



COLMERS FARM PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Spring 2017

TO BE REVIEWED SPRING 2018

Colmers Farm Primary School

Special Educational Needs and Disability Policy

Colmers Farm Primary School is an inclusive school. We believe that **all** teachers are teachers of special educational needs and that **all** children are entitled to an education that enables them to achieve their full potential. We aim to enable children to develop, learn, participate and achieve the best possible outcomes.

High quality teaching that is differentiated and personalised meets the individual needs of the majority of children. However some children need educational provision that is additional to, or different from, this. This is special educational provision under Section 21 of the Children and Families Act 2014. We are committed to ensuring that such provision is made for every pupil that has special educational needs and disabilities.

Definitions

Special Educational Needs (SEN)

The Special Educational Needs and Disability Code of Practice (0 – 25 years) states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.”

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Parent

The term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

Objectives

- the early identification of children and young people's needs and early intervention to support them
- high quality provision to meet the needs of children and young people with SEN to enable them to reach their full potential
- to work in partnership with parents and to involve them at all stages in their child's education
- to ensure the participation and involvement of pupils in setting targets and reviewing outcomes and to ensure pupils' views and opinions are taken into account
- a focus on inclusive practice and removing barriers to learning
- to work closely with external support agencies and professionals in education, health and social care services to support the needs of individual pupils
- ensuring that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- to work within the guidance provided in the SEND Code of Practice, 2014
- to provide support and advice for all staff working with pupils with SEN and to ensure that all staff have access to training to support quality teaching and learning for all pupils
- to enable the Governing Body to fulfil their statutory monitoring role with regard to this policy
- to make special educational provision an integral part of our School Improvement Plan

Curriculum

All pupils have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

The Role of the SENCO

Mrs Sue Morris is the Special Educational Needs Co-ordinator (SENCO).

The key responsibilities of the SENCO include

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Areas of need

In our school we make provision for pupils who have significant needs within four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Children often have needs that cut across all these areas and their needs may change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Identifying special educational needs

Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

- Pupils are assessed regularly using teacher marking, observations and questioning, as well as more formal assessments such as standardised tests.
- The identification of SEN is built into the school's overall approach to monitoring and tracking the progress and development of all pupils using the school's assessment tracking system.

- Information from previous settings and key stages is used to evaluate the specific needs of pupils

Class teachers make regular assessments of progress for all pupils. These 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

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCO will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) extra teaching or other interventions designed to secure better progress will be put in place. The pupil's response to such support will help to identify their particular needs. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will include an early discussion with the pupil and their parents. A note of these discussions will be added to the pupil's record. Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents will be formally informed that special educational provision is being made.

Graduated approach to SEN Support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We use a range of teaching and learning styles within a relevant and appropriate curriculum. Learning objectives are shared with the children and are matched to their needs. Lessons are differentiated to ensure that all pupils can achieve. Additional resources and support are provided that are appropriate to pupils' needs. The majority of pupils can make progress through such teaching but where children may not be making adequate progress, additional intervention and support led by the Class Teacher or a Teaching Assistant will be put in place. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the Class Teacher, working with the SENCO, will assess whether the child has a significant learning difficulty.

Where a child has been assessed as having a significant learning difficulty requiring special educational provision to be made, then a decision will be made about the type and amount of SEN support that is required. A graduated approach to SEN support will take the form of a four-part cycle of ASSESS-PLAN-DO-REVIEW.

Assess

Assessment involves a clear analysis of the pupil's needs, using information from a range of sources including the views and experiences of parents and the pupil's own views and, if relevant, advice from external support services. This assessment is reviewed regularly to ensure that support and intervention are matched to need,

barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed. If outside professionals from health or social services are already involved with the child then these professionals will help to inform the assessment of need. Where professionals are not already involved then the SENCO may contact them if the parents agree.

Plan

Planning involves the teacher and the SENCO, in consultation with the parent and the pupil, to agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs.

Do

The class teacher remains responsible for working with the child on a daily basis. Where additional intervention and support involve small group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the progress and development of the pupil. The class teacher should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

Regular reviews of progress evaluate the impact and quality of the support and interventions, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. At this point it may be deemed that an application for an Education, Health and Care Plan is needed.

Involving specialists

Specialists including health and social care professionals and those from external support agencies may be involved at any point to advise on early identification of SEN and effective support and interventions. A specialist will always be involved where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age, despite evidence-based SEN support delivered by trained staff. Parents will always be involved in any decision to involve specialists. Reports and advice from specialists are always shared with teachers and teaching assistants working with the pupil.

Education, Health and Care (EHC) Plans

If a child has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the pupil, the school or parents may consider requesting an Education, Health and Care needs assessment. An EHC needs assessment is used by the local authority to decide whether provision in accordance with an EHC Plan is needed. The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child and to secure the best possible outcomes for them across education, health and social care. An EHC needs assessment will not always

lead to an EHC Plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC Plan.

Involvement of parents

It is very important to us that parents feel involved in the education of their children. Our school has an open door policy to parents ensuring we are always approachable. Parents Evenings are held twice a year. At the end of the year parents receive a written report and are given the opportunity to discuss the report at a Parents Consultation meeting.

If a concern is raised about a child's progress, parents will be invited into school to speak to the child's class teacher. This is an opportunity for parents to share relevant information about their child. Parents may also be invited to a meeting with Mrs Morris, the Special Educational Needs Co-ordinator (SENCO). Parents will always be informed if the school is making special educational provision for their child.

Children with special educational needs are set individual targets. Parents are informed of these targets and are invited to attend review meetings where their child's progress and the impact of the special educational provision is reviewed. New targets will be set at this meeting so parents know what their child's next steps are. Some children may have a home/school diary so information can be shared between home and school.

Where a pupil is receiving SEN support, meetings will be held with parents at least three times each year to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or by gathering their views as part of the preparation.

Involvement of pupils

Children's views and opinions are very important to us and we use a variety of strategies to support children in contributing to the target setting and review process. Person Centred Reviews may be used to involve children in self assessment and setting their own targets.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All school staff receive appropriate training so that they have the knowledge and confidence to support children's needs. Staff training needs are reviewed regularly.

The school's SENCO attends the Local Authority termly SENCO Network meetings in order to keep up to date with national and city wide updates in SEN. Mrs Morris, the school's SENCO, is also a SENCO Action Leader. SENCO Action Leaders represent groups of SENCOs across the city and act as a mechanism for effective communication between the Local Authority and schools, around SEND. As a SENCO Action Leader, Mrs Morris co-ordinates and hosts the Local SENCO Group for the Longbridge/Northfield consortia. The Local SENCO Group provides opportunities for networking, for sharing good practice and for school to school support.

Monitoring and Evaluating the effectiveness of provision

We regularly and carefully monitor and evaluate the quality of the provision we offer all pupils. A member of the governing body has specific oversight of the school's arrangements for SEND. School leaders regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement. The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. An SEN report is shared with the governing body to ensure all governors are aware of how children with special educational needs are being supported in the school and how well this support is working.

Funding for SEN support

Schools have an amount identified within their overall budget, called the notional SEN budget. This is for the school to provide high quality appropriate support. Schools are expected to fund the initial £6000 of SEN support for a child from their notional SEN budget. For pupils whose needs cost more, the school can access Top Up funding from the Local Authority using CRISP.

Supporting Pupils with medical conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 special educational needs and may have a statement or an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision.

Transition

We understand how transition to a new class or school can be difficult for both children and their parents. We aim to make all transitions as smooth as possible and enhanced transition arrangements are tailored to meet individual needs.

These may include, for example:

- additional meetings for both the parent and child, with the new class teacher and teaching assistant, to talk about their needs and answer any questions they might have
- additional visits to familiarise pupils with their new classroom environment
- providing the child with a transition book with photographs of key staff and areas around the school
- discussion with staff at the child's previous school or setting and the transfer of written information including reports from professionals who have worked with the child
- providing any staff working with the child a one page profile describing the things that help to support them in school.

Transition to Secondary School

When your child is moving to a new school we:

- hold a review and invite key staff from the new school,

- talk to key staff at the new school about things that help your child to learn well and be happy at school,
- arrange extra visits to the new school with a member of staff from our school.

SEN Information Report

Information about the implementation of the governing body's policy for pupils with SEN can be found on the school website

The Local Offer

Birmingham Local Authority provides information on a website detailing all the services available in Birmingham for children with Special Educational Needs and Disabilities. This information is called The Local Offer. Birmingham Local Authority's Local Offer can be found at: www.mycareinbirmingham.com

Policy approved by FGB:

Signed.......... **Chair of Governing Body**

Date..........

