

Ebor Gardens Primary Academy and Victoria Primary Academy



EBOR GARDENS
Primary Academy



VICTORIA
Primary Academy

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Approved by the Governing Body 24th January 2017
Review date January 2018
Debra Simpson
Executive Principal

Ebor Gardens and Victoria Primary Academies

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

SENCO – Mrs Sarah Coe (EGPA) and Mrs Amanda Green (VPA)

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 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
- Teachers Standards 2012
- This policy was co-created by the school's SENCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND in light of current reform.

Definition of special educational needs

In this policy, 'special educational needs and disabilities' (SEND) refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice (DfES, 2014) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

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.

Definition of special educational provision

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

At Ebor Gardens and Victoria Primary Academies we have an inclusive ethos and strive to support **all** children to achieve at school. We believe every teacher is a teacher of every child or young person including those with SEND. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes. Early identification of children with SEND enables early intervention to be implemented and extra support to be put in place.

Aims and Objectives

The aim of our Special Educational Needs Policy is to ensure that:

- All pupils with SEND have their needs identified in order that they achieve their potential and develop their abilities to the full.
- All pupils with SEND are able to fully access a broad and balanced curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- All governors, staff, pupils and parents are aware of procedures and provision available in school.
- All our pupils are involved in decisions made about them and their education.
- All parents are fully involved and informed of their child's progress.
- All staff have appropriate training to teach pupils with SEND.

Our policy objectives are to:

- Promote early identification and assessment of children with special educational needs and disabilities.
- Monitor the progress of all pupils in order to aid identification of pupils with SEND, and to ensure that children with SEND are able to achieve their full potential.
- Provide a fully inclusive environment with appropriate provision which removes the barriers to learning that some SEND children experience.
- Make sure that all children with SEND have full access to the National Curriculum.
- Provide an environment which fosters close partnership with the children and their parents/carers.
- Provide access to, and work closely with, specialist outside agency help when this is necessary and appropriate.
- Provide on-going support and advice for staff working with special educational needs pupils.

Identifying Special Educational Needs and Disabilities

As a school we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The SEND Code of Practice (DfES 2014) describes four broad categories of need.

These are:

- Communication and Interaction - this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

These four areas give an overview of the range of needs that should be planned for. They recognise that children learn and progress at varied rates and that, where necessary, specialist expertise should be sought to help children achieve their full potential.

Identification, Assessment and Review

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

A Graduated Approach to SEN Support

At Ebor Gardens and Victoria Primary Academies we ensure all pupils have **High Quality First Teaching**.

Class 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

The Leadership team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. At this stage, the pupil will be placed on the SEND register as a means of recording and monitoring the provision put in place for them.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them (with parental agreement).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO 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. All outcomes will reflect the high expectations for all pupils including those with SEND. An individual programme of provision will be drawn up and will be shared with parents at parent consultation evenings or at reviews with the SENCO. This will also be recorded on the school's provision map and shared with all staff working with the pupil. The pupil's progress will be closely monitored throughout and parents will be informed and consulted.

Do

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, 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 SENCO will continue to support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This may involve referring to other professionals if additional assessment and advice is needed.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

Ebor Gardens and Victoria Primary Academies also recognise what is not a special educational need but may impact on progress and attainment. These are:-

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

At Ebor Gardens and Victoria Primary Academies we believe ‘behaviour’ as a need is not an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour is recognised as an underlying negative response to an existing need.

Roles and Responsibilities

At Ebor Gardens and Victoria Primary Academies the Leadership Team (including the SENCO) and the Governing Body are responsible for the monitoring and reviewing of provision for SEND in school.

. The keys responsibilities of the SENCo are:

- To oversee the day-to-day operation of the school’s SEND policy.
- To monitor, evaluate and review provision for SEND.
- To assist with and advise on, the teaching and assessment of children with SEND.
- To enable early identification of children with SEND, through meeting with class teachers, monitoring data and observing and assessing children in the classroom.
- To provide a link between school and outside agencies, make contact with these agencies and attend meetings when necessary.

- To provide a link for teachers who think a child may need outside agency support.
- To ensure that the school's SEND register and provision map are updated regularly.
- To ensure individual programmes of provision are written and reviewed termly.
- To meet with parents and pupils to discuss concerns and support needs and progress.
- To provide an annual report to governors.
- To organise annual and termly review meetings.
- To lead staff development for teachers and LSAs, to enable them to develop skills for teaching and identifying children with SEND.

The responsibilities of the Leadership Team in terms of SEND are:

- To ensure that the needs of SEND children are met within school.
- To allocate roles and responsibilities to staff so that special needs are met.
- To monitor, evaluate and review provision for SEND.
- To manage the budget and take responsibility for how the SEND and Pupil Premium budgets are allocated.
- To analyse data for groups of pupils and ensure provision is put in place.
- To hold Pupil Progress meetings with class teachers.

The key responsibilities for the Governing body are:

- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure the quality of SEND provision is continually monitored.
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Executive Principal, Heads of School and SENDCos.
- Link Governor for SEND is Mr Ben Powell

The key responsibilities of Class Teachers are:

- To ensure all children in class have access to a broad, balanced and rich curriculum.
- To provide learning experiences which are appropriate to the needs of each individual child.
- To monitor progress of their pupils and identify which children are not making adequate progress.
- To liaise with the Headship team about children's progress, and raise concerns with the SENCO if a child needs additional support.

- To know which pupils in their class are on the SEND register and their level of need.
- To provide regular updates for parents and contribute to the review process.
- To write individual programmes of support for pupils identified as having a special educational need and/or disability and be involved in the review of these documents each term.
- To ensure LSAs are supporting pupils in their class, as directed.
- To attend appropriate INSET and courses.

The key responsibilities of Learning Support/Behaviour Support assistants are:

- To carry out activities and learning programmes, as directed and planned by the class teacher.
- To raise concerns about a child's progress or needs with the class teacher and the SENCo.
- To keep a record of any additional support work, stating frequency and with whom any interventions have been carried out.
- Discuss the progress and success of interventions regularly with the class teacher.
- To support children's needs in school as directed by the class teacher.
- To attend INSET and courses where appropriate.
- To be aware of the contents of the school SEND policy.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND; those with a Education Health Care (EHC) Plan and those without.

All SEND paperwork should be passed to the SENCO as soon as possible. If a child is making a transition from another school or from nursery to reception class, a meeting will be set up between the feeder school and the receiving school to aid a smooth transition. If a face to face meeting is not possible, contact will be made via telephone to make sure there is a good understanding of the type of provision required.

The school will do its best to ensure that necessary provisions and preparations are made prior to the start of the child's school year. The child will be closely monitored to ensure that all the appropriate provisions are in place.

Facilities for Pupils with SEND / Accessibility

The school building provides excellent facilities for children with additional needs. The school building is fully accessible to wheelchair users and there are disabled toilet facilities all floors.

Supporting pupils at school with medical conditions

Ebor Gardens and Victoria Primary Academies recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which would bring together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Allocation of Resources for Pupils with SEND

Resources for SEND are allocated from the school's annual budget. All pupils with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

If it is deemed necessary, the school may apply for Funding For Inclusion (FFI) for individual children. Leeds City Council have issued guidance on such applications and the SENCO will follow the set criteria for applications. The funding, if allocated, will be used to ensure the individual child has access to the curriculum and that appropriate provision is put in place.

Referral for EHC Plan (Education, Health and Care Plan)

If a child has lifelong or significant difficulties, they may undergo an EHC Plan process. This can be requested by the school or by the child's parent/s. An application will be made to the Local Authority who will gather information about the child's needs and the provision that has already been put in place for them.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- School staff
- Health Professionals
- Other agencies involved with the child.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

- a. Following the Assessment, an EHC Plan may be provided by Leeds City Council if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- b. Parents have the right to appeal against a decision either for or against a statement of special needs for their child.
- c. Once the EHC Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria for exiting the SEND Register

If it is felt that a pupil is making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the procedures outlined in this policy.

Working in Partnership with Parents

Ebor Gardens and Victoria Primary Academies believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

We endeavour to foster good communication with parents and make them welcome in school. The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the SENCO, throughout the year for any reason.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the Leeds SEND Advice and Support Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Please see our school websites for additional information on how we support our pupils with SEND.

Links with Other Agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Ebor Gardens and Victoria Primary Academies invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with such agencies.

Complaints

Should a parent or carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the class teacher and/or SENCo. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head of School/Executive Principal.

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.
To be reviewed January 2017

Mrs Debra Simpson
Executive Principal
Ebor Gardens and Victoria Primary Academy