



Special Educational Needs Policy (including Disability)

To be reviewed annually

January 2016

The March C of E School

SPECIAL EDUCATION NEEDS (SEN) POLICY

CONTENTS

1. Definition
2. Changes introduced for the SEND Code of Practice 2014
3. Aims
4. Objectives
5. Admission Arrangements
6. Roles and Responsibilities
7. A Graduated Approach
 - a. Identification
 - b. SEN Support
 - c. Education Health & Care Plan
8. Parents as Partners
9. Pupil Participation
10. Disability Discrimination
11. Curriculum Provision
12. Annual Review
13. Work with Other Professionals
14. Links with Other Schools
15. Transition
16. Complaints Procedure
17. Funding
18. Inclusion
19. Review
20. Glossary

1. Definition

'A pupil or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them ... if they have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities.'

(SEND Code of Practice 2014)

2. Changes Introduced From the SEND Code of Practice 2014

Headlines from the SEND Code of Practice 2014

As from September 2014:

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years

`School Action` and `School Action Plus` have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SEND Co-ordinator

There are four broad categories of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

We have children in all these categories of SEND.

We work closely with parents and children to ensure that we take into account the child's own views and aspirations, and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills

We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

Defining SEND

The 2014 Code of Practice says that:

‘A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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’

(2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

3. Aims

At The March C of E School we want our children to become willing, independent learners through a trusting partnership between school, families and the wider community.

- Every child should have the opportunity to achieve his/her potential.
- All pupils are entitled to a broad, balanced and differentiated curriculum ensuring progression and continuity. The National Curriculum is the means by which this is achieved.
- The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs.
- We will endeavour to ensure that the pupils with SEN will be fully involved in all aspects of the life of the school and have an equal voice.

4. Objectives

We are a Rights Respecting School. All pupils staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

At The March C of E School we:

- work within the guidance provided in the SEND Code of Practice 2014;
- seek to identify the needs of the pupils with SEN as early as possible;
- monitor the progress of all pupils in order to aid the identification of pupils with SEN;
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the curriculum;
- provide support and advice to all staff working with SEN pupils;
- provide an Inclusion Coordinator who will ensure the implementation of the SEN
- work with parents to gain a better understanding of their child and involve them in all stages of their child's education
- work with and in support of outside agencies when the pupils' needs cannot be met by the school alone; and
- create a school environment where pupils can contribute to their own learning.

5. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010 and The March C of E School admission policy. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

6. Roles and Responsibilities

The Governing Body has a responsibility to ensure that the relevant provisions of the Acts of Parliament are implemented.

The named Governor with responsibility for SEN is Mr John Proctor.

The ownership of the SEN policy is with the Governing Body.

The Governing body together with the Headteacher and Inclusion Coordinator: -

- Determines the school policy and approach to provision for SEN;
- Establish the appropriate staffing and funding arrangements

- Will ensure that the SEN pupil joins in the activities of the class together with pupils who do not have SEN, so far as that is reasonably practical and compatible with the pupil receiving the necessary special education provision and considering the efficient education of other children in the school and the efficient use of resources;
- Will maintain a rigorous approach to monitoring and evaluation of SEN support provided.
- The SEN Governor will maintain an oversight, and monitor identification, provision and effectiveness through regular liaison with Inclusion Coordinator.

The Headteacher's responsibilities are to ensure that: -

- This SEN policy is implemented;
- The Code of Practice procedures are properly followed;
- Training arrangements are made where applicable;
- Resources are allocated for children with SEN;
- Support is given to the SEN Governor and Inclusion Coordinator;
- An effective partnership between parents and staff is in place;
- Resource requirements to meet the needs of pupils with SEN are established; and
- The Governing Body is informed of current issues and provision

The Inclusion Coordinator's responsibilities are: -

- Overseeing the day to day operation of the school's SEN policy;
- Co-ordinating provision for children with SEN;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- Advising on the graduated approach to providing SEN 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 SEN;
- 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 the pupil and their parents are informed about options and a smooth transition is planned;
- Working with the headteacher and the governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements; and
- Ensuring that the school keeps the records of all pupils with SEN up to date.

The class teacher has ultimate responsibility for each child's education within his/her class.

The class teacher will:

- Plan and monitor the work of children with SEN in conjunction with the Inclusion Coordinator and/or other relevant professionals;
- Inform parents if a child is placed on the SEN register;
- Work with parents to produce a pupil passport for every child on the SEN register; and
- Work with parents to formulate and implement a learning plan for children with an Education, Health and Care Plan or if they have multiple agencies supporting them
- Attend Pupil Progress Meetings and work with Inclusion Coordinator to determine the level of support required for children with SEND (eg 1:1 or group interventions).

Learning Support Assistants (LSA's including HLTA's) have responsibility for:

- Working with children on the SEN register
- Assisting the class teacher and Inclusion Coordinator in the implementation of individual programmes of support and/or group interventions
- Liaising with class teachers, Inclusion Coordinator and other colleagues as appropriate
- Record keeping to inform the Class teacher, and Inclusion Coordinator for termly reviews and provision maps
- Attending meetings or training as directed by the Headteacher or Inclusion Coordinator.

Teaching Assistants (TA's) have responsibility for:

- Supporting children with SEN to access the curriculum as directed by the class teacher or Inclusion Coordinator;
- Record keeping to inform class teacher, and Inclusion Coordinator for termly reviews; and
- Attending meetings and training as directed by the Headteacher or Inclusion Coordinator

7. A graduated approach

We have a clear approach to identifying and responding to SEN.

7A Identification

7B SEN Support

7C Education, Health and Care Plan

A. Identification

“The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child” (p.82 SEND Code of Practice 2014)

The CoP does not assume that there are hard and fast categories of special educational need but recognises those children's needs and requirements fall into four broad areas;

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

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. The Senior Leadership Team (SLT) closely monitors the quality of teaching for all pupils. Feedback is given to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. 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.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The Inclusion Coordinator will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through half-termly assessment meetings attended by SLT & class teachers it can be determined which level of provision the child will need going forward. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being a concern due to information received from parents or teachers. This does not automatically place the child on the school's
- SEN register. Any information will be discussed with parents informally or during parents evenings.
- Teachers will use high quality and accurate formative assessment using effective tools and early assessment materials.
- Where teachers and the Inclusion Coordinator, in consultation with parents, identify a higher level of need, specialised assessments from external agencies and professionals may be sought.

B. SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and they will be added to the SEN register and the child will be deemed as a pupil requiring SEN support. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Reviews with the child and their parents will take place three times a year with the class teacher and/ or Inclusion Coordinator.

C. Education, Health and Care Plan (EHC Plan)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken as soon as this level of need is identified.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Leaders
- Specialist Education Agencies, eg Educational Psychologist
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found on the West Sussex County Council website or by contacting the Parent Partnership Service.

Following Statutory Assessment, an EHC Plan will be provided by West Sussex County

Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan.

8. Parents as Partners

Close partnership with parents will enable home and school to work in co-operation for the benefit of the child.

- It is the school's policy to involve parents in all aspects of their children's education. There is regular informal contact between parents and the class teacher and parents are encouraged to see the class teacher if they have any concerns. They are also invited to make appointments with the Headteacher or Inclusion Coordinator if appropriate.

Parents have responsibility for:

- Ensuring their children attend school regularly and punctually;
- Informing the school of any problems or concerns;
- Supporting school policies;
- Attending meetings or training as directed by the Headteacher or Inclusion Coordinator.
- Helping their child with school routine e.g. ensuring the child has necessary equipment;
- Helping their child at home with any specific tasks in consultation with the class teacher or Inclusion Coordinator;
- Meeting home based targets as agreed on their child's Pupil Passport or Learning Plan;
- Attending termly review meetings to update the Pupil Passport and/or Learning Plan; and
- Attending other meetings as required by the Headteacher or Inclusion Coordinator in relation to their child's Special Educational Need.

There are regular parent consultations throughout the academic year and the Inclusion Coordinator and Headteacher are available to discuss individual concerns.

Parental consent is sought for requesting advice or assessment from outside agencies. The findings of external agency assessments are always discussed with parents before any further necessary action is taken.

In some cases e.g. behaviour difficulties, parents are invited into school to discuss their child's needs at regular intervals. Home/school liaison books may be used. Parental rights and associated responsibilities as defined by the law are acknowledged.

9. Pupil Participation

Where appropriate pupils will be involved in:

- Creating and updating their pupil passport;
- Reviewing targets for their Learning Plan (if they have an EHCP or multiple agencies involved); and
- Review meetings.

8. Disability Discrimination

We will take reasonable steps to ensure that we do:

- not treat disabled pupils less favourably, without justification, than pupils who are not disabled; and
- plan strategically and make progress in increasing physical accessibility to school premises and to the curriculum.

Please refer to the school's Equality Policy for further information.

10. Curriculum Provision

Pupils with SEND will be supported to access to the National Curriculum through the specialist SEN provision provided by the school as is necessary, and as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary.

However, there may be times where it is more appropriate for a child to attend an intervention group that takes place in one of our support rooms (The Hive, The Rainbow Room or The Beach Hut). This will be recorded in a termly provision map and progress will be monitored closely. Interventions will be regularly discussed at Pupil Progress Meetings held termly between Headteacher, Inclusion Coordinator and class teachers.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the locality of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Annual Review

Parents of children with an Education, Health and Care Plan will be informed as far in advance as possible of the date of their child's annual review meeting. They will be

informed of the agencies invited to attend the review and asked if there are any additional persons that they wish to make a contribution to their child's review or attend with them. This might include professionals, a family friend or a translator if English is not their first language.

Parents will be asked to complete a Parent Carer Contribution Booklet which will be circulated for discussion at the meeting. Professionals invited to the review will also submit a written report and the school will provide written advice summarising the child's progress. The child will also complete a Pupil Views Booklet and will attend part, or all, of the review meeting, as appropriate.

All members of staff who work with the child, including the Headteacher, will be invited to attend the review. The Inclusion Coordinator will usually chair and minute the meeting. A full report of the discussions and outcomes will then be sent to the Local Authority (LA).

These procedures are set out in the West Sussex County Council (WSCC) Handbook for Special Educational Needs.

12. Work with Other Professionals

We have links with many other agencies including:

- Child and Young Persons Planning Forum
- Inclusion Support Team
- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- Occupational Therapy Service
- Physiotherapy Service
- School Nurse
- Sensory Support Team
- Social Services
- Speech and Language Therapy Service
- Ethnic Minority Achievement Team

13. Links with Other Schools

The Inclusion Coordinator/ SENCOs of the locality schools meet every half-term to discuss relevant issues, share ideas and expertise. We also have access to training through our local Schools SEND Hub

14. Transition

Transition Arrangement with Pre-schools – Transition arrangements for children starting school include visits made by the Inclusion Coordinator to pre-schools, meetings with parents and meetings with outside agencies. This ensures appropriate intervention or support is in place for when a child starts at The March C of E School.

For children with additional needs there may be a requirement for them to have a more thorough transition process within the school. Extra opportunities can be made for visits to their new class and transition books can be made to support the child through the

changes. The Inclusion Coordinator and class teachers will forward all relevant SEND documentation and records from class to class for children with SEND who are transitioning from one year group to another within the school.

15. Complaints Procedure

Concerns can be taken at any time firstly to the class teacher, then to the Inclusion Coordinator or Headteacher. It is hoped that concerns can be resolved informally – but, if not, a formal complaint can be made to the Governors. Information will then be collected and the Governors will hold a complaint hearing. Please refer to the Complaints Policy for further details.

If parents are not satisfied with the outcomes of this hearing, then their grievances can be taken further with the LA.

16. Funding

The school is allocated a proportion of its budget to support children with SEN. The budget is determined by the needs of the children and then divided up between staffing and resources. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (high level needs HLN) is retained by the Local Authority. Individual applications are referred to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the Inclusion Coordinator, SLT and the Governing Body to agree how the allocation of resources is best used.

17. Inclusion

‘There is a clear expectation within the 1996 Education Act that pupils with SEN will be included in mainstream schools’.

At The March C of E School we are committed to including and providing for all pupils identified as having SEN, enabling them to access a full and balanced curriculum.

Please see the Inclusion Policy for further reference.

18. Review

This policy has been revised in accordance with the SEND Code of Practice (2014). It takes account of the code for Disability Discrimination and issues of inclusion. Teaching staff and Governors have been consulted. The policy will be reviewed annually or in response to changes in legislation. The review will be initiated by the Inclusion Coordinator as part of the school review cycle.

Policy to be reviewed annually

19. Glossary

SEN: Special Educational Need.

Code of Practice (CoP): the SEND Code of Practice 2014 provides practical advice to

Local Education Authorities, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for children's special educational needs. The guidance refers to Part 3 of the children and Families Act 2014

SEN Support: A pupil that is placed on the SEN register, identified with having SEN with one broad area of need. Outside agencies may be involved.

Education, Health and Care Plan (EHC Plan): is a document that outlines the provision required to meet the needs to support a child with Special Educational Needs.

Annual Review: the review of an EHC Plan which a LA must make within 12 months of issuing the Education, Health and Care Plan or, as the case may be, of the previous review.

Learning Support Assistant (LSA): a widely used job title for an assistant providing in-school support for pupils with special educational needs and /or disabilities.

SEN Co-ordinator (SENCO): member of staff of a school or early education setting who has responsibility for coordinating SEN provision within a school.

Pupil Passport: A Pupil Passport is a summary document about a child contained on one page. They are a very child centred approach and is created with the parent and the child.

Learning Plan: A Learning Plan is a document that sets out short-term targets that will help a child with SEN make progress. These are set termly and reviewed with the parent, and where appropriate, the child.

