



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

Voted and Adopted:

Review Group/Reviewer: Full Governing Body

Next review date: November 2018

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 Special Educational Needs & Disability 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 Special Educational Needs 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.

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 Special Educational Needs & Disability 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 Special Educational Needs & Disability 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

Admissions arrangements:

Admission for pupils with SEND is in line with the whole school admission policy. The Federation admits pupils with a range of special needs including those with physical disabilities. The Federation aims to include all pupils with a special educational need but also has an additional duty to ensure this is compatible with the efficient education of others.

Special facilities:

The Federation has access to a room for physiotherapy and medical needs. The Federation has a disabled toilet with a changing bench and allocated parking space for disabled users. Lifts are installed.

Sloping boards and pencil grips are available for those children with poor hand control, along with a range of resources used to develop fine motor skills. Laptops are used to develop keyboard skills and tablets with voice recorders are used to provide alternative recording methods.

Quiet areas around the school are used for 1:1 or small group interventions including speech and language programmes. The school has a trained Speech and Language TA, who runs 1:1 or small group programmes.

The Local Authority and health services can provide children with visual or hearing impairments with a variety of technical support aids and training for school staff to support these pupils in the mainstream classroom.

Staff roles and responsibilities:

The Role of the Special Educational Needs Co-ordinator (SENCO):

- To take responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for including all pupils in the school.
- To liaise with the class teachers and teaching assistants in assessing children's needs.
- To liaise with external agencies, support services, other schools and the Local Authority (LA).
- To collate evidence of the needs of SEND children through the SEND register and inform the Governors about the information.
- To advise colleagues on strategies and Provision maps/ individual educational plans (IEPs)
- To liaise with parents of children with SEND where appropriate.
- To monitor the progress of individual children and oversee programmes of work/ interventions.
- To review and update resources for SEND.
- To train and monitor the work of the Teaching Assistants (TAs).
- To ensure that the needs of SEND children are reflected in the School Improvement Plan.
- To complete all statutory duties as outlined in the SEND Code of Practice 2014.

The Role of the Governing Body, including the SEND Governor:

- To do its best to ensure that the necessary provision is made for all pupils.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- To consult the LA and the governing bodies of other schools, when necessary or desirable to improve the school's SEND policy.
- To ensure that a pupil with special educational needs join in the activities of the school, so far as is reasonably practical.
- To report to parents on the implementation of the school's policy for pupils with special educational needs.
- To have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs.
- To ensure that parents are notified of a decision by the school that additional provision is being made for their child.

The Role of the Class Teacher:

- To provide quality first teaching (Wave 1) to optimise learning opportunities for all.
- To provide Wave 2 interventions (programmes that target and support specific groups) for children who need extra support to meet national expectations.
- To swiftly identify pupils with SEND in their class.
- To discuss their concerns with the TA, SENCO, Year Leads and Head of school.
- To update and make use of the school's tracking and record keeping systems to identify gaps in knowledge and plan accordingly.
- To ensure that all IEP targets are Specific, Measurable, Achievable, Realistic and Timed (SMART) for children with an Educational Health Care plan.

- To discuss and timetable opportunities for Provision Maps/IEP targets to be worked on, with the TA.
- To discuss targets with pupils and their parents during parents' evening.
- To provide a differentiated, cross-curricular programme for all pupils including those with additional need.
- To add/update information on the school's provision map, in discussion with the SENCO.
- To work with outside agency support as appropriate.

The Role of the Teaching Assistant (TA):

The school employs Teaching Assistants to support the teaching and learning of all pupils in the classroom and deliver intervention programmes. Working alongside the SENCO they:

- Support the differentiated curriculum in Maths, Literacy and Reading.
- Under the direction of the teacher, teach and assess intervention programmes.
- Keep records relating to pupils' progress for interventions.
- Work alongside teachers to ensure children apply their learning in intervention programmes back in class.
- Support and observe children in class as appropriate.
- Support teachers as appropriate (e.g. tasks, target setting for Provision maps/IEPs etc.)
- Create, store and maintain resources for SEND children.
- Are aware of the need for professional discretion.
- Undertake any other work deemed appropriate by the SENCO or Head of School.

Specially trained Teaching Assistants (TAs) also provide support in reading and writing (through FFT); Precision Teaching for English & Maths; Emotional Literacy Support (ELSA), physiotherapy support; speech and language support (including 1:1 sessions); EAL support and booster sessions for groups and individuals.

The Role of the Executive Headteacher and Head of School:

- To be responsible for ensuring that national requirements are met.
- To monitor all the work of those involved with SEND children.
- To ensure that the principles of best value apply to the financing and resource allocation for SEND.
- The Head of School is also a Designated Safeguarding Lead (DSL)

The Role of Parents:

- To meet regularly with class teachers and when appropriate with the SENCO.
- To support the work of the school.
- To work with SEND staff to ensure that children feel well supported, confident and have high self-esteem.
- To sign the Provision Map/ IEP to show they understand and support the targets and actions once a term.

Resource Allocation

Local Authority Funding:

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

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

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:

Many children, at some point in their school life, may be identified as having special educational or additional needs. This may mean that they need some extra support for a short while on a temporary basis, or their needs may require help on a longer-term basis.

Under the new SEND Code of Practice, need is categorised into four broad categories. These include:

1. Communication and interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Health Difficulties.
4. Sensory and/or Physical Needs.

The SENCO maintains a register of children with a Special Educational Need. The statutory definition of Special Educational Needs determines whether a child is placed on the SEND register.

Monitoring and Early Identification:

Teachers will continually measure a child's progress by:

- Monitoring their performance as part of ongoing observation and assessment.
- Their outcomes from the Early Learning Goals at the end of the Foundation Stage.
- Their performance in the phonics screening check at the end of Year 1.
- Their SATs / teacher assessments at the end of a key stage 1.
- Their progress against the end of year expectations, as detailed in the 2014 National curriculum.
- Salford Reading Test in KS2.
- The gap analysis system used by the school for tracking end of year expectations.
- Provision Maps/ IEP targets.
- Pira and Puma Tests in KS2.
- Checklists provided by external agencies.
- DEST assessments in KS1.

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.

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
- Progress which fails to match or better the child's previous rate of progress
- Progress which fails to close the attainment gap between the child and their peers
- Progress which widens the attainment gap

In addition children may be discussed who present with:

- Persistent social, emotional or mental health difficulties
- Sensory or physical problems and continues to make little or no progress, using specialist equipment.
- Has communication and / or interaction difficulties.

6.17 Code of Practice 2014

In deciding whether to make special educational provision, the teacher and SENCO 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

Assessment, Provision and Record Keeping:

The SENCO will maintain an up to date register of children identified as having a Special Educational Need .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 Special Educational Needs, schools should take action to remove barriers to learning and put effective special educational provision in place. This Special Educational Needs 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 Special Educational Needs support, the class teacher working with the SENCO , 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.

Appropriate support is planned for and carried out. Progress is carefully monitored as part of the Plan-Do-Review cycle. A Provision Map/IEP will be written detailing the support that is planned and it will be reviewed with the child and the parents termly.

Intervention programmes across the Federation include:

Numicon (Maths)

Fischer Family Trust Wave 3 Literacy Intervention (reading, writing and phonics intervention).

Precision teaching (English & Numeracy)

Paired reading (Reading)

Speech and Language

Emotional literacy support (1:1 with the Emotional Literacy Support Assistant (ELSA))

Talkabout Project- Social Skills

Children who are receiving agency support for a special educational need or disability at the time of school entry or require support for Speech and Language will be placed on the SEND register and their progress monitored accordingly.

Children who are still working on the Early Years Foundation Stage Profile by the spring term in Year 1, will be transferred on to P-scales and placed on the SEND register.

Children are not added to the SEND register where they have not made progress as expected, and are simply underachieving. Other factors may also impact on progress and attainment and do not constitute a special educational need including:

- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL)
- Behaviour

In such situations Quality First Teaching is the most effective means of meeting the child's needs. This is equally so where behaviour, emotional or social concerns can be addressed

through the school's behaviour policy and physical and sensory needs can be addressed within normal classroom provision.

Provision Mapping:

A provision map is an 'at a glance' way of showing the range of provision for children with special and other additional needs, through additional interventions.

Across the Federation the provision map:

- Audits how well provision matches need and addresses gaps in provision;
- Ensures progression and age appropriate interventions;
- Identifies strengths in provision and areas for development.
- Seeks to eliminate repetitive or ineffective use of resources;
- Demonstrates accountability;
- Informs parents, external agencies and OFSTED inspectors of how resources are being used to meet needs.
- Assesses school effectiveness when linked with outcomes for pupils through review of the provision;
- Supports the school in setting annual objectives and success criteria for Special Educational Needs & Disability.
- Focuses attention on whole-school issues of teaching and learning including individual child issues.
- Plans development to meet pupils' identified needs;
- Records changes in provision and enables a seamless transition between classes, key stages and schools from class to class or school to school;
- Is used to support writing Individual Education Plans for children with an EHCP.

The provision map is updated termly in consultation with class teachers and signed by parents/carers.

Support of Outside Agencies:

If a pupil does not make sufficient progress, despite receiving an individualised programme, the SENCO and class teacher may feel that there needs to be a request for help by external agencies. 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. It is usually the SENCO who will refer a child to an outside agency through the relevant paperwork. The following criteria are used to guide such decisions:

The child,

- continues to make little or no progress in specific areas over a longer period of time.
- is working significantly below an expected level for their age, despite appropriate provision being put in place.
- continues to have difficulty in developing English and mathematical skills
- displays social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised programme
- has sensory or physical needs requiring specialist equipment or regular advice and/or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

This support may come from a Specialist Teacher Advisor (STA) for hearing or visual impairment; NHS Speech and Language Therapist (SALT), Educational Psychologist (EP),

Physiotherapist and/or Occupational Therapist, Outreach Service from local special schools(Winchelsea, Montecute, Longspee, Linwood) or the Child and Adolescent Mental Health Service (CAMHS). Prior to any external support being requested, the parent / guardian will be fully consulted and permission sought. The support of local charities can also be accessed to support pupils and families of those with specific needs (e.g. Autism Wessex) or to help deal with loss and bereavement (e.g. Mosaic).

School request for a statutory assessment:

If a child demonstrates a significant cause for concern the Head of School, along with the SENCO, will request a statutory assessment by the Local Authority (LA). Parents will be fully consulted. The school will follow the policies and procedures of the LA and SEND Code of Practice. Written evidence from the teacher, external agencies, parents and child will be assembled by the SENCO to support the request.

Education Health and Care Plans:

The LA may decide that to meet the child's special educational needs, an Education Health and Care Plan (EHCP) is required. This is a formal document detailing the child's learning difficulties and the help that will be given. If an EHCP is agreed, the school will ensure that appropriate, short-term targets are recorded on the IEP and shared with parents and the pupil. Advice concerning provision and specialist equipment or support will be followed and the SENCO will be responsible for:

- Working with the Local Authority and outside agencies to implement the EHCP.
- Monitoring provision in accordance with the plan.
- Reviewing the plan on an annual basis in accordance with the 2014 SEND Code of Practice, requesting advice from: the child's parents, representatives of the LA, other professionals involved with the pupil. Wherever possible the pupil will be actively involved through a child-centred review to celebrate their achievements and set appropriate targets.

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/ECH 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
 - SENCO

- 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 Special Educational Needs Code of Practice 2014, Section 9 for further information.

Evaluating success:

We will evaluate the success of the SEND policy and practice by:

- The percentage of children on the SEND register per class, decreasing as classes move up through the school.
- The number of children meeting the age expected outcomes at the end of the year or showing significant progress towards them increasing.
- The gap between children's chronological ages and their reading or number ages decreasing over the course of Wave 3 interventions.
- Pupils meeting their IEP targets or showing significant evidence of progress towards targets at the IEP reviews
- On-going teacher and TA observations of the child in the daily classroom setting.
- Differentiated short-term planning by the class teacher to meet the child's needs.
- Records and evidence of the child's work showing progress towards curriculum objectives.
- Discussion at an appropriate level with the child about their progress.
- Discussion with parents about the child's progress.
- Discussion with outside agencies about the child's progress
- Successful requests for additional funding.

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children as early as possible.
- Making use of good practice in planning for, teaching and assessing children.
- Regular review of the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Having an EHCP if appropriate.
- Considering the wishes of the child at an appropriate level.
- Having a positive and effective partnership with parents.
- Encouraging a multi-disciplinary approach whenever possible.

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
- Open door policy for meetings with SENCO
- 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 summer term.
- Optional Parent/Teacher interviews in spring term.
- Annual reports in spring term.
- Special Educational Needs review and Annual Review meetings
- Support from outside agencies if needed
- Information related to Special Educational Needs and disability information, advice and support service to access independent support surrounding issues and concerns.

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 SENCOs 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 Special Educational Needs who transitions to another school. The SENCO will instigate this meeting.

Fortnightly meetings take place with the SENCO and Teaching Assistants. These meetings include training to meet pupils' needs.

The voice of the child:

- Teachers are given time termly to review and re-write Provision Maps/IEPs and share these with the child.
- Books are reviewed to inform their discussions. The children's views are taken in to consideration at these times and pupils are encouraged to set their own challenging targets.
- Assessment for Learning approaches are used so children review their achievements and plan the next steps in their learning.
- Pupils with an EHCP are involved in the review process through a child-centred approach.

Links with other schools and transfer arrangements:

- Staff visit the pre-schools who transfer children to the Federation, to discuss individuals. They also receive documents which show progress in the Foundation Stage. **Home visits are made to meet children and families in their own environment.**
- Extra pre-school visits, focusing on individuals are made where beneficial and a transition book is created.
- Links with the secondary schools in the area are firmly established and they are invited to the annual review meeting of any pupil in Year 6, in order to plan transition carefully.
- All pupils' records are forwarded to the transitioning school.
- The year 6 teachers meet with secondary staff to discuss individuals and the SENCO liaises with the secondary SENCOs.
- Visits are made by secondary staff and pupils to see our children and by our children to see the secondary school and staff.
- Extra visits for children are arranged as appropriate.
- External agencies liaise with schools when children with special or additional needs transfer, to ensure continuity of support.

Links with other agencies, organisations and support services:

The Federation maintains good working relationships with a range of outside agencies, organisations and support services:

- The School Nurse: The school nurse carries out healthcare interviews for children in year R. The school nurse is also available to discuss health-related issues regarding specific children.
- The Educational Psychologist (EP): The EP works with the SENCO and school staff to ensure the best provision for referred children. The EP consults with the class teacher, parents and the SENCO and helps form action plans.
- The School Attendance Worker: The SAW can be contacted to discuss and act upon issues relating to children's attendance, lateness and welfare.
- NHS Speech Therapist (SALT): The speech therapist visits the school to assess and monitor children following a speech programme in school. They offer advice to staff about children with speech and language difficulties and sets up and reviews speech and language programmes where necessary. Where the pupil's need does not meet the criteria for the SALT, they may be seen by the school's Speech and Language Teaching Assistant.
- Physiotherapists: The physiotherapist can visit the school to support specific children. They can liaise with TAs who carry out the programmes which are monitored by the SENCO.
- Occupational Therapist: The occupational therapist visits if there is a specific child who needs support. They will devise and review programmes with the TAs, teachers, parents and the SENCO.
- Outreach Support Services from Special Schools: We have links with Winchelsea, Montacute and Longspee Special School.
- Advisory Teachers: Advisory teachers will be asked to visit the school to support children with specific needs. They assess children's progress and advise the staff, the parents and the children. Previously we have been supported by the Advisory Teachers for visual and hearing impairments.
- Family Outreach Workers: Support can be accessed from these services if a family is struggling or there are safeguarding concerns.
- Charitable organisations, e.g. Young Carers, Mosaic, Starfish: Support can be accessed from these services to support the family or pupils.

Parental Complaints:

Any grievance or complaint should be addressed following the Federation's complaints policy.

Storing and Managing Information:

SEND records are managed, stored and disposed of in line with the Federation's policies on information management. SEND records are stored electronically on the school's secure network and are only accessible to the staff that require them. All confidential paper records are stored in a lockable room and are transferred to the receiving school when a pupil transitions. All confidential paperwork is shredded prior to disposal.

Reviewing the Policy:

The SEND policy is reviewed annually. School staff are consulted through TA and staff meetings. The SEND Governor also contributes on behalf of the Governing Body.