

Prospect Vale Primary School Policy for SEN and Disability (SEND)



September 2019

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'All children and young people have a right to a primary education...'

(Article 28, The Convention on the Rights of the Child 1991.)

The policy for SEND takes into account The Education (SEN) (Information) Regulations 1994 and the Code of Practice (2014) on the Identification, Assessment and Provision for SEN.

The school has policies which encompass all areas of the curriculum and a cycle of planning, teaching, assessment and recording. These general arrangements take in a wide range of abilities, attitudes and interests. The majority of children will learn and progress within these arrangements.

Those who have difficulties and require **additional and different** provision may have SEN or Disability (SEND).

A child with SEND has:

- Significantly greater difficulty in learning than the majority of the children of the same age.
- A disability which prevents or hinders them from making use of the educational facilities provided for other children of the same age. Special educational provision is made **in addition to and is different from** the educational provision generally made for the other children in school of the same age.

Objectives

Pupils with SEND share with all pupils' entitlement to the greatest possible access to a broad, balanced and relevant curriculum which includes the Foundation Stage and the National Curriculum. This entitlement is an integral part of the school's Equal Opportunities Policy.

Staff with the support of the Inclusion Manager will:

- Identify at the earliest opportunity those children with a Special Educational Need or Disability.
- Provide a suitably differentiated curriculum to meet individual and diverse needs which enables all children to reach their full potential.
- Ensure that all children with SEND are encouraged, valued and accepted equally, regardless of their ability or behaviour.
- Recognise the importance of parental involvement in the identification, planning for, support and review of their child's needs. Pupils will, wherever possible, be involved in the review and setting of their new targets.

- Follow the SEN Code of Practice which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.
- Provide a thorough support plan for any child requiring learning support which is **additional to or different from** the differentiated curriculum.
- Review Support plans with parents and children each term. Reviews are held at least every term for SEND Support children. Half termly informal reviews are held where possible for children with an EHCP with a formal review annually.
- Seek the advice from outside agencies to support a child with a particular need.
- Request a Statutory Assessment when a child demonstrates significant cause for concern.

Identification

Children are identified as having special educational needs or a disability when the parent, class teacher, Learning support Assistant, Inclusion Manager or other professional adult in the school observes that:

- They have significantly greater difficulties in learning than the majority of children of the same age.
- They have a physical problem or disability which hinders them from making the same academic progress as their peers.
- They have emotional needs which may relate to out of school circumstances.
- They have social needs which impact on academic progress.

Pupils' needs should be identified at the earliest possible stage. Staff will monitor the progress of individual pupils through:

- Teacher observation and marking of daily work.
- Assessment records in reading, writing, numeracy and science.
- Development Matters in Reception and Nursery
- Phonics screening in Year 1
- End of Key Stage 1 Assessment in Year 2.
- Optional SATS years 3 – 5
- Use of assessment manager 7 to track – diagnostic assessment
- Additional assessment where necessary
- Support from external agencies and referral where necessary
- Discussion with parents/carers

Any concerns arising from this information will be shared between the class teacher, Inclusion Manager and parents/carers.

Advice and assessment may be sought from outside professionals. These include:

- The Educational Psychologist
- Speech and Language Therapist
- Specialist Teacher Advisors – Learning Support Services
- Occupational Therapist

- Behaviour Support Services
- Child Health Services – school nurse and family services
- Children’s Physiotherapy Department
- Inclusion Team
- HYMS
- Sensory Support Services
- Social Services

Provision

We aim to teach children with SEND in the classroom alongside their peers. Where appropriate, pupils will have the in-class support of an LSA (Learning Support Assistant). Pupils who require additional help and support may be withdrawn for individual or small group tuition by an LSA.

Resources, particularly those relating to staffing, are allocated according to:

- The child’s needs.
- Provision associated with the funding linked to special needs.
- A child’s Education Health Care Plan, if they have one.

Pupils’ individual needs will be provided for through graduated stages of SEND. These are:

Early Intervention

Initial Assessment

Pupils may experience difficulties in accessing the curriculum, although at this point they may not require additional support. Work will be differentiated to meet the child’s needs. Children will be monitored and after a term will be reviewed to consider if they need to move to a higher level of support. Teachers will inform parents of this initial concern.

SEND Support

When a pupil requires interventions which are **additional to or different from** the differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis through Quality First Teaching. The child’s needs are discussed with the school’s Inclusion Manager and with the child’s parents.

Provision is made through the implementation of a **Support Plan**. The targets within these plans will be created with the child’s involvement *where appropriate* and written in language simple enough for the child to understand. Parents will also input into the targets.

Teachers will discuss with parents that their child will be included on the SEND register the Support Plan will be signed by teacher, parents, child and SENCo this will be kept in cohort file centrally held.

If the needs of the child are such that they cannot be met through Quality First Teaching, then outside agencies will be contacted for advice or support. At this stage the Inclusion Manager and the class teacher, in consultation with parents, will ask for help from **external agencies** and the appropriate referral forms will be completed. The advice and support will be included in the Support Plan to ensure continuity.

Education Health and Care Plan

Where a child is unable to access the National Curriculum after internal and external help, the school, in consultation with the parents, will request a statutory assessment. If an EHCP is issued it provides a statutory framework which sets out the needs and provision for the child which must be formally **reviewed annually**. However, at Prospect vale, we endeavour to meet half termly where possible. The school will provide the support required to meet individual targets. This support might include specific hours for one-to-one work with the teacher or LSA, small group work and general class support all objectives and targets detailed in the statement will be listed on the Support Plan and the EHC Plan detailing strategies to achieve target and how the target should be assessed.

Emotional Mental and Social Difficulties

The school seeks to address behavioural difficulties early on, with children that are of a concern being monitored closely and teachers liaise with parents so that they have an understanding of what strategies will be used in school. Children will be placed on SEND Support with a Support Plan and provision map, in consultation with parents and the Inclusion manager. If a child's behaviour remains the same, then a referral to PBSS will be made and an Individual Behaviour Plan will be created to support the child. Children who need support in this area will participate in social skills groups, friendship groups and/or self-esteem groups. Children with persistent and long term problems may also have regular timetabled 1:1 sessions with the PBSS teacher. Regular reviews for these interventions forms part of our strategy to ensure intervention is appropriate to the individual.

Responsibilities of the Inclusion Manager:

The Inclusion Manager is responsible for:

- The day-to-day operation of this policy.
- Overseeing and maintaining the SEND register.
- Monitoring teaching and learning related to SEND.

- Oversee the work of LSA's across the school.
- Monitor children at SEND Support level and EHCP children.
- Ensuring that teachers are aware of the importance of identifying and providing for those pupils who have SEND.
- Liaising with and advising teachers and other members of staff.
- In partnership with other staff, liaising with parents.
- Contributing to the in-service training of all staff.
- Liaising with external agencies in order to meet the needs of children with SEND.
- Keeping up to date with current legislation and thinking regarding SEND and disseminating this to staff.
- Supporting LSAs through regular meetings.

Governors

The Governing Body will discharge its statutory duty towards pupils with SEND by:

- Doing it's best to provide the necessary provision for any pupil who has SEND.
- Evaluating the effectiveness of its policy and the provision it makes for pupils with SEND by visiting school to monitor provision.
- Ensuring the teachers are aware of the importance of identifying and providing for those pupils who have SEND.
- Having regard for the Code of Practice when carrying out their duties towards all pupils with SEND.
- Hearing complaints from parents of a child with SEND regarding the provision made for their child.

The governors, in consultation with the Headteacher, determine staffing and funding arrangements to provide for children with SEND.

One Governor is appointed to take particular interest in children with SEND. The Headteacher is responsible for the management and provision for children with SEND working closely with the Inclusion Manager, school staff and other agencies.

Admission Arrangements

Pupils with SEND who have already been identified are admitted to school provided the Headteacher, in consultation with the Governors, is satisfied that there is a suitable placement and the child's needs can be appropriately met within the funding available. Adequate support must be available both to provide an effective education for the pupil with SEND and to maintain the efficient

education of the other children in the school. Requests from parents to visit the school are welcomed and considered essential before any placement is finalised.

Partnership with parents

We believe that parents should have knowledge of their child's entitlement within the SEND framework.

Parents are kept well informed about the SEND of their child through:

- Parent/teacher consultations where they have access to information, advice and support concerning their child's progress and any related decision making process about SEND provision.
- Explanation of the stages of SEND.
- Co-producing targets on their child's support plan, ensuring the parent are given a copy.
- Annual reviews for children with an EHCP.

The parent/teacher partnership is important. There is an expectation that parents will support staff by working with their child at home.

Complaints procedure

Occasionally there may be a difference of opinion about the provision that is being made for a child and the views of the parents/carers of that child. Parents/carers of children with SEND and the school should work together to try and resolve these difficulties. If this does not solve the problem then the parent is welcome to discuss their views with a member of the Governing Body. Parents/carers should ask for the school's complaint policy which describes the correct procedures and the next action to take.

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