

SEN and Disability Policy



This policy complies with the statutory requirement laid out in the Special educational needs and disability code of practice: 0 to 25 years (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Bradford Safeguarding Children Board
- Teacher Standards 2012

Name of SENCo: Miss Christina Sperduto

Miss Sperduto is a member of the school's leadership team.

Rationale

At Sandal Primary School, we believe that every pupil has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning. Every teacher at Sandal Primary School is a teacher of every child, including those children with SEN and those children with disabilities. We believe that parents should be actively involved in the education of their children and we strive to meet the needs of all of the families that we serve. Our SENCO works closely with the designated teacher for looked after children and disadvantaged pupils and also liaises with our school learning mentor and parental involvement worker. We believe that this team approach, supports us in working holistically to meet the needs of all of our learners and their families.

Aims

Our aim is that SEN provision is outcome focused. SEN provision must be tailored to meet the individual needs of our children. We focus on desired outcomes and how these can be achieved rather than seeing SEN provision as support and hours within the classroom that must be managed.

This policy and our practice reflect the philosophy and fundamental principles within the SEN and disability code of practice:

- A child with special educational needs should have their educational needs met
- The views of the child and parents should be sought and taken into account
- Parents support and are actively involved in their child's education

- Children with special educational needs or children who are disabled should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum

To achieve our aims we will:

- Work within the guidance provided in the SEN and disability code of practice
- Provide a SENCO/ Inclusion Manager who will work with the SEN and disability policy
- Identify need as early as possible and provide effective support
- Operate a 'whole pupil, whole school' approach to the management and provision of support for children with special educational needs or children who have a disability
- View our special needs provision as an ongoing, developing process
- Provide support and advice for all staff working with children with special educational needs or children with a disability so that all children have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Provide bespoke provision maps to each of our children with SEN and children with a disability
- Develop effective partnerships and demonstrate high levels of engagement with parents and outside agencies working with a child and/or their family
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs or disability
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and progress and give sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, parents and children in the regular review, development and evaluation of policy and guidelines
- Track and monitor provision and procedures which have been put into place to ensure children with SEN make significant progress as they move through the school

Equal Opportunities

We believe that all members of the school should be treated with respect and that they should have their individual, diverse needs recognised and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

Identifying Special Educational Needs

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for them.

When concerns have been raised about a child's progress or difficulties in learning, class teachers are required to complete a concern form. This aims to highlight the child's main difficulties and list the provision that is already in place. This is then given to the SENCO who will then decide what the appropriate next steps are for the child, in order to support their needs. These are kept in the year groups SEND files.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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.

As defined by the code of practice, there are four broad areas of special educational need. Children's needs and requirements may fall into at least one of the four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. In conjunction with the range approach advocated by Bradford Local Authority, Sandal Primary School uses the areas of need to support school in identifying what we need to do to meet each child's individual needs. The areas of need are not used to categorise pupils. As we work to understand how best to meet a child's needs, we always consider the needs of the whole child, not just their special educational needs.

The four areas of need are:

1. Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand social rules of communication. The profile of children with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.

Children with ASD, including Autism and Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associate difficulties with mobility and communication, through to profound and learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning.

3. Social, Mental and Emotional Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other

children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children can experience difficulties in one or any combination of the four outlined areas of needs. The areas of needs will be recorded on the school's SEN register.

There are other needs which may impact on progress and attainment, but are not identified as special educational needs. These can include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty of all schools provided under Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked after child
- Being a child of a serviceman/woman

A graduated approach to SEN support

At Sandal Primary School, we ensure that all children are tracked carefully with regards to their achievement (progress and attainment).

Class teachers engage in regular pupil progress meetings with the senior leadership team and are required, prior to the meeting, to produce a pupil progress report which outlines what they are doing to support pupils at risk of underachievement. At Sandal Primary School, we understand that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have a special educational need. Additional provision and support cannot compensate for a lack of good quality teaching. It is only when high quality, personalised provision is in place and a child is failing to achieve that we consider that the child may have a special educational need. It is at this point that we follow our SEN flowchart (appendix 1).

Managing pupils' needs on the SEN register

At Sandal Primary School, each child with SEN is identified on their classes provision map. The provision map outlines the needs of specific children including those with SEN and aims to ensure that provision is in place for their needs to be met. The provision 'plan' is in place for the children and identifies what stakeholders will 'do' and involves a 'review.' School uses Bradford Local Authority's range model for SEN (see Local Offer on school website) to provide class teachers with ideas and guidance on the types of provision that should be in place for a particular child, given their level of need.

The achievement of pupils with SEN is a priority discussion point during all pupil progress meetings. Prior to the meeting, class teachers must present the attainment and progress data for all SEN children compared to non-SEN children and have prepared what action they will take if a child is not making at least expected progress. At the pupil progress meetings, the progress and attainment of each individual child with SEN is evaluated and their individual provision map is reviewed.

Class teachers are responsible for keeping provision maps up-to-date and, in line with the school data cycle, they must be reviewed at least four times per year. The SENCO is responsible for overseeing the effectiveness of the provision outlined on the provision maps and working with class teachers and support members of staff to provide guidance and support.

Where necessary, termly review meetings are held for children with SEN. These meetings are usually chaired by the SENCO and involve parents/ carers and, where appropriate, other professionals and the child.

The SENCO is responsible for engaging additional support or specialist services to work with a child e.g. school's link educational psychologist but class teachers are responsible for building the recommendations into the child's provision. The SENCO is also responsible for monitoring the impact of provision recommendations and, after working with a child's parents, coordinating what services work with children within school.

When the school believes that additional funding is needed from Bradford Local Authority to meet a child's needs, the SENCO is responsible for gathering the evidence needed to complete an Education, Health and Care plan (EHC plan) request. Parents will be encouraged to be fully involved in this process and unless the child is new to Sandal Primary School, the child's parents/ carers will have been fully involved in the graduated approach taken by the school.

When a child's needs cannot be fully met through school's provision arrangements, the SENCO is also responsible for working with all stakeholders to achieve the best outcome for the child.

Statutory Annual Reviews for Education Health and Care Plans

For a child who has a Statement of Special Educational Needs or an EHC plan, the LA has a statutory duty to formally review this, at least annually. Annual Review Meetings are organised in school by the SENCO/ Inclusion Manager

The annual review is in 2 parts:

1. Completion of Part 1 of the annual review prior to meeting and circulating the relevant paperwork to those invited to attend
2. Annual Review Meeting with all the stakeholders. Part 2 of the annual review completed and all paperwork sent to LA for approval.

Exiting the SEN register

If school believes that a child no longer requires SEN support, they will be removed from the register. This will be done in consultation with the child's parents/ carers and if appropriate the child or any other professionals involved.

Supporting Pupils and Families (for further information see our school website which outlines our summary of provision for children with SEN)

Access Arrangements

Unless school cannot meet the needs of a child, no child will be refused admission to Sandal Primary School because of a special educational need or disability. All admissions are coordinated by Bradford Local Authority. When a child transfers from another school, Sandal Primary requests: school records; any available attainment and progress data; child protection files (where appropriate) and any SEN reports/documentation.

Special facilities

At Sandal Primary School we have a disabled toilet and shower room.

Links with other agencies

Specialist teachers and other professionals will be consulted, where required, for advice on ways of ensuring that children have full access to all learning opportunities and that any barriers to learning are removed.

School works with specialist teachers from Bradford Local Authority e.g. autism specialists, specialist teachers for children with cognition and learning difficulties, specialist teachers for children with social, emotional, behavioural difficulties and specialist teachers who work with children with sensory impairments. We also access support and advice from speech and language specialists, educational and clinical psychologists, bereavement, domestic violence and other support groups. School also has links with the local school nursing team and CAMHs workers.

Access and transition arrangements

In conjunction with the Headteacher, who oversees assessment procedures in school, class teachers are responsible for ensuring that appropriate exam access arrangements are planned and executed for children with SEN.

Other than children in year 6, class teachers are responsible for ensuring that SEN information is passed to a child's new class teacher/ school. Confidential information will be passed in accordance with data security recommendations.

When children leave Sandal Primary School to start secondary school, where appropriate, the SENCO will chair a transition meeting (including the child's parent/ carer and if appropriate the child and any outside agency representatives) to support the child's new school in understanding the child's individual needs and the provision that has been in place for the child whilst they have been at Sandal Primary. At the end of the academic year, the child's SEN folder will be passed to the receiving school.

Early Help

In certain cases, the school will implement the Early Help procedure to ensure that children with additional needs (and their families) can benefit from the full range of support available to

them. This further promotes the multi-agency working which already exists in school. Mrs Morris (PIW) is school's lead Early Help practitioner.

Supporting children with medical needs

Some children with special educational needs may also have medical needs. Sandal Primary School recognises that pupils at school with medical conditions should be fully supported. Please see medical needs policy.

Some children with special educational and health care needs may have an EHC plan.

Roles and responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEN
- Reports annually to parents on the school's policy for children with SEN
- Ensure all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEN provision
- Ensure discussions with parents regarding SEN matters at relevant meetings
- Ensure that pupils with SEN are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN Policy

The Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Headteacher keeps the Governing Body informed of all developments with regard to SEN.

Admissions

In every instance, when a parent seeks a place for a child at Sandal Primary School, the Head Teacher:

- Ascertains whether or not the child is the subject of a statement of SEN/ EHC plan (parents are to record this information on the school's admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the statement/ Education, Health and Care plan until the LA have been consulted
- Informs the LA that an approach for admission has been made.

SENCO/ Inclusion Manager

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring an appropriate budget allocation to meet SEN
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEN
- Monitoring the progress of children with SEN alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEN
- Maintenance of the SEN register
- Liaising with parents of children with SEN
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated

Teachers

Recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEN.

They will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
- Work with the SENCO/ Inclusion Manager to decide the action required to assist the pupil to make progress
- Work with the SENCO/ Inclusion Manager to collect all available information on the pupil
- Develop and review provision maps for pupils as identified with SENCO/ Inclusion Manager
- Manage the teaching/ support assistants in their year group and provide them with guidance to complete their role
- Implement daily feedback systems which support teaching/ support assistants in relaying the impact of their work
- Work with SEN pupils on a daily basis to deliver the individual programme set out in the provision maps
- Complete baseline assessments e.g. the Learning Difficulties Baseline Assessment to ascertain a clearer picture of children's individual needs
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupil progress

- Work with the SENCO/ Inclusion Manager to identify their own training needs around SEN

Teaching Assistants

Follow guidance from teachers to complete their role

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Where appropriate, attend meetings and undertake appropriate INSET
- Work alongside the SENCO/ Inclusion Manager and teaching staff in the preparation of provision maps.

Pupil Participation

The school actively encourages the involvement of children in their education. We do this by:

- Involving the child in decision making regarding the methods by which their individual needs will be met
- Inviting the child to attend all or part of review meetings
- Discussing the purpose of assessment arrangements and the implications of the provision map with the child
- Encouraging the child to comment on his or her SEN provision through an appropriate medium.
- Involving the child in the implementation of the provision map to further develop the child's self-confidence and self-esteem.

Parent / Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs.

We:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings where necessary
- Discuss the purpose of assessment arrangements and the implications of the provision map with the parent/carers providing them with a copy, if appropriate
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their provision map
- Encourage the parent/carers to comment in writing on their child's SEN provision
- Ensure the parent/carers are aware of their rights to appeal regarding aspects of their child's SEN provision and of the support services available to them
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

In Service Training/ Funding

The Special Educational Needs and Disability Policy is subject to regular whole school review and evaluation. The SENCO/ Inclusion Manager attends relevant courses and ensures all staff are familiar with developments in SEN. All staff must notify the SENCO/

Inclusion Manager if they need further training in school procedures or how to support specific children. Training, for both teaching and non-teaching staff, is provided as necessary and the SENCO/ Inclusion Manager ensures all staff are aware of training available within the Local Authority Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEN will be specified within the School Development Plan. The SENCO/ Inclusion Manager provides regular feedback to the Governing Body on SEN provision through Governor's meetings and meets with the named governor for SEN.

There is an allocated budget for SEN. The effective spending of this is the responsibility of the SENCO/ Inclusion Manager and the Headteacher.

Complaints Procedure

The school's complaints procedure is outlined in the School Prospectus and on the website. The SEN and Disability Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Monitoring, Evaluation and Review of SEND Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. Staff, parents and children are involved in the review, development and evaluation of the SEN and disability policy.

Related Policies

Teaching and Learning policy

Equality Policy

Date policy written: July 2015

Date updated and reviewed: July 2018

Signed chair: