



SEND (SPECIAL EDUCATIONAL NEEDS & DISABILITY) POLICY

Policy Originator	Nicholas Miller
Governor Responsible	David Carpenter
Status	Statutory
Ratified on	18.09.17
Review period	Annual (Autumn '18)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality act 2010 and advice for schools DfE February 2013
- SEND Code of Practice 0 to 25 (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 one and two framework document September 2013
- Safeguarding policy
- Accessibility plan
- Teachers standards 2012

This policy was created by the schools SENCo in liaison with the SLT, all staff and parents of pupils with SEND and the Governors of Ferry Lane Primary School

Aims

Ferry Lane Primary School sits at the heart of its community. We aspire to equip our children with the skills to be confident and successful in life.

This means that our main aims are:

- To ensure all children have good skills in all subjects and especially in the basic skills of English and maths
- To provide high-quality teaching and learning which stimulates, motivates, engages and challenges our children
- To celebrate and promote children's achievements in creativity and practical subjects, including sport and PE
- To work closely with parents and carers to support all children in maximising their potential and progress
- To celebrate the diversity of our community and ensure children maintain an international perspective with global aspirations
- To provide children with effective personal, social and behavioural skills

We are an inclusive school raising the aspirations and expectations for all our pupils including those with SEND. We focus on outcomes for children and young people and not just hours of provision/support. The needs of all our children come first and staff are regularly trained in dealing with a wide range of learning needs and difficulties.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a whole pupil, whole school approach to the management and provision of support for special educational needs and disability
- To provide a special educational needs coordinator who will work with the SLT and inclusion coordinator
- To provide support and advice for all staff working with pupils identifying special educational needs

“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 he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age, or

Has a disability which prevents or hinders him or her from making use of the facilities of a kind is generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

For children aged two or more special educational provision is educational or training provision that is additional to or different from that made generally for other children all young people of the same age by mainstream schools.” SEND CoP 2014

Many children and young people who have SEN may have a disability under the Equality Act 2010 - a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. This definition provides a relatively low threshold and includes more children than many realise.

Long term is defined as a year or more and substantial is defined as more than minor or trivial. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Supporting pupils at school with medical conditions

Ferry Lane Primary 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 whether this is the case the school will comply with its duties under the Equality Act 2010.

- Some children may also have special educational needs (SEN/D) and may have a statement or Education, Health and care Plan which brings together health and social care needs, as well as their special educational provision and the SEN/D Code of Practice (2014) is followed
- In Ferry Lane Primary School children with medical conditions are supported by our school welfare who will follow medical advice given by concerned professionals and parents in accordance with DfE guidelines

Identifying Special Educational Needs

Children's SEN is generally thought of in the following four broad areas of need and support

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and or physical needs

Communication and interaction

Children and young people 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 or use social ways of communication. The profile for every child with SLCN is different and these 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 of their lives.

Children and young people with a SLD(severe learning difficulty), including Asperger's Syndrome and autism, 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.

Cognition and learning

Support for learning difficulties may be required when the children and young people 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 associated difficulties with mobility and communication, through to profound and multiple 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, affecting one or more specific aspects of learning are also included. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people 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 or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or an attachment disorder.

Sensory and or physical needs

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

At Ferry Lane Primary School we use ongoing assessment to identify children who may require some more help with their learning. Termly meetings are held between the teachers and senior leaders to discuss these children. The SENCo also attends so that any children who may be struggling with their learning are picked up early. We meet with parents/carers on a termly basis also so concerns can be shared. We also 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. We recognise that some things which are not SEN can still impact on progress and attainment. These could include:

- A disability
- 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
- Behaviour - we recognise that a young person's behaviour could be described as an underlying response to a need listed above and we will follow our sen policy and behaviour policy closely, looking at the whole child to help identify the needs of the child.

A graduated approach to SEN support

The Special Educational Needs and Disability Code of Practice 0 to 25 years suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention adjustments and good quality personalised teaching. At Ferry Lane Primary School class teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teacher assistants (TAs) or specialist staff. High-quality teaching,

differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement - this includes reviewing and where necessary improving teachers understanding of strategies to identify and support SEND and their knowledge of the SEN most frequently encountered.

Ferry Lane Primary School uses effective interventions to ensure that all children make progress. We identify learning needs early on in nursery and reception and aim to use interventions during these years and in KS1 to ensure that the child catches up with their peers before going into KS2. However, some children develop learning needs later on so we constantly monitor the progress of all the children and intervene immediately if there are concerns from children at any stage of their learning in the school.

We follow this procedure to identify learning needs and offer support to children who are struggling with their learning:-

- Termly pupil progress meetings to look at progress of all children and identify those whose learning may be falling behind
- SENCo may use a number of screening tests to identify the needs of that child if appropriate or not known
- An intervention is put in place either in class through differentiated work, or in a small group or individually with a teacher or a teaching assistant
- Close records are kept of that child's progress and at the end of the term a further decision is taken to decide if the child can now stop the intervention as they are caught up, if the child is making progress but needs to continue the same intervention for a further term or if the child has not made sufficient progress so needs to move to a new intervention to meet their needs
- Every time we meet with parent/ carers we record the progress and next steps for that child. Parent concerns are also recorded and any further issues are discussed. A copy of this termly meeting is sent out to parents so they are continually informed about how well their child is doing at school.
- Where a child has not made sufficient progress and their progress is significantly below the national expected level we would then look to place that child on the SEN register held at school. Parents would be informed of our intentions of placing the child on the SEN register and will receive a letter confirming the child's name has been entered onto the register and onto the schools management system as required by the SEN code of practice.
- For children who have a high level of need we will seek further advice from outside agencies such as the Language Support Unit, Educational Psychologist, CAMHs(Child and adolescent Mental Health service), Occupational Therapy etc. All these agencies make assessments of the children and then recommend strategies to further support the child in school. We use these strategies and build them into a daily routine. We then monitor and review termly, or earlier if appropriate, these strategies and liaise closely with the outside agency involved on progress.

Managing pupils needs on the SEN support register

Where it is determined that the pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

Assess
Plan
Do
Review

This is an on-going cycle to enable the provision to be refined and be revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teachers assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice on external support services will also be considered. Any parental concerns will be noted and compared with the schools information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even when interventions may involve group or

one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the pupils strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan.

If a child has life-long or significant difficulties they may undergo a statutory assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing the needs, to planning provisions and identifying resources, is required.

The decision to make a referral for an education, health and care plan will be taken at a progress review.

The application for an education, health and care plan will combine information from a variety of sources including:

Parents
Teachers
SENCo
Social care
Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of the targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Further information about EHC plans can be found via the SEND local offer from the Haringey Council website.

Education, health and care plans

- following statutory assessment, an EHC plan will be provided by Haringey Council, if it is decided that the child's needs are not being met by the support

that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

- Parents have the right to appeal against the content of the EHC plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, or changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum to the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided. Staff members are kept up-to-date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated when necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit.

We set appropriate individual targets that motivate pupils to do their best, celebrating the achievements at all levels.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parents and pupils' questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN code of practice.

SEN provision and interventions are recorded on an individual provision map which is updated when interventions are changed. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is

fed back to the senior leadership team. This helps to identify whether provision is effective.

Working in partnerships with parents

Ferry Lane Primary School believes that a close working relationship with parents is vital in order to ensure

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets set and met effectively

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 SEN towards the local authority parent partnership 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 pupils will always be consulted with regards to future provision. Parents are invited to attend 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.

Homework provision for children with Special Educational Needs/Disabilities (see School Homework Policy)

- Reasonable adjustments will be made to homework activities and children's limitations will be considered in order to promote success and not failure!