



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Approved			
Review Date	Autumn term 2017		
Signed (Headteacher)		Name	
Signed (Chair of Local Governing Body)		Name	
Signed (Company Secretary)		Name	

This Policy has been reviewed and written in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

---

The Special Needs Policy is closely linked to the school's ethos of "Grace, Love and Fellowship".

### **Aims**

- To ensure that **all** children have full access to a broad and balanced curriculum by removing any barriers to learning through the use of differentiation, where appropriate, to ensure that they reach their full potential.
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND children with the children and their parents/carers.

### **Objectives**

- To identify the needs of pupils with SEN and/or disabilities as early as possible.
- To make appropriate provision to overcome all barriers to learning.
- To monitor the progress of SEN pupils effectively.
- To provide high quality learning experiences for all the pupils at Benedict Primary School so that they achieve their best and become confident individuals living fulfilling lives...'(SEN Code of Practice, January 2015)
- To ensure pupils with SEN and/or disabilities have full access to the National Curriculum.
- To seek the support of outside agencies when the needs of a pupil cannot be met by the school alone.
- To involve parents at all stages of the graduated approach and support them in understanding procedures and practices.
- To ensure the views of pupils are taken into account when identifying their needs and removing their barriers to learning.

## **Definition of Special Educational Needs (SEN) and Disability**

### **SEN**

A child or young person has SEN 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 in mainstream schools or mainstream post-16 institutions.

*(Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015)*

### **DISABILITY**

Many children and young people who have SEN may have a disability under the Equalities Act 2010 – that is '...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.

### **Admissions**

At Benedict Primary School we maintain a close relationship with our colleagues at local schools and work together to ensure a smooth transition into our school for all children, giving particular attention to those with special educational needs. We also ensure that other professionals who are already involved with the child are invited to provide help during the transition period. Any SEN paperwork that is received is passed to the SENCO for the necessary support to be planned. A transition meeting may be set up between the feeding

school and the SENCO in order to facilitate the transfer of important information and to make the adequate arrangements, in advance (where possible) of pupils attending.

## **Roles and Responsibilities**

### **The Headteacher**

The Headteacher is Ms Christine Smith.

The Headteacher has overall responsibility and will keep the Governing Body informed. The Headteacher will work closely with the Inclusion Team Leader and the SENCO.

### **The Inclusion Team**

The Inclusion Team including the SENCO are responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- contributing to the in-service training of staff
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- liaising with and providing SEN records to receiving schools upon school transfer
- liaising with early years settings when receiving a child with special educational needs into the school

**Alison Hutt** (SENCO) is responsible for SEND at Benedict Primary School and **Yvonne Norman** (Assistant Head – Inclusion & Assessment) is responsible for the leadership of Inclusion across the school. The SENCO has a qualification in Literacy Difficulties (PGCE in Advanced Educational Practice)

### **Class teachers**

Class teachers are responsible for:

- working together to develop and review procedures for identifying, assessing and making provision for pupils with SEND
- reporting concerns to the Inclusion Manager.
- liaising with parents regarding SSPs.
- differentiating work appropriately for pupils with SEN and/or disabilities.
- ensuring all pupils are able to contribute during lessons and are included in activities.
- reporting training needs to the Inclusion Manager.
- ensuring Teaching Assistants have a copy of relevant SSPs or a summary of SSP targets for pupils they are working with.

### **Teaching Assistants/ Learning Support Assistants**

Teaching Assistants are responsible for:

- Delivering programmes of work for pupils who require additional support.
- Giving feedback to the class teacher about progress of individual pupils working in their group.

### **The Governing Body**

- Has due regard to the Code of Practice, January 2015 when carrying out its duties toward all pupils with special educational needs.
- Reports annually to parents on the success of the school's policy for children with special educational needs.
- Has identified a governor to have specific oversight of the school's provision for pupils with SEND. The governor with responsibility for SEN is **Keith Shipman**. The SEN Governor ensures that all governors are aware of the school's SEN policy and practices.

## **Identification, Assessment and Provision – The Graduated Approach to SEN**

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those children making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the classteacher. Where progress continues to be less than expected, the classteacher will discuss their concerns with the Inclusion Leader and the SENCo.

In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the school about the child's progress, alongside the views of parents/carers and child. During this stage extra teaching or interventions may be put in place as a child's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children who have English as an Additional Language (EAL).

Where children have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Merton Language and Learning Support Team (LBL)
- Speech and Language Therapy Service
- Merton Autism Outreach Service
- Educational Welfare Team
- Children's Services
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support.

The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a four part cycle of assess, plan, do, review with the child/young person at the centre of the process. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

### **Supporting parents/carers and children**

We provide support in the following ways:

- the Headteacher, Inclusion Manager, SENCo and Family Support Worker operate an open door policy for parents/carers seeking support and advice.
- Our Family Support Worker can signpost families to additional support/information
- SEAL (Social, Emotional Aspects of Learning) and ELSA (Emotional Literacy Support Assistant) programmes
- Our dedicated SEN Governor who is available as a contact point
- Individual arrangements can be made for phased entry into Reception class
- Additional time and special arrangements for SATs
- Support for transition between classes
- A transition group for vulnerable Y6 pupils transferring to secondary school
- Inviting the SENCo of the receiving secondary school to the final Annual Review in year 6

### **The four part cycle:**

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEN Support is required the teacher and a member of the Inclusion Team will work alongside parents/ carers to put together a School Support Plan (SSP) outlining the adjustments, interventions and support which will be put in place for their child. The expected impact on progress and outcomes, along with a review date will also be set. The targets set will be shared with the child using child friendly language. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO and/ or members of the Inclusion Team will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO and/ or a member of the Inclusion Team, parent/carer and the child. This will inform the planning of next steps for a further period or, where successful, the removal of the child from SEN Support. This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

### **Parents/Carers and Pupil Involvement in the Assess, Plan, Do, Review Cycle**

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, and review. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

### **SEN Provision**

SEN support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to the school's nurture group

### **SEN Support Plans (SSPs)**

Each child with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and children. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

- A School Support Plan (SSP) is a planning, teaching and reviewing tool for SEN pupils which records the additional support a child receives to match their needs.
- Parents should be involved in the formulation and review stage of the SSP. This can be done through a letter home, inviting parents to attend SSP review meetings. SSPs can also be discussed at parents' evenings.
- SSP targets must be Specific, Measurable, Attainable, Relevant and Time-bound. (SMART)
- Targets for pupils should reflect the advice of any outside professionals who have provided additional support.

- The SSP should set out what additional provision is being made, when and how it is provided and by whom.
- A copy of a SSP must be provided to parents.
- It is the class teacher's responsibility to share SSP targets with the pupil.
- SSPs will be reviewed once per term.
- The SENCo must monitor SSPs.
- The SSP is a working document and should be made accessible to all concerned.

### **Education Health Care Plans (EHCPs)**

- If the school is unable to fully meet the needs of a pupil or the pupil is giving significant cause for concern, following all other possible/recommended actions, then the school may consider making a request to the local education authority to conduct an assessment of education, health and care needs.
- The SENCo is responsible for preparing and submitting the paperwork for an EHCP. Sometimes a request is made by parents, in which case, school will await the request for further evidence.
- EHCPs are reviewed annually by the Local Authority (in line with the SEN Code of Practice – January 2015) to ensure the needs of the child and any planned provision effectively meet the child's needs.

### **Statements**

The Education, Health and Care Plan (EHCP) replaces what were formerly called statements of Special Educational Needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHCP. The school is following Merton's transition timetable which will ensure all statements will become EHCPs by 2018. Parents will be informed by the Local Authority in advance of this transition review and will have an opportunity to discuss the process with the SENCo.

### **Monitoring and evaluation of SEND**

The Headteacher and the Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SENCo maps provision for each class and uses the Merton Provision Management Tool to cost provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

### **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor children recently removed from the register to ensure good progress is maintained.

### **Storage and communication of information**

- SEN files will be stored in a locked filing cabinet in the SENCo's room.
- The SENCo is responsible for storing information confidentially.
- Information will be shared with relevant members of staff where appropriate.
- Parents will be offered a private room for meetings regarding confidential discussions of SEND pupils.

### **Transfers of SEN files**

Copies of SEN files must be transferred safely to the receiving school when a pupil leaves. The school records must be stored in a locked cabinet for 25 years.

## **Complaints**

- Initial concerns may be reported to the class teacher, Inclusion Manager or SENCo.
- If the concern is not resolved, a complaint should then be made to the Headteacher.
- If the action taken by the Headteacher does not resolve the concern, the complaint should then be made to the Governing Body.
- If the action taken by the Governing Body does not resolve the concern, the complaint should then be made to the Local Authority.

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice (Jan 2015) and has been written with reference to the following related guidance and documentation:

- Children and Families Act 2014:
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- Supporting pupils at school with medical conditions December 2015
- SEND Regulations 2014
- SEN and Disability Act 2001; The Green Paper, "Every Child Matters" (2003)
- Removing the Barriers to Achievement (2004);
- SEND policy and strategy for all pupils with Special Educational Needs in
- Merton (2008 currently being updated in line with Children and Families Act 2014)
- Benedict Primary School Safeguarding Policy
- Benedict Primary School SEN Information Report
- Benedict Primary School Accessibility Plan

## **Policy Review**

This policy is reviewed annually by the Governing Body.