



**Clinton Primary  
School  
Policy for  
Special Educational  
Needs and Disability**

Reviewed March 2018

# Clinton Primary School

## Special Educational Needs And Disability Policy Statement

### School Vision

**Learning Together**

**Opening Eyes**

**Building Community**

**Reaching for the Skies**

### Ethos and Aims

At Clinton we believe in providing an inclusive, safe and secure ethos within which all children, from all backgrounds can thrive and reach their personal and academic potential, no matter what their starting point. For children with SEND we recognise that this means listening to the views of parents and the children themselves and gaining excellent professional expertise. This helps us create the best environment and learning activities we can, tailor made to their needs as far as is possible. We aim to create a climate where diversity is celebrated and where children's self esteem and confidence remains high no matter the challenges they face in their learning and wider lives. We wish their school experience to be broad and unimpeded by lack of access due to their specific needs or disabilities.

At Clinton Primary School the Special Educational Needs and Disability Provision set out in this policy is available to all pupils.

### **Objectives of the School's SEND Policy**

- To enable all of our children, no matter what their specific needs, to reach their potential.
- To develop high levels of self esteem and confidence in children with SEND.
- To ensure that children that have SEND, have access to a broad, balanced and relevant curriculum through differentiation in order to meet their individual needs.
- To ensure early identification through assessment and parent partnership for any child who have special educational needs and/or a disability.
- To empower and enable all staff to play a part in identifying SEND pupils and subsequently to make the best provision for them.
- To make provision within, and where necessary, outside the classroom environment that enables good progress and a happy school experience.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To foster an effective parent partnership in developing and implementing a joint learning approach at home and school, seeking and take into account the views of the child and their parents or carers.
- To meet the requirements of the SEND Code of Practice (2014).

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

### **Definitions**

The Code of Practice 2014 states the following as a definition of Special Educational Needs: A child or young person has SEND if they have a learning difficulty or disability which calls 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.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught. The SEND Code of Practice 2014 outlines the following as broad areas of need for which additional SEND support may be necessary:

### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, empathy and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as 'Attention deficit disorder', 'Attention deficit hyperactive disorder' or 'Attachment disorder'.

### **Sensory and/or physical needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational environment, facilities and activities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

### **Identification and Assessment**

Early identification of children with SEND is vital in order to ensure children are getting the provision they need to thrive. Sometimes children will come into school already on the SEND register but often the identification will occur at Primary School.

Class teachers use diagnostic assessment as part of their daily teaching in school and one way a child may be identified as needing more tailored provision would be observation of their difficulty to interact fully, to access activities or to learn and at a good rate, despite the typical differentiation put in place.

Summative judgements about attainment and progress are made periodically and pupil progress is tracked in order to identify any cause for concern. This provides another opportunity for the class teacher, or senior leaders including the SENDCo to identify children with SEND.

At the point where a concern is raised, teachers and senior leaders will work together to put in place strategies and activities in and out of the classroom, speaking with parents to gain views and support with particular targets at home. If difficulties remain then it is likely that the child will be added to the

SEND register, specialist support can be sought, and the best provision made. An Individual Educational Plan (IEP) is drawn up for the pupil, in consultation with the pupil's parents/carers.

Individual Educational Plans will be reviewed each term, in consultation with class teachers, SEND support lead and parents/carers. The school wants parents/carers to be active participants in pupils' education.

The SEND senior manager will update the school's SEND register termly.

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes. Pupils in KS2 will be invited to attend both IEP reviews and Annual Reviews, where appropriate.

## **SEND Provision**

Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place. The school will follow the Assess, Plan, Do, Review model highlighted in the 2014 Code of Practice to ensure that this provision both meets the needs of the individual child, is having the desired impact and remains relevant to the child.

Children identified as having SEND will have their needs met through various 'waves' of support at school. Pupils benefitting from a significant amount of such support will be referred to as receiving 'SEND School Support'.

Wave 1:

Within lessons, teaching is tailored to meet the needs of SEND children through effective differentiation throughout. This may involve adapted activities, additional resources or adult support in order that the child can access the lesson fully.

Wave 2:

A child with SEND may also participate in additional learning opportunities through intervention sessions as part of a group, often out of the classroom, to supplement in class learning. Here, targets are set and learning opportunities provided to enable a child or group of children to make progress in specific areas. These interventions are reviewed regularly, with progress monitored very closely.

Wave 3:

Where necessary the school will work with outside agencies or specialists to support the learning of a child with SEND. The school benefits from the support of a range of partners, including external support services Educational Psychology Service, Health and Children's Services. Where this support is accessed it may be necessary to implement a tailored personal support programme for an individual, which may be implemented as adaptations to daily class lessons, through group support within or beyond the classroom or through individual 1:1 adult led sessions in school.

Permission from parents or carers will be obtained before liaising with external support services.

## **Education, Health and Care needs assessments and plans**

Where a request for statutory assessment (formerly referred to as a Statement of SEN) is made by a school to the LA, the child will have demonstrated significant cause for concern.

The LA will seek evidence from the school that the child in question has been supported for a reasonable amount of time without successes and that a number of strategies have been put in place. The LA will also need clear information about the child's progress over time, documentation relating to strategies in place to deal with the child's individual needs including and special resources and arrangements that are put in place. Reports from any external agencies involved with that child will also be requested.

The LA will decide whether an Education, Health and Care plan is necessary or whether the child's needs can be met through additional SEND support within school. As a school we will liaise with parents throughout this process.

The purpose of an EHC plan is to make special educational provision to meet the needs of the child, to secure the best possible outcomes for them across Education, Health and Social Care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child ;
- provide a full description of the child's special educational needs and any health and social care needs;
- establish outcomes across Education, Health and Social Care based on the child's needs and aspirations;
- specify the provision required and how Education, Health and Care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

Where an EHC plan is issued, the local authority will consider how best to achieve the outcomes sought for the child. The plan will show how Education, Health and Care provision will be co-ordinated wherever possible to support the child to achieve these outcomes. The school and other agencies must demonstrate that they are working towards the outcomes highlighted in the plan and can evidence the impact of this support on the child's attainment and progress.

The provision set out in a pupil's EHC plan will be closely monitored by the school SENDCO and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

The purpose of the review will be to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHC Plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENDCO of the receiving school should be invited to attend the final annual review in primary school of pupils with EHC plan, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

### **How pupils with SEND are integrated into the school as a whole**

We seek to be an inclusive school by:

- using the SEND review procedures to identify any barriers to learning in the way of the pupil and plan appropriate and reasonable action;
- ensuring that all pupils have appropriate learning targets;
- valuing the diversity of our pupils of which SEND are a part;
- looking for opportunities within the curriculum where children can be encouraged to embrace difference and to learn about equality in relation to SEND issues;
- seeking to make provision for SEND within routine class arrangements wherever possible;
- seeking opportunities for pupils with SEND to work with other pupils;
- encouraging pupils with SEND to play/socialise with other pupils;
- ensuring children with SEND have access to all aspects of learning, including encouraging them to take part in extra curricular activities.

### **Staff Responsibilities**

Our aim is to develop a team approach to SEND provision.

Charanjit Guram SEND Senior Manager is responsible for:

Ensuring the quality of our SEND provision through:

1. Holding the strategic overview for the development of SEND.
2. Embedding national and local changes.
3. Policy development.
4. Ensuring team roles are clearly established.
5. Providing mentoring for members of the team;
6. Implementing the recommendations of the SEND review.
7. Through action planning and monitoring, ensuring provision (including teaching of TAs) for children with SEND is of a high quality.
8. To provide feedback to all teachers AND TAs, following this up in order to ensure progress.

Hazel Jackson Lead SENDCo is responsible for:

1. Managing SEND provision for specific cases, including meetings with professionals and dissemination to class teachers and TAs.
2. Reviewing success of IEP targets and setting of new ones.
3. Reviewing success of provision regularly with class teachers.
4. Gaining views of parents and children in order to strengthen provision.

Ali Mclester is responsible for:

1. Managing FSM group, getting to know their strengths and weaknesses, ensuring their provision is ALWAYS effective.
2. Ensuring the SEND needs of those entitled to FSM are met, managing their IEP targets and provision.

Sarah Jones is responsible for:

1. Managing SEND provision for specific cases, including meetings with professionals and dissemination to class teachers and TAs.
2. Review success of IEP targets and support with setting new ones.
3. Review success of provision of regularly with class teachers.

The role of the class teacher:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including 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 SEND.

All teachers are teachers of children with special educational needs. Teaching such children is the responsibility of all class teachers.

- The class teacher should be involved in the development of the schools SEND policy and be fully aware of the schools procedures for identifying, assessing and making provision for pupils with SEND.
- They should assist in the identification of children with special educational needs and seek advice where necessary.
- To ensure that work is suitably differentiated for ALL pupils.
- Ensuring appropriate intervention strategies are in place and sufficient records are kept.
- To be responsible for involving pupils and their parents/ carers in the SEND process within school.

## **The Allocation of Resources to and amongst pupils with SEND**

The Governing Body, in consultation with the Head teacher, sets the overall budget available to meet special educational needs taking account of:

- income received specifically for children with SEND;
- income received for Pupil Premium, where children are entitled do have special needs;
- analysis of the progress of children with SEND;
- evaluation of resources available teaching children with SEND;
- guidelines for recommended spend within Statements and EHC plans;
- other budgetary pressures on the school;
- the resources identified (but not earmarked) for SEND within the individual school budget;
- the availability of additional grants to the school;
- priorities identified in the SIDP.

## **Monitoring**

The lead SENDCo will meet class teachers to monitor pupil progress termly. This process will be supported by reference to the classroom SEND Purple Folders. These folders contain updated IEPs and formative records of SEND pupils progress.

The SEND senior manager and lead SENDCO will monitor the progress made by pupils with SEND each term and report progress to the senior management team.

The SEND senior manager will observe class teachers and monitor planning for differentiation.

The SEND senior manager will monitor interventions each term across the broad areas of need through observation and pupil interviews.

### **Arrangements for Partnership with Parents**

The concept of parents as partners is central to the SEND Code of Practice (2014).

At all stages of the special needs process, the school keeps parents fully informed and involved, any difficulties are made known to parents at the earliest stage. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the IEP targets at home. We encourage parents to make an active contribution to their child's education.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information;
- sharing of assessment and planning information through IEPs;
- open door policy for parents/carers;
- discussing with parents/carers options when pupils leave school;
- meeting the parents/carers of prospective new pupils to the schools to discuss SEND support.

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0- 25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally. The Local Offer can be accessed via the Local Authority website.

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'. The school website contains a copy of the Special Education Needs Information Report.

### **Criteria for Evaluating the Success of the SEND Policy**

The following criteria will be used:

- the number of pupils with special educational needs attaining specified levels in National Curriculum assessments;
- the measureable impact of planned programmes of intervention and support against success criteria;
- evidence of appropriately differentiated work;
- INSET time allocated to staff development with reference to special educational needs;
- the proportion of parents attending or contributing to reviews and consultations;
- recommendations by external agencies are acted upon and incorporated into the curriculum;
- children are confident and well motivated and are making measurable progress through evaluation of success with IEP targets;
- parents responses to SEND review meeting, questions in IEP and Annual Review cycle.

**We are committed to meeting formally with parents each term as part of our regular self evaluation, ensuring the aims and objectives of our policy are met.**

**Review of the policy will be done in collaboration with the SEND link governor and outcomes reported to the governing body.**

**Arrangements for Considering Complaints about the SEND Provision within the School**

In the first instance, complaints should be taken up with school staff directly concerned. If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- arrange a joint meeting with complainant;
- undertake further investigations;
- seek the involvement of external agencies;
- take action to address the complaint;
- advise parents of the school's complaints procedure.

***C GURAM ( Senior SEND manager) March 2018***

**Signed \_\_\_\_\_ (Headteacher)**

**Signed \_\_\_\_\_ ( Senior SEND manager)**

**Signed \_\_\_\_\_ (Chair of Governors)**

**Date Ratified by Governing body: \_\_\_\_\_**

**Date of next review: March 2018**