

Worplesdon Primary School



Special Educational Needs and Disabilities Policy

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Worplesdon Primary School
Special Educational Needs and Disabilities Policy (SEND 14)

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1 Introduction

This policy has been written in line with the revised Code of Practice 2014.

2 Definition of Special Educational Needs

Children may have special education needs either throughout, or at any time, during their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014:

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

2.1 Learning Difficulty Definition

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.

2.2 Special Education Provision Definition

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, education provision of any kind.

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

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3 Philosophy

The school recognises every child's right to a broad and balanced education, which gives them opportunity to realise their full potential and make progress. We are committed to providing full access to the curriculum by ensuring high quality teaching and differentiation to meet individual needs and to address underachievement. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.

Children with SEND are welcome at our school. The school makes provision for children with a range of needs identified broadly by the four areas:

- Cognitive and learning;
- Communication and interaction;
- Social, mental and emotional health ;
- Sensory and/or physical.

We recognise that children may present with individual needs either within one of these areas or from across more than one of these areas.

Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in Education Health Care Plans.

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4 Aims

To ensure compliance with:

- The Children and Families Act 2014;
- The Special Educational Needs and Disability Regulations 2014;
- Equality Act 2010;
- Articles 12 and 13 of the United Nations Convention on the Rights of the Child.

To ensure that:

- 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;
- There are 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;
- There is early identification of special educational need;
- 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;
- All staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with send;
- Parents are able to play their part in supporting their child's education;
- Close and effective partnership between parents, schools and outside agencies;
- Children's views are valued and listened to.

5 Identification, Assessment and Provision

Provision for children with special educational needs and disabilities is a matter for the school as a whole. In addition to the governing body, the school's Head Teacher, the Special Needs Coordinator (SENDCO) and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

5.1 Assessment

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.

If the child already has an identified special educational need or disability, this information may be transferred from the Early Years setting and the SENDCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

5.2 Provision

In order to help children who have special educational needs and disabilities, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

The school will record the steps taken to meet the needs of individual children. The SENDCO will have responsibility for ensuring that the records are kept and available as needed.

If schools refer a child for an Education, Health Care Plan, they should provide the LA with a record of their work with the child, including the arrangements they have already made through the Pathway Plan.

6 SENDCO Role in Mainstream Primary Schools

The SENDCO responsibilities may include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- Advising on the graduated approach to providing SEND 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 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 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 SEND up to date.

7 Monitoring Progress

The school's system for assessing and tracking the progress of individual children identifies where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done.

This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills or behaviour.

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8 SEN Action

A child who is identified as needing additional support will access provision within 'waves'. These 'waves' signify types of provision and not categories of children.

The need for interventions may be much reduced when high quality teaching is matched well to the different but developing abilities and needs of pupils.

8.1 Wave Definitions

Wave 1	Is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
Wave 2	Is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.
Wave 3	Is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

When a class teacher or the SENDCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum.

8.2 Triggers for Intervention

The triggers for intervention through SEN Support will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCO may contact them if the parents agree.

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8.3 Roles and Responsibilities

The SENDCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme (IEP/Provision Map).

Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment;
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies;
- Access to LA support services for one-off or occasional advice on strategies or equipment.

9 Individual Education Plans (IEP) and Pathway Plans

9.1 IEP

Strategies employed to enable the child to progress will be recorded within a Provision Map/Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).

The Provision Map/IEP will only record that which is additional to, or different from, the differentiated curriculum (Wave 1) and will focus upon three or four individual targets that match the child's needs.

The IEP will be reviewed three times a year and parents' views on their child's progress may be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets. The Provision Map/IEP will be stored and maintained on the school network and updated by the class teacher, special needs assistant and the SENDCO.

9.2 Pupil Profile

For every child receiving SEN Support will be completed a One Page Pupil Profile. A One Page Pupil Profile is developed by bringing together contributions from the young person, their parents / carers, teachers learning support assistants. It aims to provide a rounded picture of child created to reflect the child's views & everyone's expertise. The profile considers; what the child considers that people like and admire about them; what makes them happy; how they feel they can be supported.

The Profile is to be used as part of a Pathway Plan; this is a document used when a child receives Wave 2 or 3 support and other agencies may be involved. The Pathway Plan documents the views of the pupil, parents/carers, teachers and professionals from outside agencies e.g. speech and language therapists, educational psychologists, social care, etc in stating the needs of the child and the provision the pupil will receive. The Pathway Plan is a working document where the action are planned, followed through and reviews on a regular basis.

At Worplesdon we are mostly able to meet the needs of children through SEN support. But sometimes a child needs a more intensive level of specialist help so this is when the local authority is asked for an assessment of a pupil in order to establish an Education, Health and Care Plan (EHCP).

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10 Education, Health and Care Plan

The parents/carers have the right to request an Education, Health and Care Plan (EHCP) assessment at any stage if they feel that their child's special educational needs cannot be met over time even if the school continues to take relevant and purposeful action as outlined above.

Where a request for an Education, Health and Care assessment is made to the Local Authority, then it needs to be supported by information about the child's attainment and rate of progress and evidence of the action taken by school as part of support for your child's special educational needs.

11 Partnership with Parents

The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents will be treated as partners and supported to play an active and valued role in their children's education.

A copy of the IEP will be given to the parents. This will normally be presented and discussed with parents at the termly Parents Consultation Evening. When a child is judged to merit being placed on SEN Support the parents will be informed and will also be given information about Special Needs provision and organisation. Parents will also be asked to contribute towards the One Page Pupil Profile and Pathway Plans

12 The Governing Body

The Head Teacher and the SENDCO 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.

13 Links to United Nations Convention on the Rights of the Child

Article Number	Description
Article 2 (without discrimination)	The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.
Article 3 (best interests of the child)	The best interests of the child must be a top priority in all actions concerning children.
Article 23 (children with a disability)	A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.
Article 28 (right to education)	Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.
Article 29 (goals of education)	Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.