

THE FEDERATION OF SHEVINGTON COMMUNITY PRIMARY SCHOOLS

Policy for Special Educational Needs & Disability

2017-2018

Agreed by members of teaching staff and
approved by School's Governing Body September 2015
To be reviewed annually.

POLICY STATEMENT FOR THE TEACHING OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AT THE FEDERATION OF SHEVINGTON SCHOOLS

This document outlines the school's philosophy regarding the teaching of children with special educational needs and disability (SEND). The policy was formally drawn up by the Inclusion Manager after a review of current provision and with regards to the revised Code of Practice.

Parent, Governors and staff have been consulted with regards to this policy. This policy has been agreed by members of the teaching staff and approved by the Federation governing body.

It will be reviewed annually.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (11.6.2014).

The Inclusion Manager (SENDCO) for the Federation is Mrs G Smith. She can be contacted via the school offices:

- Millbrook – 01257 404552
- Shevington Vale – 01257 253559

The designated Governors with responsibility for SEND are Mrs Cath Aspey and Mr Tom Frost.

1 AIMS

To promote the inclusion of all children thereby ensuring full access to the curriculum. To enable Children with SEND to have the opportunity to develop to their full potential with the guidance and support of their class teacher, the Inclusion Manager, teaching assistants and the Targeted Education Support Service, this is currently offered via Wigan Local Authority. We work in close consultation with parents.

2 POLICY DEVELOPMENT

This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with SEND, whilst aiming to provide the entitlement of access to a full and balanced curriculum, including the National Curriculum. It follows the guidance set out in the Code of Practice (June 2014).

3 DEFINITION OF SEND

A child or young person has SEND if they have a learning difficulty or disability which call for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of

the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disability is defined as “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’. Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

The Special Educational Needs (SEND) Code of Practice for 0 to 25 years identifies four broad areas of Special Educational Needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotion and mental health difficulties
4. Sensory and/or physical needs

(See Appendix A for definitions and interventions)

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- The views, wishes and feelings of the child or young person, and the child’s parents
- The importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Partnership with Parents

Parents play an integral part in the development of SEND provision within the school.

They will be involved in the process throughout by:

- ◆ being informed of any initial move towards SEND for their child as soon as any concern is recorded in school;
- ◆ forming a partnership with the school by being involved in their child's individual action plan for SEN;
- ◆ regular meetings with class teacher/Inclusion Manager both formally (Parents' Evening) and informally (open invitation) to receive progress reports on their child;
- ◆ having an opportunity to express their views at any reviews which take place;
- ◆ playing an integral part in any home/school programme for their child.

Parents who require additional advice or support can contact the SEND Information Advice and Support (SENDIAS) Services either via the website www.wigan.gov.uk or by telephone 01942 426131/364441.

Admissions

Children with SEND are admitted into school in accordance with the whole-school admissions policy (See Admissions Policy)

4 HIGH QUALITY TEACHING

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

- Teachers are responsible and accountable for the progress and development of the Pupils in their class, even where pupils access support from teaching assistants or Specialist staff
- High quality teaching, differentiated for individual pupils, is the first step in responding to Pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching
- The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

School leaders and teaching staff, including the SENDCO, identify any patterns in the

identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Identification

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement, between the teacher, SENDCO and parents, about the SEN support that is required to support the child.

Identification within the pre-school settings

Pre-school staff work closely with parents and the Early Years Inclusion Team at Wigan LA. Parental consent is always obtained prior to any consultations. When concerns are raised about a child's development, a senior member of staff attends an IPM meeting with a member of the Inclusion team. Decisions are then made around the best provision for the child. This may result in some additional funding during the pre-school year and may continue into the child's reception year at school.

Any child identified as having SEND, will be reviewed each term with a variety of agencies involved in the review, and always including the parents.

Graduated Response

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4 part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

1. Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENDCO will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and a clear picture of the interventions put in place and their effect is developed.

2. Plan

Where it is decided to provide a pupil with SEN support, the parents **will** be formally notified. The teacher and the SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system, including the provision maps and individual record sheets.

Individual Learning Plans will be used to record the agreed objectives for the child, along

with the support they will receive.

3. Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO lead will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.

The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will be provided, through meetings with the class teacher and SENDCO, clear information about the impact of the support and interventions provided, and involve them in planning next steps.

Provision

Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. Individual Learning Plans set out the objectives that will be addressed and expected outcomes from the support are identified on the provision maps and these are evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach.

Provision maps are used within school as an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

The level of need will be identified through a 'Wave Approach'.

Wave 1 = Quality first teaching.

Wave 2 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will usually be provided in groups with children who have similar needs.

Wave 3 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will be 1:1 and provide more intensive support designed to meet the child's SEN needs.

Nurture Room

At each school we have a Nurture room which is there to provide support to those pupils who have social, emotional and mental health issues. The Nurture sessions focus around developing particular skills and providing children with a safe, nurturing, confidential forum to express their feelings and emotions.

Involving Parents / Carers

Where a pupil is receiving SEND support, we will meet with parents at least 3 times a year (termly) to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and ourselves as the school. We readily share information with parents regarding the provision that their children are receiving, ensuring that we provide this in a format that is accessible for the parents, for example, a note setting out the areas of discussion following a regular SEND support meeting or

tracking data showing the pupil's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and any discussions and agreements will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Specialist service support can come from a wide variety of sources, including:

- Outreach Service
- Start Well
- Visual Impairment services
- TESS Team (Targeted Educational Support Service)
- CAMHS
- Educational Psychologist
- Occupational therapists
- Physiotherapists
- Speech and Language

In order to secure the involvement of these specialist services, referrals are made, with the consent of the parents.

Education, Health and Care Plan (EHCP)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care needs assessment. Parents also have the right to request an EHC assessment.

When making an education, health and care assessment local authorities must consult the child and his or her parent, or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request. Local authorities must also gather advice from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

Once finalised, it is the named School and Local Authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents and other professionals who may be involved.

Requesting a personal budget

- A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan where the parent or young person is involved in securing that provision.
- Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan
- Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate
- Parents views must be considered when deciding how the money will be spent.
- The provision to be delivered through a personal budget will be set out as part the provision specified in the EHC plan
- The personal budget can include funding from education, health and social care

Transition Arrangements

When a child moves onto the next stage of their education, or moves school at any point during their school life, planning and preparation for the transitions will take place. To support transition, the school will share information with the school or other setting the child or young person is moving to. Schools will agree with parents and pupils the information to be shared as part of this planning process.

The Role of the Inclusion Manager

The key responsibilities of the Inclusion Manager include:

- overseeing the day-to-day operation of the school SEND policy
- co-ordinating 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 of School 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 school keeps the records of all pupils with SEND up to date.

Complaints Procedure

The Federation Schools have an existing complaints procedure which incorporates any avenues concerning Special Educational Needs.

SAFETY

Health and Safety issues will occur regularly throughout the programmes of study. In their planning of practical activities staff will need to anticipate likely safety issues. They will explain any reasons for safety measures and discuss any implications with the children where possible.

The Wigan LA Health and Safety Policy and Safety Manual are also available in the staff room.

CONFIDENTIALITY STATEMENT

- Staff members and Governors of the Federation schools, have a statutory obligation to safeguard personal and confidential information about children and colleagues
- All information about individuals is private and will only be shared with the staff that need to know.
- All personal information is held in a safe and secure place which cannot be accessed by anyone other than specified school staff.
- Staff members are aware that any breach of confidentiality may be a matter for disciplinary action

- Children have the same rights to confidentiality as adults. However under child protection procedures, children are told that, in exceptional circumstances, some information may need to be shared with parents / carers or other people.
- Parents are informed through our Fair Processing Notice about the level and range of data that is shared and the agencies with whom it is shared and their right to consent to disclosure.
- Parents / carers may request access to information on behalf of their child.
- Further details can be found in our Confidentiality Policy which can be obtained on request from the school office.

