Special Educational Needs Policy 2018-2019

TORRIDON PRIMARY SCHOOL

Special Educational Needs Policy

This policy was created by the school's Head of Inclusion in liaison with the SENCo, Senior Leadership Team and school staff. We believe that provision for children with Special Educational Needs (SEN) is a whole school matter and includes the Governing Body, the Headteacher, Senior Leadership Team and all other members of staff, particularly teaching staff and teaching assistants, who play a vital role in supporting all children including those with SEN.

At Torridon Primary School we believe that:

- each child is an individual learner and has his/her own particular educational needs.
- every child has a right to a comprehensive and balanced curriculum, which is differentiated to reflect their needs and has continuity and progression.
- learning experiences will be fun and appropriately planned and adapted to meet the child's needs and to ensure progression.
- children will be encouraged to be self-motivated and independent in their learning and focus on positive achievement.
- the nature of a child's Special Educational Need might be long or short term and in one or more area, i.e. cognitive, physical, social, behavioural and emotional development.
- every effort will be made to reduce the risk of 'labelling' for children with SEN. Where every possible children will be integrated and work alongside their peers to share educational experiences whose needs are different to their own.
- the special needs provision made by the school is a practice which is entrenched in partnership with parents and supporting agencies.

COMPLIANCE

The policy complies with Section 19 of the Children and Families Act (2014). It has been written with reference to inclusive education under:

- SEND Code of Practice 0-25 (January, 2015)
- Equality Act 2010: advice for schools DfE (February, 2013)
- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- School Admissions Code of Practice

- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- School's SEND Information Report Regulations (2016-17)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Teachers' Standards 2012
- The National Curriculum in England: Framework for Key Stage 1 and 2 (July 2014)
- The Safeguarding Policy

AIMS:

- To put **all** children at the centre of learning, having full access to the curriculum and being included in all aspects of school life.

- To ensure that **all** staff work to provide a wide range of provision, whilst encouraging and fostering independence.

- To enrich and enhance the social and emotional well-being of **all** children.

- To ensure that the Special Educational Needs and Disability Code of Practice (2015) and guidance are implemented effectively across the school.

OBJECTIVES

1. To identify and provide for all pupils who have Special Educational Needs.
2. To work within the guidance provided in the SEND Code of Practice (2015).
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide support and advice for all staff working with special educational needs pupils.
5. To work in partnership with parents, Local Authority and outside agencies to ensure a multi-professional approach to meeting the needs of all vulnerable children.
6. To promote self-esteem and emotional wellbeing of all children to help them form and maintain relationships based on respect from themselves and others. (National Curriculum 2014)

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

"A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) *Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special education provision was not made for them.

> *Children must not be regarded as having learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home"*

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act (2014)

At Torridon Primary school we recognise the importance of early identification and intervention and aim to identify children's Special Educational Needs as early as possible. The purpose of identification is to ascertain what action the school may need to take, not to fit a child into a category. As part of this process the needs of the whole child will be considered, not just their Special Educational Needs.

SEND IS DIVIDED INTO 4 TYPES:

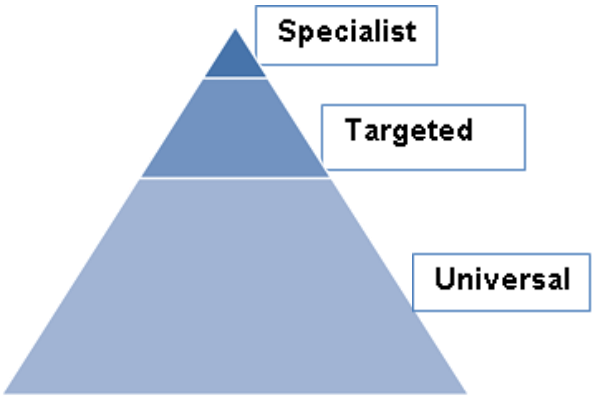
Children and young people's SEND are generally thought of in the following four broad areas of need and support as defined in the SEND Code of Practice (2015):

Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or Physical Needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Some children and young people with a physical disability (PD) requires additional ongoing support and equipment to access all the opportunities available to their peers.

(SEND code of practice, *2015. pg 97-98*)

A GRADUATED RESPONSE TO SENDSUPPORT



Class teachers are responsible and accountable for the progress and development of **all** the children in their class. Quality first teaching, which is differentiated for individual children, is the first step to meeting the needs of any child who has, or may have Special Educational Needs.

Teachers highlight any concerns they have to the Head of Inclusion/SENCo, who engages advice and support from experienced staff within the school and from outside agencies when needed. Continuing professional development, through training, is organised as required.

Before special educational provision is made, the Head of Inclusion/SENCo and class teacher will consider all the information from within the school about the child's progress, alongside national data and expectations of progress. Parents and carers will always be informed of any developments and we will work in partnership to create a provision plan. Identification of need is made within four categories identified by the Code of Practice (2015). The Head of Inclusion/SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

The following format is implemented:

Assess: If a pupil continues to face difficulties a more detailed formative assessment, facilitated by the Head of Inclusion/SENCo, may take place.
Plan: Interventions based on the outcome of assessment are planned.
Do: The class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they should still retain responsibility for the pupil. They 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. The SEND team support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
Review: the effectiveness of the intervention will be monitored regularly by the class teacher, individual pupil targets will be reviewed a part of the whole school's cycle of progress monitoring.

OUTISDE AGENCIES SUPPORT

Torridon works with a range of outside agencies including Educational Psychologists, Speech and Language Therapists, Children Looked After (LAC) Team, Specific Learning Difficulties and Social Services. We will contact these agencies when we require any additional support and strategies for children on the SEND register.

Torridon will involve outside agencies if the child:

- continues to make little or no progress in specific areas over a long period despite considerable input and adaptations.
- continues working at National Curriculum levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing literacy and mathematical skills.
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Outside agencies will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. Children with continued outside agency support might have individual targets set by specialist. The child's targets will set out strategies for supporting their progress. These will be implemented in the normal classroom setting. The class teacher will record the steps taken to meet the needs of individual children through the use of targets, monitoring and review sheets.

EDUCATION AND HEALTH CARE PLANS

If a child has demonstrated significant cause for concern and has made very limited progress despite a tailor made intervention programme, the school and/or the parents or carers may a request to the Local Authority (LA) to request statutory assessment. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's Special Educational Needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- views of parents/carers and the child
- previous targets for the child
- records of regular reviews and their outcomes.
- records of the child's health and medical history where appropriate
- attainment in literacy and numeracy
- education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

If statutory assessment is successful, an Education, Health and Care plan is put in place detailing:

- views, interests and aspirations of the child and parents/carers
- child's health needs which are related to their Special Educational Needs
- child's social care needs related to their special education needs or to a disability
- outcomes sought for the child
- special educational provision required for the child
- health or social care provision required.

MANAGING PUPILS ON THE SENDREGISTER

Children will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well differentiated curriculum on offer for all pupils in the school, i.e. they have a Special Educational Need as defined by the SEND Code of Practice (2015).

Where longer term support is required or the child has a diagnosis of need from an outside professional, parents/carers will be formally informed that their child has been placed on the SEND register. The Head of Inclusion/SENCo, in consultation with the class teacher/intervention facilitator will set outcomes and targets for the child. These will be shared with parents and carers at parent consultation meetings and regularly reviewed.

FUNDING FOR SEND SUPPORT

All mainstream schools are provided with resources to support children with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. Schools receive an allocation based on a national funding formula.

Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

HOW PROGRESS IS MEASURED

- Progress is reviewed through target setting, book monitoring, end of year reports and summative assessment periods.
- Reviews with external agencies, the parent and child.
- Additional assessment arrangements are made for children with SEN, where needed. (Extra time, scribes, enlarged prints and the use of different media to assess children that need additional support are available).
- Where necessary we use a range of further assessments to assess reading/spelling age, dyslexia, speech and language, social and emotional difficulties and mathematical difficulties.

CRITERIA FOR EXITING THE SEND REGISTER

Children are taken off the register after stringent analysis and collaboration with Head of Inclusion/SENCo, class teachers and outside agencies if appropriate.

We will analyse:

- if progress has been made and gaps in learning have been filled and the child is in line with their peers
- if the interventions and support has been successful in raising attainment.
- if a child's emotional or behavioural difficulties are no longer affecting their academic progress and wellbeing.
- if the child has made significant improvement (depending on their needs) and no longer requires extra support to make progress.

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 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 (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

A copy of the school's medical policy can be requested from the school office.

ARRANGEMENTS FOR MONITORING AND EVALUATION

School Monitoring

The success of the school's SEND policy is evaluated through the Assess, Plan, Do, Review cycle, school self-evaluation and reporting activities, such as:

- monitoring of classroom practice by the Senior Leadership Team and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils registered with SEND
- analysis of exclusions data
- termly monitoring of procedures and practice by the SEND governor
- the school's annual review of provision for children with SEND
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from pupils, parents/carers and staff, both formal and informal, following meetings to produce individual education plans (SEND children), evaluate impact and celebrate success

Governors

On a termly basis the Head of Inclusion will provide information to the Governing Body regarding the number of children identified as receiving special educational support, as well as any children for whom a statutory assessment has been requested. Reports on any whole school developments in relation to SEND and will ensure that governors are kept up-to-date with any legislative or local policy changes.

The Head of Inclusion will meet with the SEND governor to discuss SEND and any concerns and updates.

ROLES AND RESIBILITIES

Provision for children with Special Educational Needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

Headteacher

The Headteacher has responsibility to:

- manage all aspects of the school's work, including provision for SEND pupils
- keep the governing body informed about SEND issues
- work closely with the SEND personnel beyond the school in the local authority, health and social care to ensure that support is joined up and that parents/carers are fully involved at every stage
- ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND
- ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ensure that the progress and attainment of pupils with Special Educational Needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- notify parents/carers immediately if the school recommends special educational provision for their child
- report to parents/carers on the implementation of the school's SEND policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Head of Inclusion and SENCo

The key responsibilities of the Head of Inclusion and SENCo include:

- overseeing the day-to-day operation of the school's SEND 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 SEND support
- advising and providing training for SEND topics
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with and advising other staff
- liaising with parents/carers of pupils with SEND
- 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/carers are informed about options and a smooth transition is planned
- working with the Headteacher 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 SEND up-to-date
- manage learning support staff/teaching assistants
- safeguarding

- managing the day to day running of the Resource Base

Governing Body

The governing body will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND and the quality of SEND provision is regularly monitored
- they have regard to the requirements of the SEND Code of Practice (2015)
- the progress and attainment of children with special educational needs and/or children looked after are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- they are fully informed about SEND issues
- the policy is monitored and evaluated, receiving analyses of lesson observations and progress and attainment of children with SEND (anonymised) at Teaching and Learning Committee Meetings, promoting surveys of pupils and parents/carers, and receiving feedback from external agencies about the school's practice

Class Teachers

> '*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.*'
>
> (SEND Code of Practice, 2015. pg 99)

Class teachers have a responsibility to:

- provide high quality teaching that is differentiated, personalised and inclusive.
- ensure decisions are informed by the insights of parents/carers and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- direct, oversee and manage support staff working with their SEND pupils, with the support of the school's Head of Inclusion/SENCo. They work in effective partnership with support staff and facilitate good lines of dialogue to record and communicate pupil progress and impact of any additional support/ interventions which are provided to SEND pupils.

Learning Support Staff and Teaching Assistants

Learning support staff/teaching assistants:

- who work with SEND pupils, should be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- will be deployed to support and deliver intervention which is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.
- are required to be aware of all policies and procedures relating to the education of pupils with SEND.
- should ensure that they take direction from the class teacher to ensure they work in effective partnership with the pupil's class teacher and facilitate good lines of dialogue to record and communicate pupil progress and impact of any additional support/ interventions they are providing to SEND pupils. Where the class teacher directs, they may consult with the school's Head of Inclusion/SENCo for additional support.

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the Head of Inclusion, or the Headteacher. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to follow the school's complaints procedure: https://www.torridonprimary.lewisham.sch.uk/wp-content/uploads/2018/11/3-Torridon-Primary-School-Complaints-Procedures.pdf

OTHER INFORMATION

Supporting pupils and families

Lewisham local offer
http://www.lewishamlocaloffer.org.uk/

Torridon's SEND Information report Available on the school website or by using the following link
https://www.torridonprimary.lewisham.sch.uk/wp-content/uploads/2018/12/SEN-Information-Report-November-2018.pdf

Kaleidoscope Children's centre
http://www.childrenfirstlewisham.org.uk/kaleidoscope

Applications for school places are managed centrally by the Lewisham Admissions Team and places are offered in accordance with Council policy. Detailed information can be found on the Councils' website www.lewisham.gov.uk/admissions

Date: November 2018
Review Date: November 2019