



Firs Estate Primary School

Special Educational Needs and Disability Policy

Date Agreed by Governors:	17/06/16
Date of Review:	Summer Term 2017

Introduction

At Firs Estate Primary School we value the abilities and achievements of all our pupils and we are committed to providing, for each pupil, the best possible learning environment. We aim to provide a caring, calm, co-operative and safe environment for all our children.

Inclusion Statement

We endeavour to make every effort to achieve meaningful inclusion of all children, by meeting every child's individual needs in a way that makes them feel a valued and respected member of the school community.

Aims

The aim of the school's SEND policy is to ensure that those children with SEND have their needs identified at the earliest possible opportunity so that they can be addressed quickly, enabling them to meet their full potential.

Objectives

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum and learning environment appropriate to the needs of pupils identified as having SEND.
- To ensure accurate and early identification of SEND as early as possible in a child's school career.
- To ensure high levels of involvement by parents and carers in the creation of appropriate programmes of support for pupils with SEND.
- To guarantee a shared understanding and common vision for all stakeholders
- To cultivate staff expertise in providing for different types of SEND.
- To involve, wherever possible, children with SEND in the decisions that affect them.
- To create an environment in which all children feel included and can take part in all school activities and wider learning opportunities alongside their peers.
- To work alongside other agencies to ensure the best outcomes for children with SEND.

Admission Arrangements

No child will be refused admission on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act (2010), we will not discriminate against disabled children and will take all reasonable steps, making necessary adjustments wherever possible, to provide effective educational provision.

Accessibility

The school buildings are on one floor and both buildings are wheelchair accessible. Both school buildings are equipped with toilets that are suitable for wheelchair users.

Management of SEND within the School

The Governing Body is Responsible for:

- Publishing information about SEND pupils annually to their parents.
- Participating in a regular cycle of monitoring and review.
- Considering and reporting on the effectiveness of the school's work on behalf of pupils with SEND.
- Participating in policy reviews.
- Identifying a SEND governor who will liaise with the Inclusion Manager each term and update the governing body on any issues relating to provision for pupils with SEND.

The Leadership Team is Responsible for:

- The day to day responsibility for all aspects of the school including SEND.
- Liaising with the Inclusion Manager in the day to day running and strategic development of SEND throughout the school.
- Supporting the governing body and ensuring they are fully informed of issues surrounding provision for pupils with SEND.

The Headteacher and the governing body have delegated the responsibility for day to day implementation of the policy to the Inclusion Manager.

The Inclusion Manager has Qualified Teacher Status and is required to complete the National Award for SEND Coordination within three years of beginning their role.

In line with the revised recommendation in the SEND Code of Practice (2014) the Inclusion Manager is Responsible for:

- Overseeing the day to day implementation of the school's SEND policy.
- Working with the senior leadership team and governing body in the strategic development of SEND provision and policy.
- Liaising with and advising other members of staff.
- Coordinating provision for SEND and ensuring this is recorded on the school provision map.
- Liaising with parents of children with SEND.
- Liaising with external agencies including the LA's Specialist Teaching and Educational Psychologist team, health, social services and voluntary bodies.
- Ensuring that systems are in place for early identification of pupils with SEND
- Updating and analysing the SEND list.
- Monitoring progress of pupils with SEND.
- Contributing to the continuing professional development of staff.

All teachers are teachers of children with special educational needs. Teaching Assistants play a major role in the support of children with SEND. The rationale for the deployment of TAs is considered carefully by the leadership team in consultation with the Inclusion Manager and is responsive to specific needs of individual and groups of children.

The Teaching and Non-teaching staff are Responsible for:

- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Supporting pupils on the SEND list in meeting academic and social targets, and recording targets and the progress made towards them termly.
- Day to day liaison with parents of pupils with SEND, including the sharing of individual targets.
- Keeping the Inclusion Manager informed about progress and concerns.
- Keeping themselves informed of current developments in SEND and acquiring the skills necessary to work with and support pupils with SEND.

Identification and Assessment

We accept the principle that children's needs should be identified and met as early as possible. We endeavour to secure additional educational provision for children who require additional support in any of the four areas as outlined in the SEND Code of Practice (2014). The four areas are:

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

The Inclusion Manager works closely with other members of the SLT during half termly pupil progress meetings using whole school tracking data as an early identification indicator. Any child who is identified as working below age related expectations is closely monitored.

Additional screening and assessment of all children is undertaken on entry to school. We use a number of assessments and indicators to identify SEND as soon as possible. These include:

- Parental information/concerns
- Teacher observations
- Analysis of Early Years Foundation Stage data
- The use of Derby City SEND criteria
- Tracking individual child progress over time
- Information from previous schools and other services

For some children a more in-depth individual assessment may be undertaken by the school. This may include:

- Speech Link/Language Link assessment
- Dyslexia screening test
- Dyscalculia Assessment
- Physical literacy assessment
- Visual Stress tests
- Non-verbal ability test
- Detailed observations
- Boxall Profile assessment

Code of Practice and Graduated Response

The school pays due regard to the SEND Code of Practice (2014) which advocates a graduated response to meeting children's needs. If a child is identified as requiring SEND support, the school will inform parents and intervene using targeted support as part of an assess, plan, do, review, process.

Where more specialist support is required the school will seek parental consent to involve additional services such as a Speech and Language Therapist, Educational Psychologist or Specialist Teacher. Any specialist advice received by the school will be reflected in the child's individual SEND inclusion record.

Education, Health and Care Plans

A child with life-long or significant SEND may undergo a multi-agency assessment at the request of schools, parents or other agencies. If it is decided that the child's needs cannot be met from support that is ordinarily available in schools then an Education, Health and Care (EHC) Plan will be provided by Derby City Council. The school and parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of an EHC plan. They may also decide to appeal against the school named in the EHC Plan if it differs from their preferred choice.

The EHC Plan will include details of objectives for the child which are used to develop targets that are:

- Matched to the longer-term objectives set in the EHC Plan
- Established through consultation with the parents and child
- Set out in a SEN Support Target Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of Education, Health and Care Plans

Once the EHC Plan has been completed and agreed it will be kept as part of the child's formal records and reviewed at least annually. Any child with a current Statement of Special Educational Needs will keep this until the conversion process takes place during the 2015-16 academic year, when the statement will be replaced by an EHC Plan.

The school Inclusion Manager will organise annual reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- A representative of the SEND Inclusion Team
- The Educational Psychologist
- Any other person the Inclusion Manager or parents consider appropriate

The aim of the annual review is to:

- Assess the child's progress in relation to the objectives set out in the EHC Plan
- Review the provision made to meet the child's needs as identified in the EHC Plan
- Consider the appropriateness of the existing EHC Plan in relation to the child's performance during the year and whether to cease, continue or amend it
- If appropriate, set new objectives for the coming year

At Key Stage Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the limits set out in the Code of Practice (2014), the Inclusion Manager will complete the annual review forms and send it, along with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHC Plan.

Curriculum Access and Provision

All children are entitled to a broad, balanced and relevant curriculum. We aim to provide every child with access to the curriculum so that they can achieve their full potential. We use a graduated response to meet the needs of children with SEND. Children with SEND will be taught in mainstream classes. The teacher, teaching assistants and support staff within our school work on specific targets as outlined in a child's MEP (Multi-Element Plan) or PEP (Personal Education Plan for Looked After Children).

Quality First Teaching

In order to meet the learning needs of all children, teachers will take steps to differentiate work. They work to meet individual targets and to plan and mark work and homework accordingly. Where children are identified as having SEND, the school provides for

these in a variety of ways. The provision for children is related specifically to their needs.

The range of provision includes:

- Adaptions to the environment to increase access and engagement in learning
- In class support for small groups with a teaching assistant (TA)
- Small group withdrawal with TA/Learning Mentor
- Individual class support/individual withdrawal
- Further differentiation of resources
- Study buddies/peer support
- Wave three interventions e.g. Read It Write It, Precision Teaching
- Provision of alternative learning materials/specialist equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness.

Monitoring Child Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the gap between the child and their peers
- Prevents the attainment gap from widening
- Equals or improves on the child's previous rate of progress
- Ensures full curriculum access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the child's behaviour and emotional skills

Record Keeping

The school will record the steps taken to meet children's individual needs. The Inclusion Manager will maintain the records and ensure access to them. In addition to the usual school records, the child's SEND file and Inclusion Record will include:

- Information from parents
- Information on progress and behaviour
- Child's own perception of difficulties
- Information from health/social services
- Information from other agencies

SEND Target Plans

All children with EHC Plans or identified with SEND requiring input from outside agencies will have MEPs clearly setting out targets and any provision made that is additional to and different from the usual classroom provision. The MEP will

concentrate on three or four individual targets that closely match the child's needs. Parents will be invited to be involved in the target setting and review process. For all other children on the SEND list the Inclusion Record and Provision Map will contain information on:

- Teaching strategies
- Provision made
- Interventions made
- Child view
- Parent view
- The outcomes recorded at review

The SEND Inclusion Record and Provision Map will record only that which is different from or additional to the normal differentiated curriculum.

Reviewing

SEND MEPs will be reviewed three times during the academic year, November, February and May. Teachers are responsible for reviewing SEND MEPS and for inviting parents to the review process. This process will be monitored by the Inclusion Manager. The Inclusion Manager will coordinate and attend review meetings at the request of teachers, parents or outside agencies. Where children's needs are more complex and require specialist support the Inclusion Manager will automatically coordinate review meetings. There will be an annual review for pupils identified as having SEND supported by outside agencies held during the Summer Term.

Partnership with Parents/Carers

At Firs Estate we actively encourage parents and carers to be involved in their child's education. The school recognises that parents have a unique overview of their child's needs and how best to support them. Parents will be involved in all stages of the SEND process, beginning with when initial concerns are expressed. The school's SEND procedure has a built in process to involve parents in the SEND process e.g. consultation and review meetings, parent workshops and home/school communication logs where appropriate.

Parents who are concerned about any issues regarding their child should first contact their child's class teacher or a Learning Mentor. The Inclusion Manager may then be asked to become involved to organise assessment and additional provision where necessary.

We aim to develop a partnership with parents by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.

- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform the school of any difficulties they perceive their child to be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Inviting parents to SEND information sessions in school.

Complaints

If a parent feels that their concerns have not been resolved then they may follow the school's complaints procedure outlined in the school prospectus. If there are any complaints relating to the provision for children with SEND these will automatically be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. The SEND Code of Practice (2014) outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Involvement of Children

We recognise that all children have the right to have their voice heard and be involved in making decisions and exercising choice (SEND Code of Practice 2014). Where appropriate all children are involved in monitoring and reviewing their progress. We endeavour to fully involve all children by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

Links with Education Support Services

We aim to maintain useful contacts with support services. For children requiring specialist support any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Specialist Teaching and Psychology Service (STePS)
- Educational Welfare Service

Links with Other Services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Services
- Family support and safeguarding
- Parent Partnership Service

Transition Arrangements

If a child transfers schools a full SEND record is transferred with them. Wherever possible, the Inclusion Manager will make sure the school is aware of the child's needs and of any outside agencies involved with the child. Where children transfer to secondary school, liaison is made between the Inclusion Manager, the class teacher and receiving secondary school as part of the normal transfer arrangements.

The Inclusion manager will also help parents to arrange visits to special schools and schools with enhanced resource units.

Review of the SEND Policy

The school considers the SEND Policy document to be important and, in conjunction with the governing body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Lily Pugh
Inclusion Manager

Policy Reviewed June 2016