



# Special Educational Needs Policy

Document of Special Educational Needs and Disability

Special Educational Needs Coordinator: Miss Rebecca Edwards

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**POLICY OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY**  
**Background information about the school and its provision for pupils with**  
**Special Educational Needs and Disabilities**

Spon Gate Primary school is located near the city centre and serves a diverse and transient neighbourhood. The pupils on our SEND register have a large range of difficulties.

The Special Needs Co-ordinator at Spon Gate Primary School is Rebecca Edwards.

There are a number of Teaching Assistants and two Learning Mentors employed by the school who work with pupils with SEND.

Each teacher is responsible for meeting the specific needs of the individual pupils, working alongside the SENCo to insure that support is given where needed.

The SENCo endeavours to establish close working relationships between pupils, staff, and parents and outside agencies so that pupils can be helped in a fully supportive environment.

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

**The objectives of our policy are:-**

- Organise our activities to ensure that all children are included in the life of the school.
- Work closely with parents, sharing information on their child's progress and his/her individual needs.
- Continuously develop ways of working to provide the highest quality of provision for all our children with the resources available.
- Meet the requirements of the Children and Families Act 2014, The Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014.
- Facilitate a pupil's learning by identifying his/her individual needs taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole and taking account of the SEND Code of Practice (2014).
- Respond to particular pupil's flexibly according to the nature of their difficulties.
- Support pupils' learning without making them feel different to or inferior to their peers.
- Enable each pupil to become an independent and confident student.
- 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.

## **Arrangements for Co-ordinating Educational Provision for Pupils with SEND**

### **Our SENCo will:**

- Manage the day to day operation of this policy.
- Ensure that SEND provision for pupils is arranged.
- Identify resources for SEND.
- Report of the effectiveness of provision to the senior management team and through them to the governors.
- Keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers.
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND.
- Monitor teacher plans, IEPs and provision maps to ensure they include appropriate differentiation for pupils with SEND.
- Monitor progress made by pupils in collaboration with the class teachers.

### **The Head Teacher will:**

- Manage the work of the SENCo.
- Plan with the SENCo how resources are used to support pupils in the most efficient, effective and equitable way.
- Set the overall school policy for Inclusion.
- Decide in consultation with the parents/cares whether pupils should be referred for an EHC needs assessment.

### **The class teachers will:**

- Identify pupils experiencing difficulties.
- Discuss pupils with the SENCo and parents/carers.
- Write and review Individual Education Plans and whole class provision maps.
- Collaborate with the SENCo in both setting and reviewing IEPs for pupils who have an Education, Health and Care Plan or outside agency involvement.
- Contribute to planning and provision to meet identified needs.
- Contribute to monitoring and review procedures.
- Seek to meet SEND within the overall framework of inclusion in the school.
- Ensure the curriculum plans detail strategies for differentiation.
- Ensure assessment procedures are appropriate for pupils with SEND.

### **The Governors will:**

- Identify at least one governor with a special interest in SEND.
- Use their best endeavours to ensure that pupils' special educational needs are identified and provided for.
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils.

## **Admission Arrangements**

### **Before pupils come to school/nursery we will:**

- Note pupils who have already been identified as having Special Educational Needs.
- Collect information about the pupils' educational history from the last school/nursery/pre-school setting attended by the pupil, and educational support service who may have been involved with the pupil and from parents/carers.

### **Once pupils arrive in school/nursery, we will:**

- Undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty.
- Review any existing IEPs in consultation with the pupil's parents/carers.
- Make sure the information about pupils' SEND is passed on to appropriate school staff.
- Give parents/carers information about Coventry Parent Partnership Services.

### **When pupils leave the school we will:**

- Pass on information about the pupil's educational history to any receiving school.
- Complete other transfer documents as required.

## **SEND Specialisms**

### **We have had recent experience of working with children with the following disabilities:**

Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language Delays/Disorders, Social Communication Difficulties, Hearing Impairment, Developmental Co-ordination Disorders and General Learning Difficulties

### **We have some staff who have undertaken specialist training in:**

Autism, ADHD, Speech and Language and emotional wellbeing.

## **Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEND**

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

**The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:**

- Statutory requirements.
- Other budgetary pressures in the school.
- The resources identified for SEND within the Individual School's Budget.
- The availability of additional grants to schools.
- Priorities identified in the School Development Plan.

**The SENCo works with the Head Teacher and the Inclusion manager to:**

- Identify the pattern of need across the school.
- Establish the most cost effective means of meeting these needs.
- Allocate support to groups of pupils, including those with Education, Health and Care Plans.
- Ensure that support is allocated to pupils on a fair and equitable basis.
- Monitor the progress made by pupils with SEND.
- Evaluate the effectiveness of provision for SEND.
- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice.

### **Identification, Assessment, Monitoring and Reviewing Procedures**

We use the definition of Special Educational Needs in the SEND Code of Practice (2014):

'A child 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 him or her.'

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is:

'...a physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities.'

'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Difficulties arising from a difference of language between home and school are dealt with through other policies and procedures.

Special Needs provision is provided, wherever possible, alongside other children taking account of:

The wishes of parents/carers;  
The pupils' needs;  
The resources available to the school;  
The efficient education of other pupils in the school.

There are four broad categories of SEND:

- Communication and interaction-C&I
- Cognition and learning-C&L
- Social, emotional and/or mental health-SEMH
- Physical and/or sensory-PSD

Our procedures are designed to offer a graduated response to special needs in line with the SEN code of practice (2014) including the following stages:

1. Quality first teaching.
2. Extra teaching or other rigorous interventions are in place and monitored.
3. SEN support – advice from external agencies will be sought.
4. Requesting an Education, Health and Care needs assessment, possibly resulting in an Education, Health and Care plan being issued.

Where reviews and observations reveal progress and appropriate levels of attainment the child can be returned to quality first teaching. The attainment of the child will be monitored for a period of time.

### **Assessment**

In identifying a child as needing SEND support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School will take seriously any concerns raised by a parent/carer. Concerns will be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo will contact them if the parents agree.

### **Plan**

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENCo will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place. Also discussed will be the expected impact on progress, development or wellbeing, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This information will be recorded on an Individual Provision Plan and the class provision map.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. Teachers will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development. Decisions will then be made about any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority will review that plan, as a minimum, every twelve months. School will co-operate with the local authority in the review process and, as part of the review, the local authority can require school to hold annual review meetings on its behalf.

### **Education, Health and Care Plans**

The production of an Education, Health care plan of special educational needs is organised by Coventry Education Service, working closely with the school and the pupil's parents/carers. The provision set out in the EHC plan will be closely monitored by the SENCo and reviewed annually. Parents/carers will be invite to contribute and attend the review meetings.

The majority of children and young people with SEND will have their needs met within local mainstream settings, schools or colleges. Some children may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the specific needs of the child and to secure the best possible outcomes for them across education, health and social care. As they get older the plan will 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 or young person.
- provide a full description of the child or young person's special educational needs and any health and social care needs.
- establish outcomes across education, health and social care based on the child or young person'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.

EHC plans should be working documents that help raise future aspirations and outline the provision required to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan.

### **Routes for referral:**

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment:-

- the child's parent
- a person acting on behalf of the school.

In addition, anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners or a family friend. Bringing a child to the attention of the local authority will be undertaken on an individual basis where there are specific concerns. This should be done with the knowledge and, where possible, agreement of the child's parent or the young person.

### **Arrangements for Providing Access to the Curriculum for Pupils with SEND**

We support access through differentiation and IEPs, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We will ensure that there are ongoing observations and assessments and provide regular feedback about the child's achievements and experiences. This will form the basis for planning the next steps of the child's learning.

The SENCo may refer pupils with special educational needs to the Learning and Wellbeing Support Service or the Educational Psychology Service, or other relevant external agencies. Such referrals will always be first agreed with parents/carers.

Pupils are entitled to forms of assessment which are appropriate and recognise their achievement.

Reporting of a pupil's attainment will be made in the context of the school's Assessment Recording and Reporting Policy.

### **Pupil Participation**

Staff will involve pupils (in an appropriate way) in discussions about their individual programmes.

### **Monitoring**

The SENCo will meet with class teachers to monitor pupil progress at least half termly.

### **Review**

IPPs will be reviewed on a half termly basis in consultation with parents/carers.

The SENCo will review and update the information termly or as pupils new to school arrive.

The SENCo, Head Teacher and Inclusion manager will work to review the overall pattern of SEND support on a termly basis.

## **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 pupils' learning and plan appropriate and reasonable action.
- Ensuring that all pupils have appropriate learning targets which are challenging.
- Valuing the diversity of all of our pupils.
- 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.

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

### **The following criteria will be used:**

- The amount of identified teaching time available to support SEND pupils.
- The number of pupils with special educational needs attaining specified levels in National Curriculum assessments.
- The impact of planned programmes of intervention and support.
- The amount allocated to SEND by governors.
- The proportion of schemes of work which show differentiation for pupils with SEND.
- INSET time allocated to staff development with reference to special educational needs.
- The proportion of parents attending or contributing to reviews and consultations.
- Staff fulfil the expectation of the school in carrying out procedures for special educational needs and produce the necessary paperwork.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Children are confident and well-motivated and are making measurable progress.

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

In the first instance, the complaint should be taken up with school staff directly concerned. If the matter is not resolved then it should be raised with the SENCo, who will arrange to meet with the complainant and seek further investigation.

If the matter is still not resolved then the SENCo will raise the matter with the Head Teacher who may:

- Take action to address the complaint.
- Seek involvement of external agencies, such as the Parent Partnership Service or the Midlands Mediation Service.
- Decide that the complaint does not warrant any action, and advise complainant of further action they can take.

## **The School's Arrangements for SEND In-service Training**

- All staff receive INSET or information about the SEND Code of Practice (2014) and issues relating to Disability.
- All staff have the opportunity to receive INSET on SEND procedures in school.
- All staff have the opportunity to receive INSET on specific disorders.
- The SENCo will identify areas for INSET or with the Head Teacher which will be written into the School Development Plan.

## **The Use made of Teachers and Facilities from Outside the School Including Support Services**

- External agencies will be used to provide advice and INSET for staff especially as specific needs arise within the school.
- External agencies will be used to identify specific targets for pupils in line with the school's procedures.
- Planning meetings will be held at the beginning of each term to agree a programme of work with Educational Psychology Service and Learning and Behaviour Support Service and Pre-School Education Service.
- Regular liaison takes place with Area Health professionals to access the following services:- Speech Language and Communication Therapy, Physiotherapy, Occupational Therapy, Child and Adult Mental Health Service, Integrated Mental Health Service, and Social Services

## **Arrangements for Partnership with Parents/Carers**

The concept of parents/carers as partners is central to the SEND Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents/carers at the earliest stage.

Parents/carers will be encouraged to attend review meetings 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 IPP targets at home. 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 procedures for the sharing of information;
- Sharing assessment and planning information through IEP's.
- Meeting the parents/carers of prospective new pupils to the school to discuss SEND support;
- Discussing with parents/carers, transfer/transition options at the end of each year.

### **Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations**

#### **We liaise with:**

- Health Visitors
- Social Services
- Child Health Service
- National Society for the Prevention of Cruelty to Children
- Coventry Autism Support Service
- Speech and Language Therapists
- Child and Adult Mental Health Services
- Integrated Mental Health Service
- Playgroups and Nurseries
- Learning and Wellbeing support service
- Pre School Education Service
- Coventry Access to Technology
- Educational Psychology service

### **Policy Review Details**

Reviewed: January 2015  
Ratified by Governing Body

### **Contact Details**

For further information about provision for pupils with SEND please contact Miss Rebecca Edwards - SENCo. Copies of this policy are available on the school website.

### **References**

Our policy is based upon legal requirements. The framework for SEND Policies is set out in The Education (Special Educational Needs) (Information) (England) Regulation, 1999 (Statutory Instruments Number 2506).

The SEND Code of Practice was published by the DfE in 2014.