

Special Education Needs and Disability Policy

Introduction

At Stratford St Mary Primary School, we are aware that many children may have the need for extra support associated with their physical, emotional, social and educational development.

This policy has been formulated in accordance with the Code of Practice (2014).

Section 1: School Arrangements

Definition of Special Educational Needs

The term Special Educational Needs (SEN) has a legal definition which is set out in the Education Act 1996 and the Children and families Act 2014. It applies to children who have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most other children of their age.

Children and young people who have SEN and Disabilities tend to have more significant barriers to their learning. They do not necessarily have a disability and many disabled children and young people do not have special educational needs

Special educational needs and disabilities (SEND) that affect a child's ability to learn can include their:

- Behaviour or ability to socialise
- Reading and writing, eg they have dyslexia
- Ability to understand things eg. speech and language difficulties
- Concentration levels, eg they have Attention Deficit Hyperactivity Disorder
- Underlying mental health issues leading to challenging, disruptive or disturbing behaviour.
- Physical needs, such as vision or hearing impairment, or Sensory needs.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

We note the following:

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. (Code of Practice, 2014, Para 6.23)

Emotional and wider mental-health issues can also impact on learning and lead to learning difficulties. Appropriate provision for a child's short-term needs in order to prevent problems escalating will be put in place. Where there are long-lasting difficulties, Special Education Needs will be considered.

Children must also 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

To ensure that all pupils at the school will be given every opportunity to develop skills to access the whole curriculum as in accordance with the schools' teaching and learning policy, equal opportunities policy and in accordance with the Code of Practice 2014:

In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials (Code of Practice, 2014, para, 6.38)

Objectives

- When a pupil is identified as having a special educational need, a Sensory or a physical impairment, the procedures laid out in the Code of Practice are followed.
- School, parents and pupils work in partnership to create and review support plans to support the child's progress and learning.
- To extend the range of strategies staff use in dealing with children with behavioural difficulties.

Roles and Responsibilities

The Governors

The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The member of the Governing body who has specific oversight of the school's arrangements for SEND is Mrs Paula Baker. The impact and quality of whole-school provision

is monitored by the school improvement committee, who, with the Head teacher and SENDCo, regularly review how expertise and resources are used to address SEND in school.

The Headteacher and all School Staff

The Headteacher has the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body informed and work closely with the school's SENDCo.

All teaching and non-teaching staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. It is the school's belief that all teachers are teachers of pupils with SEND.

The Special Educational Needs Coordinator

The day-to-day administration of Special Educational Needs is the responsibility of the Special Needs Coordinator (SENDCo) who is Mrs Karen Bilner. The role of the SENDCo is to:

- Be closely involved in the strategic development of the SEND Policy and provision to raise the achievement of pupils with SEND;
- Have responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND working closely with staff, parents/carers and other agencies;
- Seek to develop effective ways of overcoming barriers to learning;
- Sustain effective teaching through close analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement;
- Oversee the records on all pupils with special educational needs;
- Liaise with and advise fellow teachers;
- Manage Learning support assistants;
- Contributing to the in-service training of staff;
- Liaise with parents of pupils with special educational needs;
- Liaise with external agencies including the LA's Advisory Teachers Service, Educational Psychology Services, Speech and Language Service, The Connexions Personal Adviser, Health and Social Care, Voluntary bodies and private services.

The Headteacher will make any financial or staffing arrangements after consultation with the Special Needs Coordinator and in agreement with the Governing Body.

Admission Arrangements

The school aims to be fully inclusive. All pupils are welcome including those with special educational needs and the arrangements for their admission for LA maintained schools would be in accordance with the LA admissions policy.

Section 2: Identification, Assessment Provision and Review

All teaching staff have a responsibility to identify, assess and support children with special educational needs.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice, 2014. Para, 6.36)

Identification and assessment need to occur as early as possible if a pupil is to respond effectively to appropriate provision.

To enable us to identify children with special educational needs, the school liaises with the pre-schools to establish if there are any children with particular concerns.

When a parent, or teacher, expresses concern, a meeting between the teacher, parent/s/guardian and pupil will take place to discuss the concern and what action needs to be taken.

To assess the nature of the pupil's needs, the teacher will carry out a pupil interview if appropriate, gather information from the parents/carers, analyse pupil work and used standardised and diagnostic tests with the support of the SENDCo to identify the nature of the concern. If necessary, a support plan will be drawn up and a review date set. Useful and thorough assessments will take place before any intervention takes place, and progress will be reviewed half-termly to monitor the impact of the provision.

Explanation of Stages of Special Educational Need

At every stage of the process, parents and children (if appropriate) are very much involved in the review and resetting of targets. Their input is important and valued and a partnership to help achieve targets is strongly encouraged.

School Monitoring Stage

This is usually the first stage of concern. The child's needs are met through normal differentiation in class lessons. This is monitored regularly with the child and parents and may be either a temporary measure or a precursor for the school writing a support plan.

Support plan

A support plan is developed with the parent/s and child and reviewed with parents. Provision is made within the class and a programme of work is devised to help the child to achieve the targets. Assessments are made half termly to inform the support plan and if changes to interventions need to be made.

If the child does not make satisfactory progress on a support plan, the school asks for outside agencies to become involved in an advisory capacity, such as the Advisory Teacher for Learning Support and the Educational Psychologist. The agencies offer guidance and support for the school and parents in order for the child to acquire the skills to access the curriculum. If this fails to help the child, referral for an Educational Health Care Plan is considered.

Teaching Pupils with Special Educational Needs

The emphasis is on helping pupils within the classroom. High quality first teaching is the first step in responding to children with SEND and additional intervention and support should not compensate for the lack of high-quality teaching: Teachers differentiate work across the curriculum.

Teaching staff will provide work that will help to achieve the targets and allow support staff to support the pupil in the most effective way. Teaching assistants will be deployed to work with targeted children in group activities within core lessons. If necessary, arrangements are made to withdraw pupils in a sensitive way to work outside the class.

Target setting in support plans will be monitored and used to aid planning and monitoring. When special provision is required, every effort will be made to provide it.

Criteria for evaluating the success of the Special Educational Needs and Disability Policy

A true evaluation of the policy is how the staff reflects the policy. Success can be judged by evidence of progress in terms of acquisition of skills, knowledge and understanding from the initial point of concern. To enhance practice we will:

- Continue staff training
- Monitor pupil target setting and progress
- Ensure ongoing assessments are made and reviewed at least half termly.

Section 3: Partnership within and beyond the school

Learning Support Services

Advice is sought from:

- Learning Support Teachers
- Dyslexia Outreach, Claydon.
- Pupil Referral Unit (behaviour)
- Behaviour Support Service
- Educational Psychologist
- Speech and Language Service.

Links with other External Agencies

The school is able to contact the School Nurse, Health Visitor, Educational Welfare Officer, Speech and Language Therapist, Community Physiotherapist, Occupational Therapist and Paediatrician.

Up to date information on other services and voluntary organisations are kept on file.

Partnership with Parents

The school will work with parents at all stages. Parents will be notified in advance of any assessments that will take place by external agencies and permission sought for their involvement. They will be invited to attend reviews and be given opportunities to express their views at every stage and at each review meeting of their child's support plan at least every term.

Parents will be encouraged to help their child meet the objectives / targets and share in their learning.

Transfer Arrangements

When transferring to High School, the SENDCo and/or class teacher give details of the Year 6 children on the SEND register and discuss the pupils with the visiting liaison teacher. Suitable transition arrangements for the child may take place.

When a pupil transfers to another school, all documentation will be passed on.

Very Able Pupils

Pupils who are identified as having exceptional ability will be provided work that will challenge them, as well as ensuring their all round development. Teachers plan in activities for the more able in their lessons through challenging activities and work

Special Facilities

The school has wheelchair access toilets and corridors.

Resources

The budget for support staff and resources for Special Educational Needs is set at the beginning of the financial year.

All classes receive support in a variety of ways, both supporting pupils in the classroom and withdrawing individuals in small groups or for one-to-one sessions to follow specific programmes. Some children are able to access Speech and Language and Gifted and Talented sessions to support their development.

Trips

All children, regardless of special educational needs, are invited on school trips and necessary arrangements will be made to support a child, if required.

Complaints Procedure

In the first instance, parents should discuss particular problems with the class teacher who will make every effort to resolve them and speak to the SENDCo if necessary.

Continuing concerns may be referred to the Headteacher, who will liaise with all parties to negotiate an agreement. You can ask for a copy of our Complaints Procedure at the school office.

If, at any stage, parents are not happy about the LA decision concerning their child, they should consult the Headteacher who will put them in touch with the appropriate person within the LA.