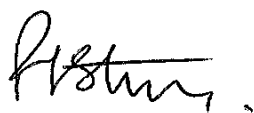


Barncroft Primary School



Special Educational Needs and Disability Policy

| Document Information | | | |
|--|--------------|-------------------------|-------------------|
| Policy Number: | POL-F-005 | Created by: | Inclusion Manager |
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RATIONALE

Barncroft Primary School recognises every child's right to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the school overcoming barriers to their learning and making special provision within the curriculum to meet their individual needs. We are committed to providing full access to the curriculum through differentiation, varied teaching styles and the best learning conditions for each child according to their need. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children.

Children may have special educational needs either throughout, or at any time, during their school career. According to the Special Educational Needs and Disability Code of Practice (DfE January 2015):

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which 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 authority; or
- c) are under compulsory school age and fall within the definition at a) or b) 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.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area; or
- b) for children under two, educational provision of any kind.

AIMS

To ensure:

- Compliance with the Department for Education and Skills Special Educational Needs and Disability Code of practice all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- All children are given equality of opportunity to participate fully in school activities
- maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need
- All children have opportunities to meet personal standards of excellence
- Early identification of special educational needs
- Removal of barriers to learning and achievement
- Effective assessment and monitoring of needs
- A relevant graduated response to children's needs
- Appropriate provision for children with SEND (Special Educational Needs and Disability)
- All staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEN
- Parents are able to play their part in supporting their child's education
- Close and effective partnership between parents, school and outside agencies
- Children's views are valued and listened to

INFORMATION ABOUT SEND PROVISION

The class teacher has the greatest contact on a day-to-day basis with children and must, in accordance with the 1993 Education Act, identify and make provision of those children with special educational needs using High Quality First Inclusive Teaching.

Inclusion Leader (incorporating SENCo role)

In our school, the Inclusion Leader :

- Manages the day-to-day operation of this policy
- Supports, liaises and advises colleagues
- Manages learning support assistants
- Co-ordinates the provision for and manages the responses to children's special needs
- Oversees the records of all children with special educational needs
- Liaises with and supports parents/carers and is available to discuss their concerns
- Liaises with external agencies
- Monitors and evaluates the special educational needs provision and reports termly to the SEN governor
- Contributes to the professional development of all staff.

Staffing in school

The Inclusion Leader coordinates the support for children with special educational needs in a variety of ways which includes small group support for Literacy and Numeracy alongside withdrawing children from class either 1-1 or in a small group.

In class support is provided by a variety of full time and part time Learning Support Assistants. Some children will also be supported outside the classroom by LSA's on specific, needs led intervention programmes.

Children with Education, Health Care Plans (EHCPs) will have allocated Special Needs Assistants according to their dedicated hours and specific needs.

The Governing Body

The Headteacher and the Inclusion Leader are responsible for monitoring the implementation of the policy throughout the school. The Governing Body has the ultimate responsibility for monitoring the policy and the SEND Governor ensures that all governors are aware of the school's SEND provision.

Admission arrangements

Children with SEND are welcome at our school. The school makes provision for children with learning difficulties, communication problems, emotional and behavioural difficulties and provision for physical disabilities and sensory impairments. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual need. Prior to admission, it is our school's policy to contact relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment. Home visits are carried out prior to children entering the Reception Class in September.

Inclusion and integration arrangements

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. Work is differentiated by task, support, input or outcome to meet the child's individual needs. This applies to the entire spectrum of children with SEND. Classroom staff work closely together to ensure that all children can access the curriculum at their level. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, though, when to maximise learning, the children work in small groups, or in a one-to-one situation outside the classroom.

Complaints Procedures

If a parent has a complaint about the SEND provision for their child they should:

- firstly meet with the class teacher at a mutually convenient time
- if the situation has not been resolved, meet with the Inclusion Leader and class teacher
- if the situation remains unresolved, an appointment should be made with the Headteacher

We will endeavour to act swiftly and positively to address the issue directly.

Procedures for monitoring and reviewing provision

Strategies to enable the child to progress are recorded using a Provision Map or Personal Plan. These documents only record interventions which are additional to or different from the differentiated curriculum in the classroom. Children's short term learning targets are set and monitored by the class teacher as part of their daily/weekly planning. These are also reviewed through the book and planning scrutiny cycle.

Special facilities within the school

The school is a new build and is entirely accessible. There is a wheel chair lift on the R/1 corridor which allows access to classrooms. The whole site is level with access to the playground, field and classrooms. There are two accessible toilets, one also has a rise and fall changing table, a hoist and an easy access shower.

The swimming pool is all on one level with a disabled changing room including shower and a hoist to allow access in and out of the pool.

DESCRIPTION OF PRACTICE WITHIN THE SCHOOL

Allocation of resources to pupils with SEND

Funding for SEND is through the county council formula and is allocated according to need. The school's delegated budget for SEND assists with employment costs of the Inclusion Leader. Support and resources for children with statements/EHC Plans are in accordance with the individual statements. In addition an amount is allocated each year for the purchase of resources.

Identification, assessment and provision arrangements

The school maintains a list of children with SEND. Staff are given information about children on the list and the nature of their needs at the beginning of the academic year at meetings with the Inclusion Leader and then throughout the year at regular Pupil Progress meetings. .

Identification

Early identification is vital. Children with SEND may be identified through parental information, the class teacher's observations, records and assessments, information from other teachers and adults in the class or through referrals from outside agencies.

Initial concerns voiced by the class teacher are recorded on the Internal Referral Form which includes a description of the nature of the concern and a record of the parents' views. Relationships with peers and adults together with input from all relevant staff are also noted. The Inclusion Leader will decide a course of action in consultation and agreement with the parents and a review date will be set.

The school has trained many of its teaching assistants as Learning Mentors. Using the Leigh Park Identification Scale for children at risk, each Learning Mentor has a caseload of children to monitor. If any concerns are raised the case is referred immediately to the Headteacher or Inclusion Leader. (See Safeguarding Policy)

Assessment

Early intervention is very important. Our approach to assessment of need involves observation of the child in all normal school situations, liaison with parents/carers and some standardised testing if we feel this is appropriate to both the age of the child and the difficulties they are experiencing. The Inclusion Leader uses a variety of assessment tools e.g. Lucid Dyslexia Screening programme, British Picture Vocabulary Scale, Salford Reading Test, Dyslexia/ Literacy assessment etc

Curriculum records kept by class teachers provide a profile of a child's learning and highlights areas in which a child may be experiencing difficulty. Thorough and ongoing teacher assessments in Reception and Year 1 enable early identification of children with SEN. Assessment towards the Early Learning Goals is added to as the Reception year progresses building into a comprehensive assessment record for each individual child.

The Key Stage 1 Standard Attainment Tests (SATs) at the end of Year 2 highlight strengths and weaknesses of individual children and can be used to identify need as children move into Key Stage 2. Ongoing teacher assessment is recorded on Target Tracker. The IL uses this information alongside spelling and reading ages to monitor progress. We also monitor progress against national outcomes.

Provision

The school, in line with the Special Educational Needs and Disability Code of Practice 2015, adopts a graduated response in order to help children with SEND. Parents knowledge, views and experiences are highly valued and parents are involved at all stages. If the school feels it is necessary to consult with other agencies or professionals, parents' are consulted and consent requested before any action is taken.

Children are identified as requiring SEN Support when they need help that is additional to or different from that usually provided in the classroom. Reference is made to the school Provision Map to identify the support that would be most beneficial to the child and the relevant supporting adults are alerted that a child needs to be added to their case load. The plan is reviewed every term.

If this level of support fails to result in the child keeping up with the age related expectations or making expected progress within the year group that they are in or in the few cases when there is a more significant concern about the child's progress or development an application may be made to the local authority for a more detailed assessment. This takes the form of an application for an Education and Health Care Plan. All agencies involved with the child are invited to contribute and a decision is made by the local authority whether or not to issue an EHC Plan. This plan then becomes a tool via which the progress of the child throughout their education is tracked and closely monitored.

Arrangements for Annual Reviews of Education and Health Care Plans

An Annual Review takes place within one year of the date of the EHC Plan. The procedures for inviting professionals to the meeting and the distribution of advice etc are followed as is outlined in the SEN Toolkit.

Information regarding training for staff

The Headteacher and the Inclusion Leader have responsibility for the co-ordination of the in-service training of staff with regard to SEND. All staff have access to all SEND courses held within Hampshire. Individual teachers and teaching assistants are encouraged to attend courses relevant to the current needs of children in their class.

Arrangements for monitoring individual progress

At each stage, the Inclusion Leader together with the relevant teacher(s) ensures SMART (Smart, Measurable, Achievable, Realistic and Time Related) targets are set for children with SEN. These targets together with the teaching strategies used to support the child form part of a programme that will be monitored and reviewed by the Class Teacher, Inclusion Leader and other support staff once per term. Clear records are kept of the outcomes with details of further action to be taken.

Information on how parents are consulted

The school works closely with parents and their involvement is valued and encouraged. When a concern is first expressed in school, parents will be contacted by the Class Teacher or Inclusion Leader and asked for their views. Thereafter parents are consulted at all stages. We encourage an active partnership through an ongoing dialogue with parents. Parents are informed on a termly basis of the support programmes that their children have undertaken that term.

The Inclusion Leader welcomes meeting parents to discuss their concerns and endeavours to see parents as quickly as possible. Parents have much to contribute to our support for children with special educational needs. A paper record of contact is completed after all meetings or telephone calls to ensure clarity of agreed actions.

Information on how pupils are consulted

Our children begin to develop an understanding of their own needs and their own views about what sort of help they would like to make the most of their education from about the age of 6. We therefore encourage children from Year 2 upwards to participate, where possible, in decision-making processes including the setting and reviewing of personal targets, contributing to the assessment of their needs and to the annual review and transition processes. We believe children must feel confident that they will be listened to and that their views are valued.

The use made of teachers and facilities from outside the school including links with support services

We currently work with the following external specialist services:

- Educational Psychology Team
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Service
- Primary Behaviour Support
- Physiotherapy
- Occupational Therapy
- Teacher Adviser for Hearing Impairment, Visual Impairment and Physical Disabilities.

The Educational Psychologist for Barncroft Primary School meets annually with the Inclusion Leader and Headteacher for a planning meeting, usually at the beginning of the academic year, at which the needs of individuals and the school are discussed and planned for.

Links with health services, social services, education welfare services and voluntary organisations

We have a named School Nurse for our school, based at Oak Park Children's Services. We work collaboratively with the Health and Children's Services. The health services are a vital link with the child's home, particularly with pre-school children and can contribute greatly to early identification and practical support for those children who may have SEN. All medical information and reports on children are confidential.

The school has established links with Havant Children's Services. The school co-operates with Children's Service if a child is deemed to be 'in need' (Section 2 of the Children's Act) or is at risk of significant harm (although this would not necessarily mean that the child has SEN). The Headteacher and Inclusion Manager are the named Designated Safeguarding Lead.

Evaluating Effectiveness of the Policy

Our success criteria are as follows:

- All staff aware of the contents of the policy and the procedures contained within it.
- Children with SEND will be identified early and correctly.
- Effective provision made for all children with SEND
- Continuous monitoring of children's progress in relation to targets set.
- All children will be given equality of opportunity to participate fully in school activities.
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- All children will meet personal standards of excellence.

- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
- There will be effective partnership between parents, school and outside agencies.
- The views of children will be valued and considered.
- Governors will understand their role for SEND

LINKS WITH OTHER POLICIES

This policy should be read in conjunction with the following policies:

- Teaching and Learning
- Equalities
- Child Protection
- Safeguarding
- Behaviour and Anti-Bullying
- Physical Intervention

Hampshire Local offer:

<https://fish.hants.gov.uk/localoffer>