



Policy for Special Educational Needs

- **This document is the policy for Special Educational Needs at Greatstone Primary School**
- **This policy was reviewed and adopted during the Spring Term 2019 after consultation with Staff & Governors**
- **It was approved by the Governing Body in Term 3 2019.**
- **The Document will be reviewed annually.**
- **Next Review Spring 2020.**

Greatstone Primary School – Special Educational Needs Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Equality and Cohesion Curriculum Policy
- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEN.

Special Needs Statement

At Greatstone Primary and nursery, all staff:

1. Use their best endeavours to secure that if any pupil has special educational needs the special educational provision that is required for that child is made.
2. Secure that where it is known that a pupil has special educational needs, those needs are made known to all who are likely to teach him and that every teacher is a teacher of children with SEN.
3. Ensure that the teachers in the school are aware of the importance of identifying and providing for pupils who have special educational needs.
4. Provide all pupils with a balanced and broadly based curriculum as provided by the National Curriculum.

The Special Educational Needs Coordinator (SENCo) is Mrs Marion Richardson (National Award for SEN obtained in November 2013).

1. Aim

At Greatstone we recognise that children come to school with a variety of needs. Each child has a right to have those needs recognised and met. By recognising those needs and differentiating our resources and practice we aim to give access to the curriculum for all our pupils and seek to provide a caring and supportive environment for all pupils to learn and develop regardless of their ability. All of the children on the SEN register are integrated fully into mainstream classes and supported as appropriate by all staff members. We strive to raise the aspirations of and expectations for all pupils with SEN focusing on outcomes and progress.

2. Principle Objectives

- To work within the guidance provided in the SEND Code of Practice, 2014
- To identify and provide for pupils who have special educational needs and disabilities
- To encourage the active involvement of parents in supporting their child's needs
- To regularly review all children on the SEN Register, recording their progress and setting targets
- To involve pupils, where practical, in target setting
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To employ a Special Educational Needs Co-ordinator (SENCo) with no class based teaching commitment
- To provide support, advice and training for all staff working with special educational needs pupils

- To maintain detailed records on all pupils with special educational needs
- To maintain links with other mainstream and special schools, including transition arrangements when pupils enter school, change schools or leave school
- To evaluate (annually), the success of this policy and accompanying procedures.

3. Identifying Special Educational Needs

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Class teachers continually monitor the progress of all pupils in his /her class. Progress in reading, writing and numeracy, is formally reviewed during Termly Pupil Progress Meetings carried out by class teachers and SLT members.

Quality First Teaching, differentiated for pupils, is the first step in responding to pupils who have or may have SEN. The Mainstream Core Standards are used as a guide for this purpose. The key test of the need for action is evidence that current rates of progress are inadequate despite this high quality teaching. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour

If a child is highlighted as possibly having a Special educational need, parents are informed. A meeting takes place with the parent to gather further information and issues are also discussed with the pupil. An 'Initial Concerns' checklist is used to facilitate this process. The teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. It may be necessary for further assessments to be carried out by the SENCo or an outside agency such as the STLS or SALT to become involved for assessment purposes. Parental permission is always sought if there is potential involvement from an outside agency. The school pays due regard to the definition, set out below, within the SEND Code of Practice (2014) when identifying pupils with 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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16'

Within the SEND Code of Practice, the range of needs which require special provision to be made for are categorised into four broad areas:

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

Disability

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 adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- we must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website under the policies section.

4. A Graduated Approach to SEN Support

If it is considered that a pupil is not making 'adequate progress' despite high quality teaching practices being put in place, and therefore requires special educational provision to meet their needs, then they will be placed on the SEN register.

Following assessments of needs, and advice given by the SENCo, provision is put in place and the class teacher includes this on the Class Provision Map. Provision is reviewed regularly and at least 3 times a year along with members of the SLT team and the SENCo.

The Assess, Plan, Do and Review strategy is implemented which also reflects the school's assessment/PPM cycle. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole staff training on those issues particularly relevant to the Special Needs Profile of the school. Training is also provided to teachers and teaching assistants specific to the needs of pupils within their class. Regular book scrutinies and lesson observations are carried out by members of the SLT and SENCo to ensure that the needs of all children are being met and that the quality of teaching and learning is high.

5. Managing Pupils' needs on the SEN register

Class teachers along with teaching assistants, are responsible for the implementation of provision. If necessary, further assessments are carried out by the SENCo. Teachers or teaching assistants carrying out specific interventions are required to keep records of intervention programmes being carried out and progress by those pupils via an 'intervention record sheet'. These are used to help review the outcomes set.

Targeted Provision

Along with continued high quality teaching, the targeted provision can be delivered on a 1:1 basis or within a group. Due regard is paid to the Mainstream Core Standards to facilitate this. These can take a number of forms dependent on the individual child but could include: social skills groups, drawing and talking therapy, check in times, precision teaching, Clever Hands. A more comprehensive list can be found within the SEN Information Report situated on the school's website.

Specialist Agency Support

If after provision is put in place and adjustments made, the pupil is still not making adequate progress, then, with the parent's consent a referral is made to the Local Inclusion Forum Team (LIFT) whereby access is made to the Specialist Teaching and Learning Service, along with a Speech and Language Therapist, SENCos and an Educational Psychologist. Advice can be sought or if it is deemed appropriate by the group then observation and assessment can be carried out by the STLS and further recommendations and targets given. It may also be the case that additional agencies such as SALT or a paediatrician are referred to for assessment.

Specified Individual Support

For those pupils with high SEN an Individual Provision Plan will be set up. Parents will be informed if this is considered to be necessary.

An Education, Health and Care Plan (EHCP) will also be put in place for children whose learning needs are severe, complex and lifelong.

School request for a statutory assessment for an EHCP

Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern.

Prior to the application being made to the LA, the child will be discussed (with parent's consent) at the LIFT meeting. Further advice is sought and a decision agreed upon by the professionals as to whether an application is made for a

statutory assessment. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEN Support. This information may include:

- Provisions provided over a period of time and their impact
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Attainment levels in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child (the latter where appropriate)
- Involvement of other professionals such as health, social services or the education welfare service.

The LA may or may not decide that a statutory assessment may take place and also if an Education and Health Care Plan is deemed appropriate.

If parents wish, they may also apply to the LA for a statutory assessment for their child.

Education and Health Care Plans

All children with Education and Health Care Plans will have an 'Individual Provision Plan'.

Long term outcomes, provision and short-term targets will be set out within this document. The delivery of the provision recorded in the plan will continue to be the responsibility of the class teacher supported by the SENCo. Close records will be kept of any interventions taking place. Provision will be reviewed three times a year in consultation with parents.

Annual review of an Education and Health Care Plan

All EHCPs will be reviewed annually with the parents, the pupil, outside agencies involved and the LA. The school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. When a review takes place of a pupil in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage.

It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

Criteria for exiting the Register

The SEN register is reviewed 3 times a year with due regard to criteria set out in the SEND Code of Practice. However, pupils can be added to the register or removed between these times in consultation with parents.

6. Supporting pupils and families

Families

Parents will always be an important link in the education of children and more so with the pupils with Special Educational Needs. Support is available at any time at school for families of pupils with concerns regarding any aspect of SEN. The SEN Information Report located on the school's website gives information to frequently asked questions by parents. This pays due regard to the Local Offer where more guidance is issued including details of the Kent Parent Partnership Service offering further advice and support. (www.kent.gov.uk/iask)

Pupils

All pupils have a right to receive and make known information and to express an opinion. The views of the child are given due weight according to age, maturity and capability of the child. We believe that children need to know that they are listened to and that their views are valued. Therefore, children are enabled and encouraged to participate in all decision making processes that occur in education, including:

- Setting learning targets
- Discussions about choice of school
- Contributing to the assessment of their needs
- contributing to the Annual Review for an EHCP
- being involved in transition planning

All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender, religion or background. We recognise that transitions can be difficult for a child with SEN and consequently take steps to ensure that any transition is as smooth as possible. For further information regarding admissions please see our Admissions Policy on the school website.

Joining School

Admission to Greatstone Primary School will be according to the criteria set out in the Governing Body's Admissions Policy.

We will contact the previous school of any child with SEN entering the school at any point other than Reception to determine how the child will be inducted and to enable us to benefit from previous knowledge of the child. We will contact the Pre-school of any child with SEN entering the school into Reception for the same reason.

Moving Through School

A phased transition will take place from the Foundation Stage through the Key Stages by:

- Strengthening a programme of pupil visits between the key stages.
- Passing on information.
- Teachers and support staff meeting to discuss the educational needs of individual children.
- Arranging for after school sessions to take place where the parents can meet their child's new teacher

Leaving School

We will seek to effect a phased transition across Key Stage 2 and 3 by:

- Encouraging staff visits between secondary and primary schools with a pastoral and teaching focus.
- Strengthening a programme of pupil visits between the key stages.
- Where possible and appropriate, provide opportunities for support such as additional visits to the school of choice or involvement in a social skills group prior to the transfer.
- Passing on information

In the case of a child with SEN transferring to a different school at a time other than at the end of Year 6, information is sent to the new school, with the offer of a discussion with the SENCo regarding the particular needs of the child. All pupils on the SEN register access the National Curriculum assessments and tests in years 2 and 6. If considered appropriate, special arrangements are put in place for pupils requiring extra time or a 'reader' during the year 6 assessments. All pupils, regardless of their ability, carry out regular assessments in reading, writing and maths. Some pupils have medical conditions at Greatstone School and procedures are put in place to manage these conditions.

7. Monitoring and evaluating SEN

Provision for pupils with SEN is regularly monitored through book scrutinies and observations of adults working with pupils. As with all pupils, assessments identify progress and areas to be worked on. Provision Maps are discussed at review with class teachers, teaching assistants, the SLT and SENCo. Provision put in place will be shared with parents at parent's evenings. Individual Provision Plans will be reviewed three times a year in collaboration with parents. Close tracking is kept of pupils' progress through intervention sheets kept by adults working with pupils. The approach of Assess, Plan, Do and Review is adopted by the school.

8. Training and Resources

The school budget, received from the Kent Local Authority, includes funding for supporting children with SEN. Overall school provision for SEN is determined by the needs of the pupils as detailed within the Special Needs Register. A whole School Profile of Need is compiled(see appendix).The Head Teacher decides on the deployment of resources for SEN, in consultation with the school governors on the basis of the needs of all the children identified as SEN within the school. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice to meet the needs of individual pupils.

9. Roles and responsibilities

Teaching Assistants

- Liaise with the class teacher and SENCo in order to plan for, and meet the needs of, that child;
- Liaise with other colleagues where necessary;
- Where appropriate, deliver an intervention group and record observations as planned by the class teacher
- Attend appropriate training courses and where appropriate disseminate information to other members of the support staff.

The Classteacher

- Check on the progress of pupils and identifies, plans and delivers (with support from the SENCo) any additional provision the child may need.
- Include provision for pupils with SEN within the class provision map
- Collaborate with the SENCo in formulating Individual Provision Plans
- Ensure that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Deliver 'Quality First Teaching' with due regard to the Mainstream Core Standards.
- Gather information in preparation for possible identification of SEN and complete an 'Initial Concerns Checklist'
- Liaise with parents at all stages of intervention, including when they have concerns about their child prior to a child being placed on the SEN register
- Liaise with the SENCo at all stages of intervention, following the correct procedures and implementing any advice
- Liaise with external agencies where appropriate
- Liaise with TAs and other support staff
- Attend appropriate training courses and disseminate information to other members of staff.

The SENCo: Mrs M Richardson

- Develop and review the school's SEN policy.
- Co-ordinate all the support for children with SEN
- Liaise with outside agencies
- Maintain the school's SEN register and make sure that records of children's progress and needs are kept.
- Provide specialist support for teachers and support staff in the school, so that they can help children with SEN to achieve the best progress possible.
- Manage the day-to-day operation of the policy
- Monitor the school-based assessments for pupils with SEN and complete documentation required by outside agencies and the LEA;
- Act as a link with parents
- Ensure there are resources, human and material, and a range of teaching materials to enable appropriate provision to be made
- Monitor and evaluate the special educational needs provision
- Report to the governing body
- Contribute to in-service training of staff
- Work closely with the Senior Management Team and colleagues.

Headteacher: Mrs N Wood

- Is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that all children's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.

The SEN Governor: Mr P Morgan-John

- Is responsible for making sure that the necessary support is given for any child with SEN who attends the school.
- The SEN governor may be contacted for support to parents regarding Pupils with SEN or disabilities.

10. Reviewing the Policy

The policy will be reviewed annually.

The SENCo and the named governor with responsibility for special needs communicate regularly.

11. Equality and Inclusion

The school is fully compliant with DDA (2010) requirements. All schools have a duty to increase, over time, the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school. The Accessibility plan forms part of our Equality and Cohesion Curriculum which can be found on the school website under policies.

12. Medical Conditions

Pupils with medical conditions will receive an Individual Healthcare Plan where the type and level of support will be identified. Where the child also has SEN, this will be planned and delivered in a co-ordinated way with the Healthcare Plan.

13. Complaints

Any complaints about the special educational provision of the school will be dealt with by the Governing Body's complaints procedure. Details of this procedure are available on the school's website under Policies.