



Horton Mill Community Primary School

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

and

GUIDELINES

SENCo - Gilli Garvey

Reviewed: September 2014

POLICY STATEMENT

At Horton Mill Community Primary School we believe that all children are individuals and we value their uniqueness.

We also believe that each child has the right to a full and appropriate curriculum, in a supportive learning environment, to enable them to achieve to their full potential.

We recognise that the class teacher has ultimate responsibility for the children within their class and that every teacher is a teacher of every child, including those with a SEN.

Some children may experience a special educational need of a particular kind or may indeed experience a range of complex needs. (See appendix for PLASC codes.)

Such needs may require additional support or opportunities for differentiated learning to enable the child to access all areas of the curriculum.

The following policy works within the guidance provided in the Special Educational Needs and Disability Code of Practice - September 2014.

Aims

We aim to:

- **ensure that colleagues are aware of the procedure for identifying children with special educational needs and/or disabilities, including those that may be 'able and talented' and that these needs are identified early**
- **provide effective support within school to meet a child's specific needs through a modified or differentiated curriculum**
- **provide a physical environment which accommodates all children**
- **work in partnership with children, parents/carers and special education professionals**
- **hold regular meetings to discuss children whose needs have been identified in order to monitor their progress and agree outcomes and actions to achieve these outcomes**
- **address the issue of special educational needs and/or disabilities in all our school policy statements**
- **ensure that children experiencing special educational needs are considered when areas of the curriculum are resourced**

Special Educational Needs Provision

- Early identification of a special educational need is essential to enable a child to receive the appropriate support. Identification will be informed by our cycle of observing, planning, teaching, and assessment or 'assess, plan, do, review'.
- The SENCo coordinates the day to day provision of education for children with SEND and works with the class teacher and teaching assistants in following the 'assess, plan, do, review' cycle.

The Assess, Plan, Do, Review Cycle

1. Cause for Concern

- When an initial concern is raised regarding a child, the child is monitored for up to a term by the class teacher and SENCo and may access a differentiated curriculum or receive a low level of extra support within class.
- For some children, the need may be temporary and addressed at this level by High Quality Teaching.
- For other children a greater level of support/differentiation may be necessary. At this point, the child would be added to the SEND register and further discussion with the parents/carers would take place.

2. Single SEND Category

- School's and the parents'/carers' concerns are shared and through this discussion, desired outcomes will be agreed for the child, which will lead to actions being set in order to achieve the outcomes.
- Through analysis of the child's barriers to learning, the child will access appropriate intervention strategies/ a differentiated curriculum and /or support from a range of skilled adults within school.
- The special provision made for the child and the child's individual plan are recorded initially on a class provision map, followed by an integrated assessment plan where necessary.
- The class teacher remains responsible for the day to day planning and assessment for the child, supported by the SENCo and other support staff within the school.
- The child's progress is monitored termly, in line with the rest of the children in the class, and the effectiveness of the provision is evaluated. If the child is still not making 'adequate' progress or experiencing barriers to their learning, it may be necessary to seek the advice of an outside agency.

Adequate progress can be defined in several ways, i.e. Progress which:
(from CoP Sept 2014)

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Outside Agencies

- Parental/carer's permission will be sought to gain advice from any outside agency.
- An outside agency could be Educational Psychology, Quality and Effectiveness Support Team, Speech and Language Therapy, Hearing /Visual Impairment Service, Child and Adolescent Mental Health Service, Paediatrics, Special Schools' Outreach, the Pre-school Special Needs Service, etc.
- The outside agency, in consultation with the SENCo, will consider the strategies used to address the child's needs so far and offer further advice to support the child.
- Some kind of formal assessment may need to be carried out at this stage by the external agency.

Advice from an outside agency is sought when, despite receiving an individualised programme and/or concentrated support (that is 'additional to or different from' high quality teaching), the child:

- continues working at levels below that expected of children of a similar age and makes little or no progress in specific areas
- has emotional, social or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class, despite having an individualised management programme
- has sensory or physical needs, and requires additional regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Person Centred Review Meetings

- If a child continues to have a special educational need and/or disability, despite appropriate intervention strategies being accessed, a person centred review meeting takes place with the school, the parents/carers and any outside agencies that the child and the parents wish to include.

- As a result of the meeting, a set of outcomes for the child is agreed and actions to achieve the outcomes are put in place. These could be short, medium or long term.

Integrated Assessment Plan:

- The person centred review meetings allow the partnership of school, child, parents/carers and other professionals to agree a plan to meet the child's needs, which will evolve into an Integrated Assessment Plan.

5. Statutory Assessment:

When submitting a request for statutory assessment, school provides evidence of the interventions and support for the child, that despite being continued over a reasonable period of time, have had limited success. This includes:

- the school's action to support the child before and whilst on the SEND register
- levels in literacy and mathematics
- a record of review meetings and their outcomes
- the child's Integrated Assessment Plan
- reports regarding the child's health where relevant
- educational and other assessments e.g. Educational psychology reports
- views of the parent/carer and of the child
- involvement of other professionals, including social services or education welfare services

Whilst statutory assessment is being made the child will continue to be supported within school.

Parents/carers can also make a request for an assessment if they believe that their child has needs which are not being met through school based intervention. The Local Authority will inform the parents/carers and school if a statutory assessment will be made within six weeks of the request, having considered the evidence seen.

Education, Health and Care Plans

Relevant legislation - Sections 36-50 of the Children and Families Act 2014

Regulations - The SEND Regulations - 2014

The SEN (Personal Budgets) Regulations 2014

(CoP - Sept 2014)

- A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for

SEN provision to be made for the child or young person in accordance with an EHC plan. (CoP - Sept 2014)

- Parents/carers have a right to state their preferred school.
- When a child is issued with an EHC plan, the SENCO coordinates a review meeting to discuss the outcomes and ongoing actions within the plan.
- EHC plans are reviewed annually with the participation of parents/carers and relevant professionals and a report is sent to the authority. School monitors the child's progress towards the outcomes on a termly basis.
- We follow guidance and procedure as set out in the document - Special Educational Needs- Code of Practice Sept 2014.

Allocation of resources

- A priority list is made of the children on the SEN register dependant on their level of need. Children with a statement or EHC plan being the first priority, then children within the single SEND category follow.
- The children with statements/EHC plans are allocated appropriate support to meet the requirements of their statement/plan. This may be in the form of one or more adults for 1:1 or small group support. It may also be in the form of specialist equipment or access to certain interventions.
- The allocation of support is then made based upon the level of need and the appropriate interventions for the specific children.

Appendix

PLASC Codes:

Cognition and Learning:		Sensory and/or Physical Needs	
Specific Learning Difficulty	SpLD	Visual Impairment	VI
Moderate Learning Difficulty	MLD	Hearing Impairment	HI
Severe Learning Difficulty	SLD	Physical Disability	PD
Profound and Multiple Learning Difficulty	PMLD	Multi-sensory Impairment	MSI
Communication and Interaction:		Social, Emotional and Mental Health Difficulties	SEMHD
Speech, Language and Communication Needs	SLCN	Other	
Diagnosis of Autistic Spectrum Disorder	ASD		

EAL (English as an Additional Language)/SEN:

- We recognise the difference between an EAL need and a special educational need.
- If the child's needs are not met through our high quality teaching, further assessment is carried out, e.g. Home language assessment, referral to SALT, advice from QEST, etc. We then decide whether the need is EAL or SEND.
- Children entering the Foundation Stage and newly arrived children are given time to settle and become immersed in the language spoken in the Nursery setting/ classroom, before assessment is carried out and the possible identification of a special educational need.

Inclusion:

- All children who have a special educational need have access to a differentiated or modified curriculum relevant to their stage of development alongside all the children who do not have a special educational need. If necessary, withdrawal from class will be within a small group, unless a specific 1:1 intervention is being carried out, e.g. Support from the Hearing Impairment Service.
- All children are encouraged to take part in extra-curricular activities regardless of need and where necessary, the activity is

modified or the child is supported, unless it is deemed unsafe for the child to participate.

- Access to the school has been modified to assist or increase access by those children with a physical disability, eg. Ramps to the outside doors, layout of classrooms that have a disabled child within the class, etc.

Transition:

- Transition between classes /key stages /new schools is carefully planned for those children with a special educational need, including visits to the new classes, communication with the new teacher, social stories about the new class, etc.
- Children entering nursery with a special need that has been identified prior to their arrival, are visited at home by the nursery teacher and the SENCo before they are due to start nursery. The SENCo works with the Pre-school Special Needs Service and Health Visitors to plan the child's transition into nursery. A closure meeting between Pre-school SEN and school is then carried out in the first term that the child is in nursery.

Training:

- Through the process of Performance Management for teachers and 'Job Chats' for teaching assistants, individual training needs are identified. The SENCo signposts staff to relevant courses.
- Whole school training is organised by the SENCo as the need arises.

Governors:

- School complaints procedures are followed in the event of a complaint being made regarding a child with SEN.
- Regular reports are made to the governing body regarding the effectiveness of the provision for children with SEN. There are named governors on the SEN committee.