (2015):

1. Monitoring Group:

A range of strategies are used to support the needs of these pupils in the Monitoring Group including:

- Quality First Teaching.
- Different learning materials or more effective strategies.
- Special equipment of resources.
- Some group or individual support with TAs/teacher.
- Undertaking staff development and training.

2. SEN Support :

A pupil who makes little or no progress in spite of receiving an individualised programme or group intervention at monitoring stage.

The class teacher will continue to respond to the child's identified special educational needs and:

- Inform and liaise with SENCo
- Act upon the advice of outside specialists.
- Consult the child and parents
- Draw up, facilitate achievement towards and review individualised targets.

3. Education Health Care Plan (EHCP):

If a pupil makes little or no progress in spite of receiving a highly individualised and intensive programme and/or has a recognised severe Special Educational Need or Disability then the SENCo will liaise with the Educational Psychologist to make a request for Statutory Assessment. School will provide details of:

- School Action/School Action Plus paperwork
- Individual Targets
- Record of reviews and outcomes
- Assessment Information
- Views of parent/carers and pupils
- Involvement of other professionals.
- Individual provision map showing support to date.
- Attendance records
- Medical information

An EHCP is a document that details the statutory provision a pupil is entitled to in order to meet their needs. The EHCP should be Child Centred and include their Educational, Health and Social Care needs.

The ECHP will be viewed annually by the child, parents and all professionals involved

Protocol for when a one-to-one TA is absent.

On the occasion that a one-to-one SEND Teaching Assistant is absent, schools will provide in house cover for the first 3 days of absence.

This will be organised as follows:

1. If there is an existing class based Teaching Assistant in the class, they will be used to support the SEND child.
2. If there is not a class based Teaching Assistant then one will be brought in from within the year group.
3. Where a year group Teaching Assistant is not available, one will be obtained from the phase.
4. Where this is not possible, a Teaching Assistant will be found from within the whole school Teaching assistant team.

In the case of continued absence of the SEND Teaching assistant after 3 days, a supply Teaching Assistant will be provided.

Where the allocated covering Teaching Assistant runs an intervention group they will continue to do so do so. If appropriate, the SEN child will attend. If not, the class teacher will be responsible for supporting the SEN child whilst the intervention occurs.

The Class Teacher will inform Parents when there has been a change in circumstances to an SEND child's support.

Parental and Pupil Voice

Pupils will be progressively more involved in their target setting through discussion with their class teacher. They will be given access to a member of staff to discuss any difficulties or concerns. They will be given opportunities to fulfil their potential by being provided with appropriately differentiated work and adequate resources.

At all stages of special needs progress the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. Parents will be involved in decision making and developing targets through the review process and parents evenings. Parents who do not attend reviews will be sent a copy of theses along with any other relevant information by their child's class teacher.

Arrangements for complaints

Should any parent have cause for complaint, they should be addressed in the first instance to the Headteacher of the school. The complaint may be directed by the Headteacher to the Chair of Governors and/or the Governor of SEND. Should action need to be taken, the Manchester complaints procedure will be followed.

Criteria for success

The SEND policy will be reviewed annually. To evaluate the success of the policy it must be determined that:

- All teachers across the Trust have a copy of the SEND policy which is kept in the policy folder and easily accessible at all times.
- Attainment, assessment and Screening tool results are reviewed annually by the Phase leaders and Inclusion team to ensure those children who are not achieving are quickly identified.
- The SENCo is available on a weekly basis to discuss concerns with any member of teaching staff, including teaching assistants.
- Any child identified in the annual review of assessment data as not achieving will be targeted for extra support either in a group or individually and recorded on the school provision map.
- To ensure outside agencies are used effectively, the SENCo will liaise on a regular basis with outside agencies from the LA and the School Health Team. There will be at least one annual liaison with the Educational Psychology Service and Speech and language therapy service to prioritise identified children.
- Individual Targets are to be written by the class teacher and reviewed termly for all children with SEND
- All parents should be informed when their child is identified as having additional needs and should be given copies of the targets by the class teacher. These will be signed by the parent, class teacher and child (where appropriate) to show that they have received it and a copy will be kept for SEND records

The outcomes of review of the SEND policy will inform the targets set and outlined in the Inclusion action plan.

Role of Governors:

The governors of each school wish to ensure that:

- The SEND policy is in place and in line with the Code of Practice (April 2015).
- They publish a SEN information report on the school websites.
- Access to the policy is readily available for all staff/parents.
- The policy is clearly articulated and consistently applied.
- The Governing Body will detail the success of the SEND policy and any changes in its Annual report to parents.
- The SEND governor liaise with the SENCo on a regular basis.
- That SEND records are maintained by all staff and kept up to date.

Role of Executive Head Teacher and the Senior Leadership Team:

- Ensuring that the SENCo is a member of the SLT in each school
- Setting the costs of the SENCo against the core or base budget, rather than against additional funds delegated to the school to meet individual needs.
- Supporting the SENCo in communicating with other SENCos and outside agencies, including provision of opportunities to disseminate information.
- Informing the Governing Body and SENCo of each school of how the funding will be allocated to support special educational needs.

ASSOCIATED DOCUMENTS AND SOURCES

Appendix 1

The 4 areas of SEND:

- **Communication and Interaction**
Children with speech language and communication needs and children with ASC.
- **Cognition and Learning**
Specific learning difficulties including, dyslexia, dyspraxia and dyscalculia, severe and moderate learning difficulties and global learning delay.
- **Social, Emotional and Mental Health (SEMH)**
ADHD, attachment disorder, emotional difficulties, mental health difficulties.
- **Sensory and or Physical**
Hearing impairment, visual impairment, motor difficulties, physical impairment, sensory processing.

**Chorlton Park Primary School and Old Moat Primary
School Dyslexia Identification Strategy**

