

STANWELL FIELDS C of E PRIMARY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITY



People responsible: Julie Perry (Inclusion Manager – including SENCO)
Jo Rixon (Governor with responsibility for Inclusion)

This policy will be reviewed: each Autumn term

Adopted by Governors:..... Date:.....

School Vision:

To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community

At Stanwell Fields we believe that every child has the right to equal access to quality education, regardless of gender, background, physical or emotional need, or ability. We believe that every teacher is a teacher of all children, including those with SEND, and we expect children with SEND to make the best possible progress and feel that they are valued members of the wider school community.

This policy has been written with the knowledge and collaboration of the whole staff and links with other school policies including:

1. Accessibility Policy
2. Admissions Policy
3. Anti-Bullying Policy
4. Safeguarding Policy
5. Equalities Policy
6. Looked After Children Policy
7. First Aid & Medicines Policy
8. Child Protection Policy
9. Behaviour Policy

The policy has been written to comply with the Special Educational Needs and Disability Code of Practice 2014.

Aims:

The school expects all pupils with SEND to meet the high expectations set for them based on their age and starting points. We will use our best endeavours to ensure that children with SEND receive the support they need to achieve these expectations, and we fully involve parents and carers of children with SEND in the process as part of our practice. Some pupils might require additional help at some point in their time at Stanwell Fields to help overcome a barrier to learning. Their programme of work will be planned by the classroom teacher in conjunction with school based specialists and outside agencies and may be delivered by Learning Support Assistants.

Key objectives:

1. To promote equal opportunities for all children whatever their gender, background, race or abilities.
2. To identify and provide for pupils who have special and/or additional educational needs/disabilities.
3. To operate a 'whole pupil, whole school approach' to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the Policy for Special Educational Needs and Disability. In this school the Inclusion Manager takes this responsibility.
5. To ensure a clear process for identifying, assessing, planning and reviewing provision for children with SEND, taking into account parents'/carers' views and those of the child as part of this process.
6. To develop effective whole school provision management of universal, targeted and specialist support for pupils with SEND.
7. To provide support and advice for all staff working with pupils with special educational needs.
8. To allocate resources that can be used flexibly to support all children's individual needs.
9. To put in place programmes of work (for classes, groups or individuals) that enable all children to make progress.
10. To operate a system of record keeping and regular monitoring of each child's progress.

Identifying Special Educational Needs and Disability

The SEND Code of Practice 2014 definition of special educational needs is:-

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The SEND Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need.

1. **Communication and Interaction** (This could include pupils on the autistic spectrum)
2. **Cognition and Learning** (This could include pupils with specific learning difficulties)
3. **Social, emotional and mental health difficulties** (This could include pupils with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder)
4. **Sensory and/or physical needs** (This could include pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI))

However, it is important to take into account that a child can have needs which do not fit into just one area. At Stanwell Fields, while having regard for these categories of need, we consider the whole range of needs and strengths of the child. This helps us match our provision to the pupil's need.

We are aware that slower progress and lower attainment does not necessarily mean that a child has SEN. We also look for pupils who may achieve in line with expectations for their age but who could have SEN. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEN. These include disability*, attendance at school, health, English as an additional language, being a looked after child, being in receipt of pupil premium or being the child of service personnel.

Where unacceptable or unusual behaviour is a concern we will investigate the underlying causes of the child's actions to discover the reason for this. Behaviour is not a need but a likely response to a need.

A Graduated Response to SEN support

At Stanwell Fields class teachers are responsible and accountable for the progress of their pupils. We provide three levels of support:

Wave 1

We believe that high quality teaching which is skilfully differentiated to support individual needs is the best first approach for all pupils. Specific strategies are recorded on each child's one page profile.

Wave 2

However, there are times when despite high quality class teaching, some pupils do not make adequate progress towards the desired level of outcome for that pupil. These could be pupils who are underachieving and need to make accelerated progress but may or may not necessarily be pupils with special educational needs. At this point, the class teacher will review the possible barriers preventing the pupil's progress. Parents, and where it is felt appropriate pupils themselves, will be invited to be involved in this process. Once the possible barriers to learning have been identified, appropriate short term interventions will begin. At this stage the pupil **may** be recorded on the SEND register under the category of SEN Support. Wave 2 interventions are recorded on the class provision map and collated onto the school's Provision map.

Wave 3

If a pupil is still not making expected progress in any area despite high quality class teaching and Wave 2 support, something different needs to be done. The class teacher and INCO will review all of the information gathered on the pupil and discuss the next steps with the parents/carers. The four stage process of: *assess, plan, do, review* described in the Code of Practice (see below) will be used to support the intervention programmes for each pupil. At this stage, the pupil will already be recorded on the SEND register under the category of SEN Support. Parents/carers will already be aware of the difficulties their child is experiencing through earlier involvement. All Wave 3 interventions are recorded on the class provision map and collated onto the school's Provision map.

**Many children 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’. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. SEND Code of Practice 2014*

The Assess, Plan, Do, Review Cycle

Assess

The class teacher and INCO will use the assessment data held by the school plus the teacher's own assessment information on the pupil to identify the pupil's needs. Parents/carers will be asked to contribute to this information gathering and assessment process.

Plan

Class teachers with/without the INCO will plan specific strategies (which may be supported by staff from outside agencies) to tackle the learning difficulty experienced by the child. We will involve parents/carers and, where appropriate, the pupil in this process. The combination of the One Page Profile and the Outcome plan

will set out the individual's targets and what intervention is to be used to enable the pupil to overcome their difficulty. Parents/carers will be given a copy of the One Page Profile and Outcome Plan on request.

Do

The pupil will work on the intervention at least weekly. Although the intervention may be delivered by a trained learning support assistant the class teacher is responsible for the progress the pupil makes. The adult running the intervention will keep records about the progress being made and will contribute to the review of the intervention. We will ask parents/carers to work with us to support their child's learning. We may ask them to do specific things at home and to keep in regular contact with us.

Review

At the end of the intervention period the pupil's progress will be assessed. Based on this, the class teacher, and INCO in consultation with parents/carers, will plan the next step. Outside agency advice will be sought if the pupil continues to show a lack of progress.

Education Health and Care Plans:

If, despite our best endeavours, a pupil does not make expected progress or the gap between the pupil's level of attainment and their expected level widens we will consider requesting an Education, Health and Care needs assessment in consultation with parents/carers.

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (Post September 2014) will have an Annual Review of their statement/plan.

Parents are also able to make applications for EHC Plans and all necessary information is available on the Surrey Local Offer website (link available on the website)

Supporting Pupils and Families

Please refer to our Local Offer and the Surrey Local Offer. Links to these are in the SEN section of the Parents section of our web site. Both explain how parents can access a range of support or the information can be found in the *Useful Links* section at the end of this document.

We aim to work in partnership with parents to achieve the highest possible outcomes for all children. The child and their needs must be at the centre of all decision making. Parents will be invited to participate in the planning and implementation of strategies to support their child from the earliest possible time. Where it is appropriate, the child may also be involved in discussions about their learning.

Monitoring and Evaluation of SEND

Half termly teacher assessments are completed for all pupils. These provide steps used by the Class Teachers and SLT to analyse progress and support needs. The INCO will, after receiving parental consent, and only when necessary, refer the child to a specialist. The school has established very good working relationships with outside agency professionals who not only provide initial assessments, but also conduct regular progress checks and attend reviews if appropriate. Each will provide advice to teachers to support teaching strategies, share their findings with parents and will also give INSET upon request.

Equal Opportunities:

All pupils have an equal chance to do well at Stanwell Fields irrespective of disability, gender, race, religious or social background.

The children at Stanwell Fields are educated so that they value others equally and treat others with mutual respect, tolerance and understanding, both within school and in the wider community.

We aim to offer excellence and choice to all our children, whatever their level of need. We have a high expectation of all our children. We aim to achieve this by the removal of the barriers to learning and participation. We respect the fact that children:-

- Have different educational and emotional 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.

We support our children in a manner that acknowledges their strengths. Wherever possible, we do not withdraw children from the classroom. There are times though, when to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

Accessibility Plan:

The School operates and reviews this plan which was required under the Disability Discrimination Act (1995) and has been updated in line with the Equalities Act (2010). The plan aims to increase access to the school for pupils with disabilities.

Disability Equality Scheme:

The school operates the three key duties towards disabled pupils, these being:-

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils

Training and Funding

Staff are trained in how best to support vulnerable learners in order to maximise their achievement. This is either through sharing good practice from within the school or through the use of external training courses which are relevant to the needs of the current cohort. Staff are encouraged to identify their own training needs in advance of receiving a child or group of children with SEN. The school's INCO regularly attends SENCo network meetings in order to keep up to date with local and national updates in SEND. The school is a member of Nasen (The National Association for Special Educational Needs) which is an education and development charitable organisation based in the United Kingdom which aims to promote the education, training, advancement and development of all those with special and additional needs.

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:

1. **Universal services and mainstream funding** which is the money schools receive to fund a school place
2. **Targeted support** – schools are expected to use allocated funding to meet the additional support needs of pupils who require this
3. **High needs funding or top up funding** is provided by the Local Authority where extra resources are required by a pupil as set out in their EHC plan (or Statement of SEND).

Roles and Responsibilities

Governing Body:

The school's Governing Body has an important statutory duty towards pupils with SEND.

In accordance with this, our governors:-

- In co-operation with the Headteacher and INCO, determine the school's general policy and approach to provision for children with SEND.
- Establish the appropriate staffing and funding arrangements.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those children with SEND by maintaining a general oversight of the school's work.
- Ensure that pupils with SEND join in the activities of the school together with pupils who are not identified as having any additional needs, so far as this 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. (Section 1:39)
- Have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs. (Section 1:39)

Inclusion Manager (INCO – including SENCO):

The INCO has over nine years' experience in the SENCO role and has a post graduate diploma in specific learning difficulties and literacy.

At Stanwell Fields the INCO is a member of the Senior Leadership Team. The INCO's role includes:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of resources, including teaching assistants, to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Being a key point of contact with external agencies
- Liaising with feeder schools to ensure a smooth transition for SEND pupils
- Ensuring that the school keeps the records of all pupils with SEND up to date
- To monitor the progress of pupils with SEND and to organise reviews of their progress and provision. This will include the 'Annual Review' procedure for pupils with a Formal Statement of Special Educational Needs/Education Health and Care Plan.
- To contribute to the development of a whole school policy for the management of behaviour.
- To train and support class teachers and LSAs in the teaching of strategies to children with SEND.
- Together with the Head Teacher, manage the SEN Budget.
- When appropriate, to attend interview procedures relating to the employment of staff.
- When appropriate, to attend Governors' meetings.
- To liaise with the SEN Governor.

Class teachers

At Stanwell Fields class teachers are responsible and accountable for the progress of their pupils. They differentiate work to ensure pupils of all abilities are challenged as they work towards ambitious targets. Class teachers work with the INCO to implement strategies which support the learning of pupils with SEND.

Learning Support Assistants

Learning Support Assistants are deployed to support the learning in school. They work alongside the class teacher and their work is planned and directed by the class teacher. Learning Support Assistants work with pupils of all abilities and are trained to run interventions for SEN pupils.

Transition:

There is close liaison between the INCO and the relevant Secondary Inclusion Manager/SENCo. This provides a good working relationship and opportunities to exchange resources to facilitate the smooth transition of our pupils to their next school.

SEND pupil records are transferred to the new class teacher at the start of each academic year.

Useful Links

Local Offer

Our Local Offer can be found on our web site through the Policies link.

<http://www.stanwellfields.surrey.sch.uk/send.html>

The Surrey Local Offer

<https://www.surreysendlo.co.uk/>

The Parent Partnership Service

This is an impartial, confidential and free service for parents of children with special educational needs.

<http://www.surreyparentpartnership.org.uk/>