

Special Educational Needs & Disabilities Policy 2018-2019



Choppington Primary School
- a happy place to be -

Head Teacher: Daniel Nelson

Named personnel with designated responsibility for Behaviour:

Academic Year	SEND Lead	Deputy SEND Lead	Nominated Governor	Chair of Governors
2018/19	Mr R. Smith	Ms. G. Broderick	Mr M. Jackson	Mr K. Ball

Policy review dates:

Review Date	Changes made	By whom	Date shared

Vision & Values

Vision

Choppington Primary School is at the heart of a proud community with a strong sense of belonging and a vibrant learning environment where everyone's uniqueness matters.

Values

FAMILY – a sense of belonging

HEALTH – positive minds & healthy bodies

HAPPINESS – a place where you want to be

VALUED – everyone matters and has a voice to be heard

Introduction

Our School promotes high standards and we have high expectations of all pupils, regardless of their particular needs. A creative and engaging curriculum in an inclusive environment enables them to make the best possible progress and develop as valued members of our school community.

We recognise the individuality of each child and work hard to encourage and support them to achieve their full potential.

Every child is valued equally, regardless of race, culture or religious beliefs and whatever their abilities or needs.

We believe all children have the ability to learn and progress. This is why we strive to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

At Choppington, the emphasis is on a whole school approach. The provision for children with SEND is the responsibility of the whole school team and we expect every member of staff to accept and embrace this responsibility fully.

Class teachers are responsible for the teaching and learning of all pupils in their class, including those with SEND and those who are also supported by specialist staff. Ongoing assessment allows the class teacher to provide the necessary support, where required, to ensure that each child makes progress to reach their full potential.

We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0- 25 (July

Choppington Primary School
SEND Policy



2014) and has been written with reference to the following guidance and documents:

- Equality Act 201: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing a Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

Xiii 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.

Xiv 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*

The definition of disability in the Equality Act (2010) states children with ‘...*a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*’. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our SEND Information Report provides further information about the agencies we work with. (This is available to view on our school website)

Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Therefore the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. At Choppington, we are able to provide 15 hours of provision per week for both our Little Learners (2 year olds) and our Nursery Children (3 year olds). This allows for the identification of special educational needs from the age of 2 years of age upwards.

The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves to be short lived, the child

will subsequently be able to learn and progress normally. If however the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Some children arrive at our school with identified SEN, in which case the SENCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENCO or the Head teacher.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

SEN Support

Where a child is identified as having SEN, we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties, they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

An Intervention and Support Plan is written. This is aimed at removing barriers to learning and putting effective, special provision in place that is implemented and reviewed at least termly. Parents are invited to discuss this plan; their child's progress and the support and targets. Class teachers and the SENCO are available for further discussion by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review. This means:

- **Assess** - in identifying a child as needing SEN support, the early years practitioner/class teacher, working with the SENCO, the child (if appropriate), and the child's parents, carries out an analysis of

the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available information (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

- **Plan** - Where it is decided to provide additional / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a

clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

- **Do** - The early year's practitioner/ class teacher remains responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENCO, taking into account the child's parents and the child's views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

Our schools graduated approach to SEN

Level 1: Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated class work. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewing.

Level 2: Additional School Intervention

Continued or increase concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought.

Level 3: High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies provide support. The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

Home School Partnership

- At Choppington Primary School we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure.
- All parents and /or carers are invited to meet with their child's class teacher/s for a review of their child's progress each half term through Assertive Mentoring meetings. There are also numerous other opportunities across the school year for parents to come into school to work with, or observe, their children in an informal session. Parents also receive an annual report in the summer term.

Pupil Views

- Children's views matter to us.
- All children are made aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEN pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review, children with Statements of SEN or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are receiving. This is usually carried out by the SENCo or class teacher and shared with both parents and children.

In order to ensure the most effective 'SEND' provision, the SENCo has the following procedures in place:

- *Weekly meetings with the Head teacher and teaching staff.*
- *Half termly meetings with parents through Assertive Mentoring.*
- *Pupil progress meetings*
- *Regular meetings with SEN support and TAS*

Staff Development:

The school is committed to providing INSET and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and members of support staff's understanding of strategies to identify and support pupils with 'SEND'.

Conclusion:

At Choppington our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Behaviour Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy

Issue Date: November 2018

Next Review Date: November 2019 (checked annually)