Catshill First School and Nursery

Where individuals matter

Special Educational Needs Policy

Reviewed: **September 2018**

Next Review: **September 2019**

Signature ……. Chair of Committee

Date ……..…

Worcestershire County Council (WCC) Commissioned Services

Human Resources – Liberata
Learning and Achievement – Babcock Prime
Admissions – Babcock Prime
Finance – Liberata/WCC

Catshill First School and Nursery

Special Educational Needs (S.E.N.) Policy

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following documents

- ✓ Summary of SEN Code of Practice September 2015
- ✓ SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- ✓ Ofsted Section 5 Inspection Framework April 2014
- ✓ Ofsted SEN Review 2010 'A Statement is not enough'
- ✓ Equality Act 2010
- ✓ Children and Families Act 2014

At Catshill First School and Nursery our aim is to meet the individual, learning needs of all our pupils through our quality first teaching and learning and a personalised approach. We aim to raise the aspirations of and expectations for all pupils, including those with SEN. We endeavour to achieve maximum inclusion for all our children, whilst meeting their individual needs. Our teachers provide differentiated learning opportunities for all children and provide materials appropriate to children's abilities, ensuring that all children have full access to the school curriculum. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others. We focus on individual progress as the main indicator of success. We strive to make a clear distinction between a child who is classed to be underachieving compared to a child with a SEN.

Policy Aims

The schools SEN policy sets out to achieve the following aims:

- To secure high levels of achievement for all and enable them to reach their full potential
- To provide curriculum access for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to excellent learning outcomes
- To ensure a high level of staff expertise is available to meet pupil need through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others
- To support staff in distinguishing between children who are underachieving compared to a child with a SEND to ensure that appropriate interventions are put in place
- To ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers
- To allow staff to be able to carry out accurate assessment of need and carefully planned programmes which address the root causes of any learning difficulty

Policy Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work to ensure that the SEN Inclusion Policy is fully embedded
5. To provide support and advice for all staff working with pupils with special educational needs

What is Special Educational Needs?

A child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person is considered to have a learning difficulty or disability if they:

> 'have a significantly greater difficulty in learning than the majority of others of the same age **or** have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'.
> (Code of Practice 2014)

As a school we identify the needs of pupils by considering the needs of the whole child.

Identifying special education needs

When children join us at Catshill First School and Nursery we will observe their learning characteristics and how they cope within our learning environment, we will assess their understanding and learning in school and identify any difficulties that might arise. If teachers feel that a child has a special educational need this may be because they are not making the same progress as other pupils that they are forgetting things they previously knew or that they are finding new situations challenging. The earlier we take action and modify our provision, the sooner we can resolve concerns and enable children to succeed. Throughout the identification process the school will liaise with parents to share findings and plan next steps.

Throughout the year class teachers make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given

their age and individual circumstances. This can be characterised by progress which:

- ✓ is significantly slower than that of their peers starting from the same baseline
- ✓ fails to match or better the child's previous rate of progress
- ✓ fails to close the attainment gap between the child and their peers
- ✓ widens the attainment gap

How we involve pupils and their parents/carers in identifying Special Educational Needs and how we plan to meet their needs

As soon as the school or parents have a concern about a child, initial discussions will be made to discuss similarities and differences between behaviours in school and at home. Where a child would benefit from specific personalised support to meet their individualised needs, then the class teacher, with the support of the Special Educational Needs Coordinator (SENCO), will write an Individual Provision Map. This will be shared both with the child and parents. Meetings will be held with parents on a termly basis to share information, celebrate progress and achievement and plan next steps. Class teachers are always available to discuss any other concerns that parents may have.

Meeting the needs of children with SEND

The school uses Worcestershire's Ordinarily Available handbook as a guide to identifying if there is a special educational need and/or disability and to help identify the levels of support that should be expected.

This covers the four broad areas of SEND:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

For pupils that need SEND provision, the school operates a graduated response (see below) to their needs. This acknowledges that some children will benefit from in class support, specific intervention in school and some from external agencies. Support varies and depends on the child's needs. They will be placed on the school's SEND Register, which is monitored centrally by the local authority, and will have an Individual Provision Map (IPM) or an Education, Health and Care Plan (EHC) which outlines their needs, targets and support.

The 'Education, Health and Care Plan'

From September 2014, 'Statements of Special Educational Needs' were replaced with a single 'Education, Health and Care Plans' (EHC) for children and young people with the most complex needs. The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents. Children with existing Statements will transfer to the new system within three years.

Individual Provision Maps

- Individual Provision Maps are used to identify needs and outcomes to be achieved within an agreed time frame. Also highlighted on IPMs are the

individuals who are responsible for updating and maintaining the records. Lines of accountability are made clear including the core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

- IPM's are reviewed in accordance to time frames specified on the plans. Class teachers, in collaboration with the SENCo, decide on the most appropriate level of provision to be outlined on the plans. If provision in school is unable to fully meet the needs of a pupil we draw on additional advice and support from specialist services. Written referrals need to be completed as and when appropriate to call in outside agency support. Parents are fully informed about this process and are kept regularly updated
- As a school, when appropriate, there is sometimes a need to evidence that a child is receiving the full allocation from the schools notional SEN budget and that the child's needs are such that further funding is sought.

Managing pupils needs on the SEN Register – The graduated approach

There is now a single category of support for children with SEN, which is classed as 'SEN Support'. As a school we implement a graduated approach to manage pupils' needs where we use a cycle of assessing, planning doing and reviewing in order to meet individual needs.

Assess

- When deciding whether to make special educational provision the class teacher and SENCO consider all of the information gathered from within school about a pupil's progress alongside national data and expectations of progress in order to evaluate whether to make special educational provision. This will include high quality formative assessment
- If a child has a higher level of need, the school draws on more specialised assessments from external agencies and professionals

Plan

- Teachers are responsible and accountable for the progress and development of the pupils in their class. A child's class teacher plays the most important role in ensuring that all children can access quality first teaching on a daily basis, through planned, differentiated activities that promote learning and teach key skills. The Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had every opportunity to access good quality personalised teaching followed by tailored interventions.

Do

- High quality teaching, differentiated for the individual is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching

Review

- The school monitors the impact of interventions and support, both internal and external, and plan for the next step

- The school carries out a rigorous monitoring schedule to ensure the quality of teaching for all pupils including those at risk of underachievement is of high quality. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND

- Parents, families, children and young people are involved fully in this process through the sharing of information included in IPMs and external agency reports and recommendations

At Catshill First School and Nursery we have agreed that there are essential elements that we feel enable all children to participate in lessons fully and effectively

These include:

- Class charters/contracts that are written and agreed by teachers and children
- House points Boards
- Visual timetables (individual when necessary)
- Good to be green
- Good listening reminders displayed
- Pot of fairness
- Learning partners
- Phonic simple and/or complex sounds posters (to meet class need)
- Toolkits for literacy and numeracy
- The use of ICT to enhance or facilitate learning i.e. clicker 6, learn pads, talking cans.

Criteria for exiting the SEND register

When the relevant members of staff and outside agencies feel that a child with SEN has achieved their targets and are attaining in line with National Age Related Expectations and it is felt that their needs can once again be met through tailored high quality first teaching, then the child is removed from the register and parents are informed.

Supporting pupils and families

As a school we support pupils and families by providing them with the following information

- ✓ Copies of Individual provision maps
- ✓ Worcestershire's Local Offer
- ✓ The School's SEN Information report
- ✓ Signposts to outside agencies such as SALT, Early Help
- ✓ Admission arrangements and where they can be found on the school website
- ✓ Transition plans

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school educational visits and physical education. Care plans are put in place to meet children's individual medical needs where necessary following medical guidelines. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.. These plans are monitored and updated in line with IPM reviews.

Roles and responsibilities
The Governing Body has identified a Governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. This role is undertaken by Anna Smith. The Head of School and SENCO will keep the governing body informed about the special educational needs provision made by the school through holding meetings and completing reports.

The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and leadership team will identify areas for development in SEN that will contribute to the school's development plan. All teaching and non-teaching staff will be involved in the formulation of the SEN policy.

Monitoring and Record Keeping
The SENCO keeps a register of all children with S.E.N. This is stored:

- On the school network (S.E.N. Folder and Head teacher's Folder)
- On SIMS (this is updated termly)

All paper documents are stored in secure cabinets that can be locked. Access to these documents can be obtained through the School SENCO or Head. All members of staff have personal logins with passwords to access information stored electronically. All reports created by outside agencies are sent via a secure link on Edulink.

Each Class has a Class Provision File which contains:

- A class list highlighting pupils with S.E.N.
- IPM
- Copies of Class provision maps
- Monitoring forms for Class provision
- PSPs
- Pupil Progress meeting notes
- Relevant reports or information relating to individuals
- Information on specific Special Needs where appropriate

Accessibility
As a school we are continually reviewing our practice and provision to ensure that we are eliminating barriers to learning. Strategies to do this are identified on the School Development Plan and/or on Subject Leaders Action Plans. As a school we increase and promote access for disabled pupils to the school curriculum by tailoring resources, equipment, adult support and the use of pre teaching and outside agency specialist support. This covers teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits. The school also has an accessibility policy in place which is updated annually.

Reviewing the policy
The SEN policy will be reviewed annually and will be approved by Governors

Dealing with complaints

Our school operates an open door policy. The first point of contact for parents and carers is their child's class teacher, who is usually available at the start and end of every school day. In addition, our SENCO Mrs Ludlow is here to listen to concerns. If the complainant is not satisfied that their concern has been addressed, then they may speak to the Head of School Mrs Plant. The SEND Governor may also be contacted. Alternatively, the special educational needs and disability information advice and support service (SENDIASS) also provides independent information and advice.

Safeguarding

Please refer to the schools' safeguarding policy to see how school safeguards the needs of all children including those with SEN

SENDIASS

Email: SENDIASS@worcestershire.gov.uk
Helpline: 01905 768153
www.SENDworcestershire.co.uk