



## Special Educational Needs and Disability Policy

**Revision version: 2                      Date reviewed: September 2018**

**Reviewed by: LKS**

**Date revision approved and adopted:**

**Approved by: C&S**

**Next revision due by: September 2021**

<b>Head teacher</b>	Sign & Date:	
<b>Chair of Governing Board</b>	Sign & Date:	

## **Parsons Down Partnership of Schools**

# **SEND Policy**

### **Sept 2018**

### **Aims and Objectives**

Parsons Down Partnership is committed to providing a curriculum for all children with a wide range of abilities, aptitudes and interests. The arrangements for the planning and delivery of the curriculum take account of this and the great majority of children will learn and progress within these arrangements. Those who have difficulty in doing so may have Special Educational Needs or Disabilities (SEND).

### **SEND Provision**

- **Identification of need**

A child or young person will be identified by their class teacher and/or Inclusion Manager, as having Special Educational Needs or Disability if he/she has a difficulty accessing the learning within day to day classroom teaching and has special educational provision made for him or her to support access to the curriculum.

The Code of Practice for Special Educational Needs or Disability (July 2014) defines a child of compulsory school age as having 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 person has a disability if he/ she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Children have SEN if they have a learning difficulty which requires special education provision to be made for them.

When children start in the Foundation Stage and/ or the Infant School, the teachers use curriculum and baseline assessment processes to allow the children to show what they know, understand and can do, as well as identify any learning difficulties. Teachers also use information from other settings, professionals and parents/carers to form a full and clear picture of the child.

When children join Year 3 they will undergo various assessments and the data provided by these are used by the class teacher and Inclusion Manager to identify children who may need additional support in order to access the curriculum fully. In July the Year 3 teachers meet with the Year 2 teachers to discuss the needs of the pupils in their class. This enables a smooth transition for them when they enter the Junior school and progress to be maintained. Children can be added or removed from the SEND register at any point during their time at either school, dependent on need.

Parsons Down Partnership of Schools has an Inclusion Manager and two Family Support Workers, who provide good continuity for children and families from Foundation Stage to Year 6.

When children, who have been on a previous school's SEND register, join our school mid-year or mid-key stage the class teacher and Inclusion Manager will contact the child's school to find out the information so we can discuss provision.

When class teachers or other professionals in school highlight a pupil to the Inclusion Manager and the needs include safeguarding issues, these matters are forwarded to the Designated Person for safeguarding in school (Executive Head teacher).

### **Stages of Provision**

Class teachers will identify from assessments and day to day teaching the children that require additional support. Early intervention is important and staff will plan effective provision to improve the long term outcomes for the child. All children are assessed each half-term and continually monitored by the class teacher.

- **Graduated Approach**

If a child is making slow or no progress the teacher may set up a graduated approach for the child. This enables the class teacher to set up specific SMART targets for the child and monitor the progress made by the child more closely. This approach will take the form of:-

1. **Assessing** - Identifying the need at the earliest point and then making effective provision for the child.
2. **Planning** – Support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness. This may be differentiated high quality teaching, an Intervention or specific group work.
3. **Doing** - The class /subject teacher will remain responsible for ensuring the provision is in place to meet the needs of the child. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the child.  
They will monitor the child's progress and get feedback from other adults who work with the child.
4. **Review** - The effectiveness of the support and interventions and their impact on the child's progress will be reviewed regularly in line with the agreed date. This will identify the outcomes from the support given and provide next steps to support the child.

The teacher may repeat the graduated approach cycle one or more times if the specific tasks are achieved. The effectiveness of the graduated approach may result in the child not needing to continue with this method of support. However, if the class teacher needs extra support he or she will ask for Inclusion Manager's involvement at any time during this process. The class teacher and the Inclusion Manager will discuss the child's difficulties and may try alternative approaches/ strategies if needed. If the class teacher and the Inclusion Manager decide that the child needs an 'additional to' or 'different from' curriculum/provision to the rest of the children in the class, the parents will be formally notified and the child will be placed on the SEND register.

- **Special Educational Needs Support (SENS)**

When a child is placed on the Special Educational Needs Register, a Support and Achievement Plan (SAP) will be put in place. This will be written termly by the class teacher, and shared with the parents, who may wish to have some input. The SAP will comprise of a profile of the child, outlining the child's strengths and difficulties and require input from the parents. The SAP will mainly focus on the required educational outcomes for the child, but may include other outcomes where needed.

Depending on the needs of the child, external support agencies or professionals may become involved with the child. This may be in the form of advice, observations to support the class teacher in implementing strategies.

- **Education and Health Care Plan**

The school (or parents/carers) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs seem complex enough to need a statutory assessment.

If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and persistent.

If this is the case, they will write an Education, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the funding that will be provided to ensure your child's needs are met. This could be used for: individual/small group support, work with other professionals and resources for your child. It will outline how the support should be used, and what strategies must be put in place. It will also have long - and short -term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

## **Monitoring and Reviewing**

All children on the Special Educational Needs or Disability Register at the school will have a SAP. This will be written and reviewed termly at a convenient time after school for the teacher and parent. Some children will require much shorter outcomes than others and therefore will need to be reviewed more frequently, as appropriate.

The Inclusion Manager will provide advice on differentiation issues, strategies and resources for children with Special Educational Needs and Disabilities to support the implementation of the SAP for each child.

Children who have funding awarded by the LA, in conjunction with an Educational Health Care plan, are required to have an Annual Review of their EHC in addition to the review meetings for their SAP's. The meetings are held at the school and could involve the Head teacher, Inclusion Manager, class teacher, ESA, parents and any outside agencies working alongside the pupil. An Annual Review meeting of a Year 5 pupil will normally focus on secondary placement for the pupil and the Inclusion Manager for the pupil's chosen secondary school will be invited to the meeting in order to discuss transition of the pupil at the end of Year 6. After each Annual Review the school submits a report to the LA stating the outcome of the meeting.

Book Scrutiny is carried out regularly by the Inclusion Manager, Senior Management Team and Subject Managers to check for differentiation in activities.

The work of the Inclusion Manager is monitored by the Head teacher. The SEN Governors also have the opportunity to meet with the Inclusion Manager to discuss SEND.

## **Family Support Worker**

Our Family Support Workers (FSW) work alongside the Inclusion Manager. If a child has been identified by the class teacher as having particular concerns or issues generally related to their home circumstances, the child may like to work with the FSW to address some of these issues. She works with individual and small groups of children identified by the class teacher, to target specific issues. If a parent is having issues or concerns at home with their child, the FSW is able to give advice or work with the family and child if requested. She also works with the teachers and parents of children who are on the Ever6 register to ensure that the PPG children receive appropriate support. The FSWs and Inclusion Manager attend meetings such as Child Protection, L.A.C and T.A.C, and accompanies parents to outside agency parenting groups.

## **Resources – including Staffing**

There are a wide range of resources across the school to support differentiation within the classroom. Within the Special Educational Needs room there is a shared stock of games, workbooks and other resources that all staff can access, in order to provide appropriate learning opportunities for all members of their class.

Children who have funding awarded by the LA may have an adult working with them for a specified number of hours. This identified staff member works under the guidance of the pupil's class teacher, in liaison with the Inclusion Manager. The work they are asked to do with the individual must be within the requirements of the EHCP.

## **Who can I speak to about my child's Special Educational Needs?**

Parents/ carers need to talk to their child's class teacher in the first instance. The class teacher would involve the Inclusion Manager as necessary.

### **The class teacher is responsible for:**

- Planning, teaching and monitoring the attainment and progress of all pupils
- Identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support)
- Writing SAPs and sharing and reviewing these with parents at least once each term
- Ensuring that the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEN,D.
- Liaise with the Inclusion Manager and ESs
- Use a cycle of 'assess, plan, do, review' for all pupils to enable the early identification of pupils with SEN, and to monitor the progress of those already identified as having SEN

### **ESAs are responsible for:**

- Delivering evidence based interventions
- Liaising with teachers, the Inclusion Manager, staff in school and other professionals
- Providing appropriate support in class
- Following the plans and procedures in place for individual pupils

### **The Inclusion Manager is responsible for:**

- Co-ordinating all the support for children with special educational needs or Disabilities (SEND), including supporting staff in early identification of SEN, planning provision and monitoring impact of provision.
- Ensure high quality teaching is delivered with appropriate differentiation.
- Ensure interventions are evidence based, appropriate and effective
- Support CPD for staff
- Ensuring that parents/ carers are i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are doing
- Liaising with all outside agencies who come into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology
- Developing and reviewing the school's SEN policy.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible
- Regularly meet with the governor responsible for SEND, Executive Head teacher, Senior Leadership Team, teachers and ESAs.

### **Executive Head teacher (EHT) is responsible for:**

- Ensure high quality teaching is delivered with appropriate differentiation.
- The day-to-day management of all aspects of the school; this includes the support for children with SEND

- The EHT will give responsibility to the Inclusion Manager and class teachers, but is still responsible for ensuring that your child's needs are met.
- The EHT must make sure that the Governing Body is kept up to date about issues relating to SEND.
- Provide strategic direction and development of SEND
- Support CPD for all staff
- Provide support for InCo in monitoring the impact of SEN provision

#### **The SEN Governor responsible for:**

- Making sure that the necessary support is given for any child with SEND who attends the school
- Meet with the InCo regularly
- Raise awareness of SEND in the Governing Body
- Have knowledge of SEN processes in school regarding funding, identification of pupils with SE, monitoring of progress and attainment of pupils with SEN.

#### **What are the contact details of support services for the parents of children with SEN?**

Cognition and Learning Team, SEN and Disabled Children's team, West Street House, West Street, Newbury. Berks RG14 1BZ Tel: 01635 519713 Email: [jseymour@westberks.gov.uk](mailto:jseymour@westberks.gov.uk)

#### **Complaints Procedure**

All schools check the quality of the support for each child and report the effectiveness of provision to the governors.

Concerns should be directed to the school in this order:

Class teacher, Inclusion Manager, Head of School, Executive Head teacher and then finally Chair of governors. The school's complaints policy can be found on the school's website.

**Policy Date:** September 2018

**Review Date:** September 2021

**Signed:** .....  .....

#### **Parsons Down Partnership of Schools Chair of Governors**

This policy is to be read alongside the Equality Policy and the Equality and Diversity Objective Statement.

