



Special Educational Needs Policy

The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both Sylvan Infant School and Branksome Heath Junior School

Status & Review Cycle: Annually

Last Review Date: 26th January 2016, Policy Review Committee
Voted and Adopted: 10th February 2016, Full Governing Body

Review Group/Reviewer: Full Governing Body
Next review date: January 2017

Signed.....

Policy Statement

The Federation believes that all children are entitled to an education that enables them to achieve their best and become confident individuals. We recognise that each child is unique and our aim is to support all our children to ensure that the necessary provision is made for any child with a special educational need.

Our guiding principle is one of Inclusion and we aim to provide high quality teaching and learning for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This means treating all pupils as individuals and ensuring that they have the required provision to achieve the best possible progress.

This SEND policy details how we ensure that the needs of all our pupils with special education needs are met.

Definition of Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. 6.15 Code of Practice 2014

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

6.15 Code of Practice 2014

School Aims

- To work closely with parents and to involve them fully in decisions made about their child's education and to develop and maintain partnerships and high levels of engagement with them

- Where appropriate to ensure that we take the views of the pupil into account when planning and evaluating their SEND provision
- To promote inclusion to help create an inclusive and nurturing community
- To foster self esteem in each child, valuing their unique worth not simply their academic ability and raise their aspirations and expectations
- To ensure that arrangements for special educational needs satisfy statutory requirements as set out in the Code of Practice 2014
- To ensure through differentiation and a variety of teaching styles, that all children receive a broad and balanced curriculum relevant to their individual needs
- To provide specific forms of support and structured teaching interventions through a graduated level, Wave 1, 2 and 3
- To manage SEND staffing and resources effectively and efficiently
- To ensure that all staff work in partnership with the Inclusion leader to identify, assess and provide for all children
- To effectively monitor children's progress
- To manage the specialist support offered by outside agencies
- Where appropriate, encourage the involvement of the child in decisions about his/her educational provision

Staff roles and responsibilities

Each teacher, supported by the senior leadership team, has a responsibility to identify and support individuals or groups to access the curriculum or follow specific teaching programmes. This is done in consultation with the Inclusion Leader.

The Head Of School

The Head of School has the responsibility of the day to day management of all aspects of the school's work, including the provision for children with special educational needs. The Head of School works closely with the Inclusion Leader and the named school Governor.

The Governing Body

The Governing Body, in conjunction with the Heads of School

- Determines the federation's general policy and approach to provision for the children with SEN
- Establishes the appropriate staffing and funding arrangements
- Maintains an overview of the school's work through regular meetings with the Head and Inclusion Leader
- Respond within 15 working days (except within a school holiday) of a request for the school to be named on a child's statement. If the Governing body has concerns over the schools ability to meet the needs of the child or feel it may detrimentally impact on the education of others then these concerns must be shared with the LA. However, the final decision as to whether to name the school falls to the LA.

The named Governor is: Anne Marie Lithgow.

Resource Allocation

Local Authority Funding

A proportion of funding for children with special educational needs is financed by the Local Authority based upon the SEN formula.

Pupils with a Statement/ Education, Health and Care Plan are supported by central funding.

The schools receive support from the Educational Psychologist. Visits are allocated from the LA. Each school currently receives 9 visits per academic year.

School Funding

An amount of money is allocated from each school's budget to maintain:

- Time allocated to the Inclusion Leader
- Teaching Assistant provision
- Upgrade and renewal of specialist resources

Identification of Need

The Federation believes that it is early identification and support that is vital to a child reaching their potential. Rigorous half-termly data progress meetings are held to analyse the progress of each child. This follows the guidance from the new code of practice which states;

Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These meetings seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

6.17 Code of Practice 2014

In deciding whether to make special educational provision, the teacher and Inclusion lead should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. 6.38 Code of Practice 2014

Referral to Outside Agencies & Use of the Common Assessment Form

The Inclusion Leader will use the Common Assessment Form (CAF) when requested, or other referral forms specific to the agency, to refer children to other professionals in line with Local Authority procedures.

The class teacher must fill out the sections based on learning.

This must be in conjunction with parents whose permission must be sought by the adult completing the CAF (usually the Inclusion Leader) or other type of referral form. Permission to share must be signed by parents and a copy kept in school (the only exception being within the guidelines of Child Protection Procedures).

If permission to share is not signed then the Inclusion Leader may not pass information to outside agencies (except for Child Protection Procedures)

The CAF/referral form will then be sent to the appropriate agency.

Parents may receive a copy if requested.

In some instances it is necessary to refer to the LA where a MAAG (Multi Agency Assessment Group) panel will meet and an independent decision will be made based on the evidence presented from school and parents as to an appropriate course of action e.g. statutory assessment, outreach support, change of placement, and increase in hours a child is supported.

Assessment, Provision and Record Keeping

The Inclusion Leaders will maintain an up to date register of children identified as having a Special Educational Need on School Pupil Tracker. Regarding assessment and provision the new guidance as set out in the new code of practice 2014 is followed. Parents will be contacted to have a meeting where a provision map will be looked at and discussed and a structured conversation had.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

6.44 Code of Practice 2014

The Graduated Approach

Assess: *In identifying a child as needing SEN support, the class teacher working with the Inclusion Lead, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should 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. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.* 6.45 Code of Practice 2014

Plan: *Parents must be formally notified that their child is having additional support. The teacher and the Inclusion Lead should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The information given at this meeting will be recorded on a provision map and a log of the structured conversation that took place at the meeting.* 6.48 Code of Practice 2014

Do: *The class teacher should remain 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, they should still retain responsibility for the pupil. They should 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 Inclusion lead will support the class teacher if requested for further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.*

6.52 Code of Practice 2014

Review: *The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date set on the provision map. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.* 6.53/55 Code of Practice 2014

Confidentiality is vital and to be respected at all times.

If after a given time and intervention from Wave 3 progress continues to be slow, then the decision might be made to apply for an Education Health and Care plan assessment. Parents will be made aware if this line of targeted action is going to be taken.

Partnership with Parents

The Federation recognises that the relationship between parents and the school has a crucial bearing on the child's educational progress and the effectiveness of any school based action. Each school will provide:

- Discussion for individual needs of children
- Information sessions for children new to school in the Foundation Stage and entering Year 3
- Information sessions for different areas of school curriculum.
- Parent /Teacher interviews in autumn and spring term.
- Optional Parent/Teacher interviews in summer term.
- SEN review and Annual Review meetings
- Support from outside agencies is needed
- Information related to SENDIASS to access independent support surrounding issues and concerns.

Annual Reviews

Annual reviews for children with a statement or EHC plan of special educational needs take place annually unless the child in question is below the age of 5 in which case they will take place every 6 months. The annual review of a pupil's statement/EHC plan ensures that at least once a year the parents, the LA and the school, and all of the professionals involved, consider both the progress the pupil has made over the previous period and whether amendments need to be made to the description of the pupils needs or to the special educational provision specified in the statement. It is the job of the Inclusion Leader (delegated from the Head of School) to ensure that:

- Written advice is requested from
 - Parents
 - Anyone specified by the authority
 - Anyone else that is considered appropriate (1:1, class teacher)
- Copies of all advice is circulated to all those invited to the annual review at least 2 weeks before the date of the meeting
- Invitations for a meeting are sent to
 - Parents/carers
 - Inclusion Leader
 - LA representative
 - Anyone else that is considered appropriate by LA/Head of School
- A final report, following the annual review, is sent before the end of that term or 10 schools days after the meeting takes place if that is any earlier.

Any written advice will be used as the basis for the discussion at the review meeting. The meeting should relate to the child's progress towards meeting the objectives in the statement or EHC plan; the progress the child has made in their behaviour and attitude towards learning; the continued appropriateness of the statement/EHC plan and placement and any amendments to the statement/EHC plan.

See SEN Code of Practice 2014, Section 9 for further information.

Staff Development

Staff will attend training courses appropriate to need. This will be determined by:

1. Needs arising from intake of child/ren
2. Needs arising in school through review/ evaluation
3. School Development Plan priorities
4. Availability of funding
5. Individual requests

The Inclusion Leaders will liaise with other schools and keep up-to-date with new initiatives and government policies

A transition meeting or telephone consultation will be held to share information regarding any child with SEN who transitions to another school. The Inclusion Lead will instigate this meeting.

Parental Complaints

Any grievance or complaint should be addressed following the schools complaints policy.

This policy is to be reviewed regularly or at any such time as policy/ procedure changes.