



FOUR MARKS CE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Inclusion Statement

At Four Marks CE Primary School we value the abilities and achievements of all our pupils including our vulnerable learners. We are committed to providing the best possible learning environment through quality first, inclusive teaching which is differentiated and personalised to meet the needs of the children. We recognise that some pupils will have special, individualised needs, at some time during their school life and will require something additional to, or different from, what is provided for the majority of children. There are a wide range of difficulties which may lead to special needs. Needs may be both short or long term.

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take reasonable steps to provide effective educational provision.

The Children and Families Act 2014 states, a child has learning difficulties if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream schools.

We respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Aims

At Four Marks CE Primary School we aim to:

- Ensure that all pupils have access to a broad and balanced curriculum.
- Secure high levels of achievement for all.
- Remove barriers to learning and increase participation of learners with special needs.
- Provide a differentiated curriculum appropriate to individual needs and abilities, employing a range of teaching and learning styles (high quality, inclusive teaching).
- Provide a learning experience and environment that is creative, challenging, exciting, stimulating, relevant and forward thinking.
- Carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- Cater mainly for SEND pupils within the class, but recognise that some pupils may require specialised teaching which can be better provided within an individual or group situation away from the classroom.
- Make sure our pupils are involved in decisions made about them and their education.
- Promote children's self-esteem and emotional well-being and help them form and maintain worthwhile relationships.
- Work in partnership with parents and other agencies in the best interest of the pupils.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To make a clear distinction between underachieving and special educational needs.
- To work within the guidance provided in the SEND code of practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

- To work in co-operation and productive partnership with the local authority and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of vulnerable learners.
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will be responsible for the ongoing implementation of this policy.
- To provide accurate assessment of need and carefully planned programmes which address the root causes of any learning difficulties.
- To provide support and advice to all staff working with pupils who have special educational needs including well targeted continued professional development.
- To ensure access to the curriculum for all pupils.
- To ensure pupils with special educational needs have maximum opportunities to attain and make progress in line with their peers.

Identifying Special Educational Needs

Under the New Code of Practice 2014, special educational needs and provision can be considered as falling under four broad areas:

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

While the four categories of need broadly identify aspects of primary areas of needs for children, we recognise the importance of a range of other factors:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked-after child
- Being an adopted child
- Being a child of a serviceman/service woman

A Graduated Approach to SEND support

Quality First Teaching

Every teacher is a teacher of all pupils, including those with SEND and should be providing 'Ordinarily Available Provision'. Any pupils who are falling significantly outside the range of expected academic age related expectations will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties or barriers to learning. The pupils' class teacher will take steps to provide differentiated learning opportunities that will aid the pupils' academic progression which may take account of different resources, scaffolding techniques and approaches to learning. The SENDCo will be consulted as needed for advice and support and the teacher will complete a 'Cause for Concern' sheet outlining what has been tried so far, what the barriers to learning are and any other relevant information. The pupil is formally recorded on the school's 'Pupil Progress' record and provision is monitored and tracked by the SENDCo and Head teacher. Pupil progress meetings are used to track provision and monitor and assess the progress being made by all vulnerable pupils. All children in the school are tested termly on their reading, comprehension, spelling and maths. If a child falls below a standardised score of 78 for reading, spelling or maths they will be included on the intervention/support register and a provision map which is reviewed half termly. Parents are fully informed through an initial letter and termly IPM and they are encouraged to contribute and have meetings with their child's class teacher and/or the SENDCo.

SEND Support

The 2014 Code of Practice states that pupils who continue to cause concern despite targeted evidence based intervention will be placed onto the school Intervention register, once parents have been fully informed. These children are identified when their standardised scores fall below 78. The support provided for these pupils consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing process to enable the provision to be refined and revised. For higher levels of need, we may need to draw upon more specialist assessments from external agencies and professionals e.g. Speech and Language Therapist, Educational Psychologist, Physiotherapist etc. The majority of children with SEND or additional needs will have their needs met through Individual Provision Maps (IPMs), and the support of outside agencies, within the school setting. A minority of pupils' needs will require an Education, Health & Care Plan.

Educational Health and Care Plans

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which is requested by the school or parents. The Local Authority will conduct an assessment of Educational and Health and Social Care needs and, if the pupil is deemed to meet the requirement, a plan is then drawn up and the school will work to support all areas. The application for an EHC plan will combine information from a variety of sources including:

- Child (My story)
- Parents (Our story)
- Teachers
- SENDCo
- Relevant outside professionals

Managing Pupils' Needs on Intervention/Support Register

Assess

We clearly analyse the pupil's needs using class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupils views and where relevant, advice from outside professionals will also be considered. This analysis will require regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and are being overcome and that the interventions being used are developing and evolving as required.

Plan

Class teachers, in consultation with the SENDCo will plan the interventions and support that is required: Such details will be recorded on the intervention register. The targets for improvement and a clear date for review will be recorded on an Individual Provision Map (IPM). The child will be aware of the targets on their IPM and will work on these with the support of the teacher and Learning Support Assistant, and this will be shared with parents so they can support their child at home. The IPM will be shared with all staff that have contact with the pupil.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with Learning Support Assistants and/or specialist staff to plan and assess the impact of support.

Review

The testing and review process will evaluate the impact and quality of the support and interventions. It will, when appropriate, also take account of the views of the pupil.

Childrens' IPM folders will be collected in and monitored to look at the impact of the interventions and whether they are successful, or need changing.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice 2014 particularly with regard to the timescale set out within the process.

Training:

We aim to keep all school staff up to date with relevant training and development in teaching practice in relation to the needs of pupils with SEND. We gather information to help us identify what training is necessary. Staff are able to undertake the training they need to help them develop their knowledge and skills in the area of SEND. Training is provided in the following ways:

- Staff meetings
- In house training
- Job shadowing
- Visits/links to other schools
- Externally provided training events
- Participation in accredited training opportunities

We recognise the need to train all our staff on SEND issues. The school leadership team ensures that training opportunities are matched to school development priorities as outlined in the school improvement plan.

Resources:

Funding is from the main school budget, which includes a notional SEND element, plus targeted SEND funds agreed for individual EHC Plans. There is one large disabled bay outside the front of the school.

Roles and Responsibilities

Class Teachers are responsible for:

- Ensuring the safety and wellbeing of all pupils in the class
- Differentiating the curriculum to ensure access and progress for all pupils while maintaining cognitive challenge for all
- Liaising with the SENDCo to discuss vulnerable learners and which pupils require additional support
- Making sure the IPM is followed and annotated after each session
- Ensuring children have the opportunity to work on their IPM targets when in the classroom as well as when working with a Learning Support Assistant
- Encouraging children to develop self-help skills
- Managing Learning Support Assistants with regards to their interventions
- Managing resources and staff to ensure progress for all pupils
- Making sure that time when children are withdrawn from class is monitored to ensure curriculum entitlement is not compromised
- Assessing and recording progress to feed into whole school data
- Recording and reporting on progress to parents

SEN Learning Support Assistants are responsible for:

- Supporting the assessment of the pupils' level of need
- Delivering planned support and interventions to pupils
- Recording progress on IPMs in folders which can be transferred onto the School Intervention Register and Provision Maps

Mrs Catherine Amy Cox, **SENDCo** and Mrs Charlotte Dean-Hughes, **SENDCo** are responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Ensuring statutory responsibilities and duties as set out in Education Health Care Plans are met
- Ensuring pastoral needs of all children are met
- Coordinating the provision for pupils with SEND
- Deploying staff effectively
- Responding quickly to emerging needs and identify sources of support
- Liaising with and giving advice to fellow teachers
- Overseeing records of pupils with SEND, monitoring IPM folders half-termly, reviewing and assessing the impact of the interventions
- Monitoring the effectiveness of Quality First Teaching and interventions on vulnerable children, including leaning walks, scrutiny of planning, pupil interviews and work sampling
- Auditing how well the provision matches the need and recognising gaps in provision
- Liaising with parents/carers of pupils with SEND sensitively, to ensure they are kept informed and understand how to support the children with their targets
- Informing parents about Parent Partnership Services
- Involving children in decision making
- Making a contribution to INSET
- Maintaining an intervention register and provision maps for pupils with SEND
- Attending SENDCo Circle and other networking meetings and County SEN update meetings
- Organising support for those children with EAL, this is not a SEN but outside agencies may need to be involved to offer advice and resources
- Organising support for Travellers, this is not a SEN but outside agencies may be able to offer advice and resources
- Liaising with external agencies, LA support services, health, social services, CAMHS, EPs, Primary Behaviour Support, Outreach, Early Help Hub and voluntary bodies and carry out referral procedures. Invite relevant agencies to meetings when appropriate
- Induction for Parent Helpers
- Liaising with SEN Governor termly
- Addressing any areas of the School Improvement Plan required
- Implementing a programme of initial and review meetings for EHCPs, TPAs etc
- Chairing Review meetings
- Overseeing the smooth running of transition arrangements for children coming from pre-schools, other schools and for those moving to secondary schools and other schools, particularly those vulnerable children
- Keeping attendance records of all children and following this up with phone calls and letters if necessary
- Reporting to Head teacher and Governors

Mr Warren Glew – **Head teacher** is responsible for:

- Ensuring the safety and wellbeing of all pupils
- Coordinating the curriculum to ensure progress and accessibility for all
- Monitoring and evaluating the quality of teaching and learning for all pupils
- Having termly pupil progress meetings to monitor the progress being made
- Reporting on progress and achievement for individual pupils and producing case studies
- Managing the SEN budget and ensuring that the provision for pupils is met through the school's devolved budget and when necessary applying for further funding, making sure there is value for money in resources including Learning Support Assistants
- Liaising with 7AS and other local schools to share resources and spending where possible

- Deciding whether it is possible for the school to meet the needs of a child and where this is not the case due to significant, severe or profound needs, liaise with the parents and other agencies to find an appropriate alternative placement.
- Monitoring and reporting on progress and achievement for all pupils
- Contributing to the writing and updating of the Local Offer

Governors Role:

All governors are aware of their role and responsibilities with regard to the Code of Practice. The Governor with specific responsibility for Special Educational Needs is **Mrs Samantha Smith** who will meet regularly with the SENDCo to monitor and discuss school arrangements for SEND provision and budget delegation.

The Governors will:

- Have regard to the 2014 SEN Code of Practice when carrying out its duties towards all pupils with SEN,
- Secure that, where the 'responsible person' - the head teacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- Do their best to secure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Ensure that pupils with additional needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision. The efficient education of other children in the school and the efficient use of resources should not be compromised.
- Ensure parents are notified of a decision by the school that SEND provision is being made.

Mrs Catherine Amy Cox – **Designated Teacher for Looked After Children** is responsible for:

- The strategic responsibility for the inclusion of children who are adopted or in local authority care
- Ensuring that any Looked After Children have the same opportunities as other children
- Meeting the needs of Looked After Children who may have additional needs due to attachment issues, early neglect, separation and loss, trauma and unstable or many placement moves and making sure these barriers to learning are addressed so they have less effect on their educational outcomes and personal, social and emotional development
- Monitoring the progress of children who are 'looked after' to ensure that they have the best possible life chances and access to the full range of opportunities at school
- Ensuring any Looked After Children have access to the appropriate network of available support
- Checking that the statutory Personal Education Plan (PEP) is completed and reviewed termly (minimum of every six months)
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at termly or six monthly intervals, or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making
- Working with The Virtual School which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance and exclusions
- Attending network meetings and training relating to the role of Designated Teacher for Looked After Children
- Reporting annually to Governors
- Supporting CiC or PLAC

Storing and Managing Information

We record all the steps taken to meet pupils' special educational needs. The SENDCo is responsible for these records and for making sure they are made available to others who need them. The records kept for a pupil with special educational needs may include: information from previous schools, reports from outside professionals, provision map data, notes from class teachers and IPMs. All information is treated with the strictest of confidentiality.

Dealing with Complaints

The first point of contact should always be your child's current class teacher. All of our teachers are happy to speak to parents at the end of a school day, either informally or by prior arrangement. Also we have timetabled opportunities throughout the year for parental consultation meetings. Regular progress information is shared and a full school report issued at the end of the year. If you still feel concerned after having spoken to the class teacher then you can contact the SENDCo/Inclusion Manager(s). Should you still feel the matter is unresolved please see the complaints policy on the school website.

Reviewing the Policy

This policy will be reviewed annually in consultation with the SENDCo Team and Governors.

Date Agreed: September 2016

Reviewed: June 25

Next Review: June 2026