



Special Educational Needs and Disability (SEND) Policy

Introduction:

At Downview Primary School we recognise that our children have a variety of needs and aspirations. We are committed to the inclusion of all children in a broad and balanced curriculum, made accessible through differentiated activities and reasonable adjustments to our teaching and learning environment. As a school we use our very best endeavours to offer high quality teaching which is differentiated and personalised for all children and in addition high quality special educational provision - that which is additional to or differentiated from what is provided to all - for those who need it. The needs of a significant minority of the children require consideration beyond that given to other children (a Special Educational Need including ASC -Autistic Spectrum Condition). Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability Code of Practice 2014) and further guidance is provided by both the Government and the Local Authority.

Aims:

- To ensure that all children have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the early identification of children requiring SEND (including ASC) provision and early intervention to support them.
- To ensure that children with SEND (including ASC) take as full a part as possible in all school activities.
- To ensure that the views, wishes and feelings of the child and their parents are fully considered and parents and children are kept fully informed of support, targets, progress and attainment.
- To ensure a graduated approach to identifying and supporting children with SEND.
- To ensure a strong focus on high aspirations and improving outcomes for our children.
- To ensure a focus on inclusive practice and removing barriers to learning.
- To ensure collaboration between education, health and social care services to provide support for children and parents.
- To ensure the children are successfully prepared for the next stage in their lives, i.e. transition to the next year group, Key Stage and next school.
- We recognise that many children may have special needs at some time during their school life.

In implementing this policy, we believe that children will be supported and helped to learn to develop strategies to support their learning and to help them overcome their difficulties and barriers to learning. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and children working together.

Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. The four areas of special educational needs are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1993 Education Act, section 156) Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Downview Primary School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all children with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against children with SEND including children with ASC (Autistic Spectrum Condition) and has due regard for the practice advocated in the Code of Practice, in that *'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements (EHCPs) must be treated as fairly as all other applicants for admission.'* (CoP 1:33)

Teaching and Learning

Teaching children with SEND is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in children's abilities, aptitudes, and interests. Some children may need increased levels of provision and support. The class teacher remains responsible for working with and devising programmes of work for Children with special needs. At Downview Primary School we follow The Code of Practice 2014 and this advocates a graduated response to meeting pupils' needs. When children are identified as having SEN, the school will intervene.

If the school decides, after consultation with the child and parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with the child, teachers, TAs and parents, will support the assessment of the child in school and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. The child and parents will be closely informed of the action, targets and results. This four-part cycle-Assess, Plan, Do and Review is known as the graduated approach of additional support for children and is documented in each class teacher's half termly Focussed Interventions document.

If there has been a sustained level of support and, where appropriate, the involvement of external services are implemented, an Individual Learning Plan will be set up by the class teacher, SENCO, child and parents. Targets will be discussed and set. External support services, where involved, will advise on targets for the ILP (Individual Learning Plan) and provide specialist inputs to the support process.

Intervention can be triggered through concerns from the child, parents, teacher or SENCO, supplemented by evidence that, despite receiving differentiated teaching, children:

- Make little or no progress over time and works at levels considerably lower than expected for a child of similar age.
- Demonstrate difficulty in developing cognition and learning particularly with literacy and/or numeracy skills.
- Show persistent social/mental/emotional/ difficulties which are not affected by behaviour management strategies.
- Has social, mental or emotional, difficulties that often substantially impedes their own learning or the learning of the group, and this may be despite having an individualised behavioural management programme (IBP).
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum (including ASC).
- Has social, communication or interaction problems that impede the development of social relationships (including ASC), thus presenting barriers to learning.

External support services may provide support for a child through information, advice and support for parents and school staff to ensure appropriate target setting, programmes of work and teaching and learning strategies are in place to best support the child's additional needs. Access to children's records is required in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the child. Parental consent will be sought for any additional information required. The resulting ILP will incorporate specialist strategies. These may be implemented by the class teacher and involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist / teacher.

Individual Learning Plans (ILP's):

Strategies for children's progress will be recorded in an ILP (Individual Learning Plan) containing information on:

- Short-term and long term outcomes
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The ILP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on individual targets that closely match the child's needs. The ILP's will be discussed with the child and the parent. ILP's are reviewed regularly with parents and school staff.

Possible interventions

The SENCO in collaboration with the child, parents, class teacher and/or external agencies will decide the action required to best support the child's progress. Based on the results of assessments and observations, the actions might be:

- Deployment of additional staff to work closely with the pupil in class or out of class
- Provision of alternative learning materials, programmes or special equipment
- Group support or booster sessions
- Pastoral Support

- IBP-Individual Behavioural Plan
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA and/or independent support services for advice on strategies, equipment, or staff training.

Request for an Assessment of Education, Health and Care Needs (EHC)

The majority of children with SEND will have their needs met within local mainstream schools such as Downview Primary, however a local authority may need to conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHCP) when it considers that it may be necessary for specialist education provision for the child through an EHCP and/or possibly attending a special school. An assessment can be requested by the school, outside agency or the child's parents when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. The school will have the following information available:

- The actions and outcomes followed with respect to the Individual Learning Plan
- The child's current and past ILP's
- The views of the parents
- The views of the child
- Records and outcomes of regular reviews undertaken
- Information on the child's health and relevant medical history
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education, Health and Care Plan-EHCP (formerly known as a Statement of Special Educational Needs or Statement) will normally be provided when, after a full assessment by the local authority (LA), it is considered that the child requires provision beyond that which the school can offer. However, the school recognises that a request for an EHC assessment does not inevitably lead to an EHCP.

EHCP:

An EHCP is a plan written for a specific child with significant additional needs. It is written by the local authority and takes into consideration the views of the child, the child's parents and advice from all other relevant professionals regarding the child's educational, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet identified needs and achieve desired outcomes:

Review of EHCPs:

EHCPs are reviewed in an annual meeting. The SENCO will organise these reviews and attend and invite:

- The child's parents
- The child
- The class teacher or TA
- All relevant professionals working with the child

The aim of the annual review meeting is to consider:

- Hopes and dreams of the child and for the child
- What is working well?
- Consider if things could be better if...
- Outcomes
- Current and future provision
- Any changes to the child's SEN
- Health care needs
- Social care needs
- Personal budgets/direct payments
- Transition arrangements

Year 5 reviews will indicate the provision required in secondary school. The SENCO will attend a meeting with secondary SENCO colleagues to discuss the needs of children moving into Year 7 from Year 6.

Funding:

The school receives funding from the LEA for Special Educational Needs within the general school budget. There is an amount for children with SEN and individual amounts for children with an EHCP above a specific threshold. The funding is used to provide a wide range of support and training from classroom assistants, additional teaching staff, materials and resources, to provide cover to enable review meetings to take place and to provide administrative salary costs. Funds received for children with an EHCP will be allocated to provision for that child, within the terms of their EHCP, although where provision for a number of children can be usefully combined, this will happen, in accordance with LA advice.

Evaluating the success of our SEND policy

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting ILP targets
- Use of standardised tests and observations
- Evidence generated from ILP review meetings

The provision for SEN within the school will be monitored by the SENCO in consultation with the Head Teacher and Governing Body.

Staff Development:

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEND. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the SENCO, the Professional Development Co-ordinator and Head Teacher. The needs of the Appraisal programme and the priorities within the School Development Plan will be taken into account.

The role of the SEND Co-ordinator:

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Head Teacher, Deputy Head Teacher, Senior Leadership Team and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants providing learning support beyond the classroom
- Overseeing pupils' records
- Liaising with parents
- Making a contribution to INSET
- Liaising with external support services.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists
- School Nurse and CDC (Child Development Centre) and Children and Family Centre
- Speech and Language Therapists
- Physiotherapists and Occupational Therapists
- Hearing impairment services-Sensory Support Team
- Visual impairment services-Sensory Support Team
- Family Support Worker through Early Help
- Early Help and Social Care
- Play Therapist / Children's Mentor
- Winston's Wish Bereavement Charity
- CAMHS (Children and Mental Health Services)

Other Policies and documents:

Other policies that should be read in conjunction with this include Downview Behaviour Policy and Downview Teaching and Learning Policy.

Governmental guidance and advice in addition to that in the Code of Practice is contained in 'Inclusive Schooling – Children With Special Educational Needs' and the 'SEN Toolkit'.

SEND Policy Review

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

SENCO Mrs Lisa Jackson

Reviewed November 2017