

THE CANONS C of E PRIMARY SCHOOL



Special Educational Needs and Disability Policy

This Policy has been accepted by The Canons CE Primary School Board of Governors

**Members of staff responsible: Inclusion Manager Mrs Richards
Headteacher – Mrs Fallon**

SECTION 1

OUTLINE AND OVERVIEW OF THE SCHOOL SENDD POLICY

The 1996 Education Act provides for all pupils the entitlement to a relevant, broad and balanced curriculum through which they may demonstrate progress. This entitlement applies to all children whether they have special educational needs or not.

The Canons Primary School is committed to providing an appropriate and high quality education to all children attending the school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum; which is accessible in a safe and caring Christian environment.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

SECTION 2

How will we achieve our aim?

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator(SENDCO) who will work with the SENDD Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

SECTION 3

3.1 Definition of special educational needs (SEND)

“xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. 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*
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- *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 “*

Pg 15/16, SENDD Code of Practice 2014

3.2 What Is Meant By ‘Special Educational Needs’?

These needs can be categorised in four key areas that may create barriers to learning:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **SENDSory and/or physical needs**

A child's difficulty may encompass elements from more than one category.

These categories:

- seek to assess the impact of the difficulty on the child's ability to access the curriculum
- potentially have an impact on other areas of education.

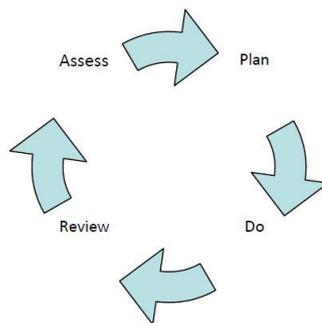
Persistent disruptive or withdrawn behaviour do not necessarily mean that a young person has SEND. If there are concerns, assessment should be made to determine if there are casual factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances a multi-agency approach, such as a CAF may be appropriate.

SECTION 4

4.1 A Graduated Approach to SEND Support

The progress of all children will be monitored according to the school's Assessment Policy. Early identification, assessment and provision for any child who may have special educational needs are very important. The model of action and intervention recognises that there is a continuum of SEND.

The school uses the following graduated approach to respond to children's special educational needs:



Assess – Plan – Do - Review

Subject/ Class teachers are responsible and accountable for the progress and development in their classes, including where students access support from teaching assistants and/or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable students.

In deciding whether a student has SEND, information should be gathered on pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and the students.

Any decision on whether SEND provision is required must start with the desired outcomes, including progress and attainment. This must include the views of the student and the parents/carers. This should then determine the support that is needed.

The SENDD Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.

4.2 MANAGING PUPILS NEEDS ON THE SEND REGISTER

Stages from SEND SUPPORT to EDUCATION, HEALTH & CARE (EHCP) PLAN

1. **(SEND SUPPORT)** Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENDCO. The quality of teaching and learning these children receive will be monitored and they **may** be offered some additional support (through, intervention groups, TA support or through the school's Provision Mapping process). Their progress will be closely monitored by **the Teacher**.
2. **(SEND SUPPORT)** Where there is concern that 'everyday' quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required, specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored.
3. **(SEND SUPPORT)** If, despite receiving differentiated learning opportunities a child:
 - 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 English or mathematical skills, which result in poor attainment in some curriculum areas;
 - persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
 - has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
 - has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum; there is often the need for greater involvement of external agencies e.g Integrated Disability Service, Educational Psychologists and Early Intervention Services.

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's tailored planning and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENDCO will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues.

The SENDCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. **The delivery of the interventions recorded in the actions continues to be the responsibility of the class teacher.**

Support Services used by School

- Learning and Behaviour Support Service
- IDS (eg for physical disabilities, motor skills difficulties, **autism** etc)
- Speech and Language based at IDS
- Speech and Language Therapy Service, NHS Trust
- Educational Psychologist
- Social worker
- Educational Social Worker
- Health: - compass, doctor, or specialists for hearing, sight
- Other – these could include Child Development Centre, Clinical Psychologist, child guidance, bereavement counsellor, Pupil Referral Unit, and any other agency used by the school.

Permission from parent or guardian will be sought when appropriate.

4. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

SECTION 6 SUPPORTING PUPILS AND FAMILIES

“Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEND to achieve their potential”.
Code of Practice 2001

6.1 All students who are identified as having a SEND will have a termly Parent's Evening meeting between the school, parents/carers and the student to review any actions or areas for development. These meetings will set clear outcomes, review progress towards them, discuss the support that will be given to help the student achieve the outcomes and identify the responsibility of the parent, student and school. These meetings will be led by the child's teacher, who has a good knowledge and understanding of the student.

6.2 The nature of the support provided

It is the aim of the school to integrate children with SEND within the school as fully as possible. All children with SEND will be looked at as individuals and their specific needs assessed. If possible children with SEND will be supported within the classroom but withdrawal to a quiet area either individually or as part of a small group may be more appropriate and effective. Groupings will be flexible and appropriate for the task. Children with SEND will not be grouped

permanently on ability, but will be given opportunities to work in mixed groups when appropriate. Children will be offered support to suit their individual needs, within budgetary constraints, to assist them accessing the curriculum.

6.3 Admissions

The LA has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parents thinking about applying for their child.

6.4 LIAISON WITH OTHER SCHOOLS AT TRANSFER OR TO SPECIAL SCHOOLS.

- The SENDCo will maintain close links with other SENDCos in the northern area and attend the termly meetings arranged by the LEA.
- In year 6 arrangements will be made for visits to their new school for children with SEND. Records and relevant documentation will be discussed personally with the SENDCo of the new school.
- When a child moves mid year, the SENDCo will contact the preceding or following school to ensure a smooth transfer of information.

6.5 The school's Local Offer and relevant policies, can be found on our website. <http://www.thecanonsprimary.co.uk/>

SECTION 7 INCLUSION

Every pupil with SEND and disability at The Canons Primary School has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to : being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

These wellbeing outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out –of –hours learning activities; support for emotional wellbeing; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEND provision; and partnership with parents/carers, other schools, the local community and with personalised 'wraparound' health care and social service providers.

The Canons Primary School positively welcomes children with SEND. The school endeavours to set suitable learning challenges for all children, responding to their diverse needs and overcoming potential barriers to learning. Within the constraints under which the school operates, every practical effort is made to provide appropriate education for all children including those with special needs or Statements of Special Educational Need. However, providing the best education for the child is of prime importance; a child with particular difficulties may be transferred to another school if his / her needs would be more appropriately met within another setting, (following consultation with parents and with the approval from the school's Education Officer). Refer to the School Admissions Policy.

SECTION 9 SEND FUNDING

9.1 Statement funding

It is the school's policy that the financial resources allocated to a child with a statement of special educational needs should be used primarily, but not exclusively, for the individual child to meet their specific needs e.g. support assistants, teacher time, specialised equipment, speech therapy, communication, etc. However, other children may also be included in the additional support and have access to the resources provided through the statement.

9.2 Teaching / Support Staff

The school will, if the budget allows, employ a specialist special needs teacher to co-ordinate the special needs work of the school. The school will support the children by employing teaching assistants on a part time basis for class support and to deliver interventions whenever the school budget allows.

9.3 Resources

A proportion of the school budget will be allocated for materials/equipment to support the work of the special needs department. This will be the responsibility of the SENDCo.

Resources may also be purchased specifically to support children with Statements of SEND.

These will be funded through their Statement allocation and will be primarily for their use.

A special needs resource area will be given priority for the work of the special needs team.

9.4 How SEND Funding is spent

The school

- provides teaching assistants whose deployment meets the needs of all of our children
- buy back into educational services, such as Speech & Language, Occupational Therapy Services, and Early Intervention Support.

Time will be allocated for each teaching assistant to plan, prepare and evaluate their special needs work.

9.5 SEND TRAINING OPPORTUNITIES FOR STAFF

SEND will be part of the school's development plan either through priority monitoring or evaluation phase. In-service training and additional resources will be governed by the school development plan. All staff will be involved in in-service training.

Professional Development sessions will be organised and provided by the SENDCo for Teaching Assistants and / or teaching staff.

In addition, training will be supported by external agencies, EDS courses and in-house workshops.

SECTION 10

ROLES AND RESPONSIBILITIES

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENDCO who keeps the Head and governing body fully informed, through the line management system.

All teachers are teachers of students with SEND and they have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all SEND students in their classes, including where students access support from teaching assistants or any other specialist staff.

Teaching Assistants are a valuable part of the support for students with SEND. The SENDCO maintains overall responsibility for all teaching assistants.

10. 1 THE ROLE OF THE SENDCO

The Special Educational Needs Co-ordinator (SENDCO):

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with external agencies and other support agencies;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

10.2 ROLE OF GOVERNORS / SEND GOVERNOR

The Governors play a major part in school self review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation.

In relation to SEND, the governing body will:

- be fully involved in developing and monitoring the school's SEND policy
- be up to date and knowledgeable about the school's SEND provision,
- ensure that SEND provision is an integral part of the school development plan
- ensure that the quality of SEND provision is continually monitored.

10.3 ROLE OF THE LOCAL EDUCATION AUTHORITY

Support available, Monitoring role of LA

The LA promotes high standards of education for all pupils, including those with SEND. It publishes its policies on SEND and information about how the authority is encouraging parents, school and other agencies in making provision for children with SEND. The LA's

Monitoring Officers will have an overview of SEND across the county. The LEA will support children through SEND Support to Educational Health Care Plan and will offer training advice and support for staff working in SEND.

INVOLVEMENT OF OTHER AGENCIES

10.3 Protocols of working with them

Meeting the special educational needs of individual children requires flexible working on the part of statutory agencies. Policies and protocols that ensure that there is a seamless service will need to be agreed. Working supportively and in partnership with parents and the children themselves will ensure that everyone involved understands the responses of the professionals concerned and lead to a better quality of provision.

SECTION 11

MONITORING AND EVALUATION CRITERIA AND ARRANGEMENTS

11.1 Within school

The Headteacher, Mrs Fallon has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. She will keep the governing body informed and at the same time work closely with the SENDCo, Mrs Richards.

Results from assessments may be used to inform SEND progress.

Monitoring and evaluation

- The SENDCO monitors the movement of children within the SEND system in school.
- The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENDCO is involved in supporting teachers involved in drawing up the School Provision Map and Actions for children.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.

11.2 Annual reviews of the EHCP

EHCP of Special Educational Need will be reviewed annually. Year 6 Reviews will be completed before February of the child's final year at primary school, to enable secondary placements to be made.

Parents, all professionals working with the child and the school's Education Officer will be invited to the review.

11.3 GENERAL MONITORING OF THE SEND POLICY

Criteria for its successful implementation.

The following ten points should be considered at regular intervals on agreed evaluation dates.

- Is a register kept of all children with SEND at School Support and EHCP, and is there movement between and from the lists?
- Are carefully devised records being maintained?
- Are there formal and informal contacts for teachers who wish to discuss the needs of individual children with the SENDCo?
- Is there an up to date list of addresses and phone numbers of support services?
- Is SEND recognised by members of staff as an important aspect of equal opportunities?
- Do governors make reference to SEND development in their annual report to parents?
- Is reference made to the schools SEND policy in the schools prospectus?
- Are parents able to receive full information about the SEND policy?
- Is there an effective relationship with external agencies?
- Do class teachers understand their role as regards to the staged assessments of SEND?

SECTION 12 POSSIBLE ANNUAL UPDATES

12.1 This Special Educational Needs Policy, will be reviewed annually/biannually no later than December each year.

12..2 Named Special Educational Needs Co-ordinator

Sharon Richards

12.4 Named Governor responsible for SEND

Geoff Allen

SECTION 13 ACCESSIBILITY

Children have a right to be integrated in ordinary schools in accordance with their needs whenever this can be achieved.

The policy at The Canons CE Primary School is to provide support to all children irrespective of actual or imagined differences, (see Equal Opportunities Policy). The policy recognises the regulations set out in the:

Reasonable adjustments for disabled pupils (2012)

Equality Act 2010: Advice for schools

Supporting pupils at school with medical conditions (2014)

Wherever possible, reasonable practical support will be provided.

The school has disabled toilet facilities to meet the needs of children in wheelchairs or with physical disabilities. There are access points with ramps and the improvements to the school have been implemented with accessibility as a major consideration.

SECTION 14

14.1 If any Parent/Carer has concerns regarding their child's Special Educational Needs these procedures should be followed:

- **Raise initial concerns with the subject teacher/personal tutor. Usually any problem can be dealt with at this stage.**
- Arrange a meeting with the year team.
- Arrange a meeting with SENDCo - if conflicts cannot be resolved the Headteacher should be involved.
- Arrange a meeting with Special Needs Governor.
- Arrange a meeting with a committee of Governors.
- Full Governors meeting.

If there are still unresolved issues, contact may be made with Local Authority.

APPENDIX

SEND Code of Practice 2014 -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**