



Balby

Central Primary School

Policy for Special Educational Needs and Disabilities

Date of Policy: October 2016

Approved by the Governing Body:

Review Date: October 2017

Balby Central Primary School

SPECIAL EDUCATIONAL NEEDS POLICY 2016/2017

Definition of Special Educational Needs

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

These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

Although there are acknowledged links – in some instances – with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

The revised code of practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us *'All children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training'* (SEN Code of Practice Page 92)

It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern, a referral to the Inclusion Team should accompany a structured and well differentiated teaching programme. The Special Educational Needs (SEN) Code of Practice, which was revised in 2014, provides guidance on the duties of schools, local authorities and others working with children who have SEN must have regard. The Code sets out four areas of SEN:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and/or Physical Needs

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

A Graduated Response to SEN

All staff have a responsibility for identifying students with Special Educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

The aim of our Special Educational Needs Policy is to ensure that:

- We identify and assess children with SEN as early as possible.
- All procedures for identifying children with SEN are known and understood
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEN.

Records relating to SEN follow the child through the school, which are clear, accurate and up to date.

We raise staff awareness of and expertise with SEN through INSET.

We work in partnership with parents.

We maintain close links with the support services and other professionals and agencies.

All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.

There is adequate resourcing for SEN.

The name of the school's Inclusion Leader : Gemma Lakin

Roles and Responsibilities:

Balby Central Primary School recognises that provision for children with Special Education Needs is a matter for the school as a whole. Roles and Responsibilities with regard to SEN are designated in the following way:

Headteacher:

Allocate roles and responsibilities to staff so that special needs are met.

To liaise with staff, Inclusion leader, support services, parents and pupils.

To report to governors on the needs of the SEN children in her care.

To delegate the organisation of review meetings to the Inclusion leader.

To ensure that the needs of SEN children are met within the school.

Inclusion leader :

To play a key role in delivering the strategic development of the SEN policy and provision.

To oversee the day-to-day operation of the school's SEN policy.

To monitor the needs of SEN children together with the Head teacher and class teachers.

To assist with and advise on, the teaching and assessment of children with SEN.

To organise annual and termly reviews.

To ensure Individual Education Plans are written and reviewed termly.

To ensure that provision for pupils with SEN is mapped

To ensure that the impact of SEN interventions is assessed for each pupil

To meet regularly with the Headteacher to discuss individual children, resources and use of time.

To give advice on the level of support and on appropriate resources and strategies to support learning.

To ensure that the school's SEN register & provision map is updated regularly.

To lead the annual review of the Special Educational Needs Policy.

To make contact with the Educational Psychologist and other support services in consultation with the Head teacher and class teachers.

To meet with parents and pupils to discuss and support needs and progress.

To report to governors as requested by the Head teacher.

To work in conjunction with the class teachers.

To manage Learning Support Assistants and Teaching Assistants.

To lead INSET on SEN in school as appropriate.

To keep their own skills updated by reading, researching & attending INSET on SEN and appropriate related external courses.

Class teachers:

To identify the Special Educational Needs of individual children in their class

To know which pupils in their class are on the SEN Register

To maintain an SEN file for their class reflecting this information for each individual child and copies of all relevant SEN Support Plans

- To write individual SEN Support Plans for children
- To ensure that these IEPs are reviewed with the parents (and child if appropriate) at least three times a year.
- To provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs.
- To ensure TAs are supporting pupils in their class, as directed.
- To ensure that the Head teacher and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses

Teaching Assistants and Learning Support Assistants:

Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the SENCo.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEN policy.

Governors:

- A named governor to have responsibility for the implementation of the SEN policy.
- To be fully involved in developing and monitoring the SEN policy.
- To have up to date knowledge about the school's SEN provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEN provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the SEN policy.
- To ensure the quality of SEN provision is continually monitored
- To ensure the SEN policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher, Inclusion leader and staff
- To report annually to parents on the implementation of the SEN policy and any changes during the school last year.

Arrangements for Identification of Special Educational Needs:

We aim to identify children with special educational needs as early as possible. When a class teacher identifies a child with SEN s/he should inform the Inclusion Leader.

If a class teacher has concern about a child these concerns will be discussed in the first instance with the Inclusion leader at triage sessions, who may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant. The triggers for intervention through an SEN Support Plan could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the Inclusion leader about whether the child needs to go on the SEN register at the level of an SEN Support Plan. Children at this stage should be offered extra support from within the schools resources

SEN Support Plan

The school's Educational Psychologist and any other assessing professionals, for example CAYMHS, SCDP, SALT should be involved in considering whether to proceed to an SEN Support Plan. They should be provided with up to date information about the pupil, including all previous interventions. It is likely that the decision to progress to an Special Educational Needs Support Plan may come after it becomes clear that, despite appropriate interventions the pupil is failing to access the curriculum at an appropriate level. Schools should always consult specialists when they take action on behalf of a child through an SEN Support Plan. At an SEN Support Plan level, external support services, both those provided by the LA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on IEP targets and accompanying strategies. The triggers for an SEN Support Plan are:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or 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.
- Interventions put in place at Individual Education Plan have had little or no impact on learning or progress.

Progression to Education, Health and Care Plan:

If after advice from the EP or other professionals, the school and parents consider that help is needed from outside the school's resources the SENCo works closely with the family and other agencies involved with the child to complete a request for a Statutory Assessment by the Local Authority.

The class teacher in conjunction with the SENCo is responsible for drawing up an IEP to meet the objectives set out in the Education, Health and Care Plan. The Education, Health and Care Plan must be formally reviewed at least annually.

Individual Education Plans:

All pupils on the SEN register at Individual Education Plan, Special Educational Needs Plan, Statement or Education, Health and Care Plans must have an Individual Education Plan. These Individual Education Plans must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. This should ideally be done at Parents Evenings; if not a separate time will need to be made. If a pupil is making good progress the IEP review can be used to consider removing a child from the SEN register. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step on the register. There must be clear evidence in each class teacher's SEN file of when IEPs have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil

to make progress, but also in providing evidence of the interventions by the school in the event of a move to Statutory Assessment

Annual Reviews of Statements of Special Educational Needs:

If a child has a Statement of Special Educational Needs the Statement must be reviewed annually. The Annual Review will be chaired by the SENCo. Reports will be submitted by the Class teacher, Teaching Assistant and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with a Statement then an Annual Review can be held at any time during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the Statement. In the unfortunate event of a pupil with a Statement facing Permanent Exclusion an Annual Review **MUST** be held at the earliest opportunity prior to the exclusion meeting.

Children with a Statement of Educational Needs will all be transferred onto an Education, Health and Care Plan by 2018. This process will begin with children who will be going through a transition to a new setting.

Children who need to progress to this level of support from September 2014 will progress to an Education, Health and Care Plan and not a Statement of Educational Need.

Working Together with Other Agencies and Families

As stated in the new SEN Code of Practice all agencies involved with a child with SEND must work closely together to ensure the best possible outcomes for the child. Whenever there is a need to place a child on the SEND register, at any level, school will work closely with other agencies to ensure support is appropriate for the child. Families will be closely involved in the process ensuring their opinions are taken into account.