

Zetland Primary School Special Educational Needs and Disabilities (SEND) Policy



Reviewed Spring 2018 by SENDCo

Due to the changes in SEND reform this policy will be reviewed annually and changes made if required.

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1. Introduction

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. At Zetland Primary School every teacher is a teacher of every child in their class including those with SEN.

According to the Special educational needs and disability code of practice: 0 to 25 years (DfE, 2015)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition of the 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.

At Zetland Primary School we are committed to being an open, supportive and professional team who strive to ensure that every child succeeds. We aim to create a positive atmosphere of trust, mutual respect and high expectations between pupils, staff, parents and other professionals. We are determined to ensure that we provide a happy, safe and calm environment where children behave well and develop into confident, creative and independent learners.

2. Aims

Children with SEND will be offered full access to a broad, balanced and relevant education. Appropriate long-term support and well-planned provision will enable them to reach expected outcomes and make at least good progress. The school will promote high expectations and aspirations for all children. All children will achieve success, develop confidence, build self-esteem and make positive contributions.

Objectives

Implementation of this policy will ensure;

- Early identification and assessment of a child with possible special educational need
- Effective use of resources to meet children's needs
- Clear documentation to record provision and monitor progress
- Parents are worked with collaboratively to gain a better understanding of their child and involve them in all stages of their child's education
- Where possible, pupils participate and are involved in the information gathering and reviewing process
- External agencies are used effectively to maximise effective provision and assessment
- A positive and active approach is adopted from all the school staff to ensure that children feel valued.
- Pupils are given maximum equal opportunity for gaining access to the curriculum at the appropriate level of learning.
- Existing skills of all staff in the identification of and assessment of provision for children with SEND are developed and that training and support is provided, as appropriate
- Resources are deployed effectively to remove barriers to learning and impact positively on pupils' progress

3. Identifying Special Educational Needs

Children will have needs and requirements that may fall in to one of the 4 areas defined by the *Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE; 2015)*

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

In practice, individual children often have needs that cut across all these areas and their needs may change over time. At Zetland Primary School, we identify and assess the needs of pupils by considering the needs of the whole child, not just their primary need.

The following are not classed as SEND, but we recognise the impact that they have on progress and attainment;

- 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 SEND)
- Attendance and punctuality
- Health, welfare and safeguarding
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

4. A Graduated Approach to SEND Support

At Zetland we follow the 'Assess, Plan, Do, Review' cycle.

Teachers are responsible and accountable for the development and progress of all pupils in their class. In the first instance, children who are not making expected progress compared to their peers will be identified as a SEND concern by the class teacher. Initial concerns will be shared with parents and the SENDCo. During this initial period, assessments will be carried out to help decide upon the best course of action.

High quality differentiation in the classroom is the first step in responding to pupils who may or may not have SEND. The second step is to implement well-planned interventions. The progress of individual children will be monitored over an appropriate period of time. At this point, the SEND status of the child will be reviewed and advice from specialist services will be sought if necessary. Applications for statutory assessment will be initiated if appropriate. Throughout the process it is paramount that parents will be involved and consulted, and the child's views will be sought.

5. Managing Pupils Needs on the SEND Register

At Zetland Primary School we ensure that the needs of pupils with SEND are well managed by:

- Having an up to date, regularly reviewed SEND register
- SEND being a user defined group on SIMS/ CPOMS to monitor progress
- Using structured conversations for children with SEND
- Regularly reviewing and updating individualised targets with parents, at least once a term
- Measuring progress for interventions groups
- Support/ training being provided by the SENDCo for all teaching staff
- Tracking of interventions, provision and support for individuals including costings

Teachers are responsible and accountable for monitoring and managing individual targets and structured conversations working in partnership with parents and other agencies, this is overseen by the SENDCo.

The SEND budget will be managed effectively to provide appropriate additional support by the SENDCo, headteacher and SEND link governor. The SEND link governor and SENDCo will report progress to the governing body and Ofsted.

6. Admission Arrangements

At Zetland we aim to admit all children to the school and to integrate them fully into the life of the school ensuring that they have access to a broad and balanced curriculum.

In the event of a child attending a Pupil Referral Unit, we would liaise closely with that unit.

7. Criteria for Exiting the SEND Register/Record

A child may exit the SEND Register if they have;

- Demonstrated and maintained expected progress
- Achieved targets set
- Been discharged from additional, external support following multi-agency reviews
- Demonstrated that there is no longer a need for intervention.

Parents and the class teacher, and SENDCo where required, will meet to discuss the child exiting the SEND register. If an agreement is reached then the relevant SEN closure form is completed.

All children who have exited the SEND register will continue to be monitored for an appropriate period of time. Records will be kept securely and parents will be informed throughout the process.

On moving schools any SEND information held and transferred will be signed for to ensure that it remains secure and can be tracked.

8. Supporting Pupils at School with Medical Conditions

The school 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. The school fully complies with the DfE guidance on Supporting Pupils with Medical Conditions. Please refer to the Medical and Medicines Policy which is available on the school website.

9. Training and Resources

Funding for SEND is received from the following sources:

- Payment for pupils on the SEND register
- Funding from EHCP
- Pupil Premium
- Additional money allocated from the school budget.
- Higher Level Funding received from the Local Authority for children approved by panel.

Funding is used to provide a range of appropriate resources and specialist CPD. Training is planned and organised according to specific need and performance management objectives.

10. Roles and Responsibilities

10.1 Role of the Class Teacher

- Plan and deliver high quality teaching that is differentiated and

personalised.

- To identify children who are experiencing difficulties.
- To differentiate within the classroom and to provide appropriate opportunities and resources.
- To monitor and record the progress of the child as an ongoing process.
- To inform parents of areas of concern and to seek support from parents.
- At this early stage of identification, to liaise with the SENDCo to register children for SEN support.
- To adhere to school SEN action plan to ensure coherency between SEN provision/ data collection.

Following consultation between SENDCo, class teacher and parents, a SEN Support Plan will be written and will record strategies employed to enable the child to progress.

- The class teacher will organise and differentiate the child's work and will keep records of this process for assessment by external agencies should the child need a SEN Support Plan.
- For children experiencing emotional/behavioural difficulties, class teachers will keep evidence of strategies used and will involve parents in a supportive role. This will take place in the form of a termly structured conversation.
- As new members of staff join the school they are advised about the special needs arrangements and their responsibility towards the implementation of the policy.

10.2 Role of the SENDCo

SENDCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs
Liaising with and advising fellow teachers and learning support assistants
- Overseeing records of all children with special educational needs
- Liaising with parents of children with special educational needs

- Contributing to the in-service training of staff
- Liaising with external agencies
- To represent school's views throughout the EHCP process.
- To ensure a smooth transition into the next stage of education

10.3 Role of the Head Teacher

- To be familiar with SEN registers and the arrangements that have been made
- To monitor SEN Support Plans
- To monitor teaching arrangements made for SEND children and the work of teaching assistants supporting SEND children.

10.4 Role of the Governing Body

- To do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- To ensure that, where the 'responsible person' - the Head Teacher or the appropriate governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with special educational needs.

A named member of the schools Governing Body to meet regularly with the SENDCo to be updated on number of pupils with SEN Support plans and types of provision made.

Our current SEND Governor is Beth McGlasson.

10.5 Role of the Parents

The school will have regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for

their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Developing good relationships with parents is seen as crucial to success.

- Parents can contact the SENCo directly when necessary and are fully encouraged to do so.
- Parents are encouraged to give their support at home whenever possible with the emphasis on raising self-esteem and building a positive attitude.

10.6 Role of the Child

Children are encouraged, appropriate to their age to be part of the decision making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude. Pupils are asked to respond to the targets set in structured conversations on a termly basis and review their progress and ideas for future learning with their teachers and parents. Pupils also write their own structured conversation in partnership with their teacher.

11. Storing and Managing Information

The relevant information for each child with SEND, which may include completed paperwork, reports from external agencies, or other information, is stored in a central file, which is kept in a locked cupboard. Any relevant information will be shared with the classroom teacher.

Child Protection information is held separately in a locked cupboard. Please refer to the Child Protection Policy for more information.

SEND information is stored on CPOMS and can be accessed by key holders within school. This information can only be accessed through use of a password and a generated key code.

All information held electronically is password protected.

12. Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Written information that is normally provided by the school to its parents and pupils can be provided in alternative forms.

If a parent or carer wishes to speak to a member of staff they can make an appointment with that member of staff directly or via the school office.

Our school is built on one level, making it wheelchair accessible.

13. Complaints

The school has a statutory complaints procedure. This policy can be found on the school website or is available upon request from the school office.

14. Bullying

The school has a statutory anti-bullying policy. This can be found on the school website or is available upon request from the school office.

Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.