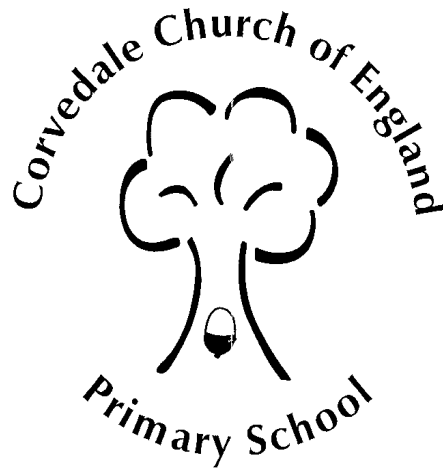


Corvedale C.E. (Voluntary Aided) Primary School



Special Educational Needs and Disability (SEND) Policy & Inclusion Policy

Special Educational Needs and Disability (SEND) Policy

Date for full implementation: Dec 2017
Review Date: Dec 2018

Legislative Compliance

This policy is written in line with the requirements of:

- Special Educational Needs and Disability Code of Practice 0-25 years 2014
- Children's and Families Act 2014
- Special Educational Needs and Disability Regulations 2014 (SI 1530: Part 3)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' standards 2012
- Equality Act 2010
- The National Curriculum in England, Key Stage 1 and Key Stage 2. Sept 2013
- Safeguarding policy
- Accessibility Plan

This policy, in conjunction with our Curriculum and Equal Opportunities policies, aims to support inclusion for all our children.

The Special Educational Needs Coordinator (SENCo) is responsible for the day to day operation of this policy with the Head teacher having overall responsibility for the management of all school policies. The Governing body, Head teacher and the SENCo will work together closely to ensure that this policy is working effectively.

Schools Mission Statement

'Love learning Love life'

As a Church of England aided school our mission is to serve the community by providing an education of the highest quality rooted in Christian faith and practice, within a caring, stimulating and trusting environment.

Vision

Together we:

- Value and treat one another equally
- Support each person's particular talent and abilities
- Ensure our teaching and learning is enjoyable, exciting, creative and challenging
- Inspire a shared enthusiasm for life-long learning that nurtures moral, physical and cultural development

- Forge strong links between school, home, church and community

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum.

Special Educational Needs and Disability Code of Practice 0-25 years (June 2014 pg. 4-5) states that:

"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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

"Pupils 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."

Corvedale Primary School will have regard to the SEND code of Practice 2014 when carrying out its duties towards pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Definition of Disability

Special Educational Needs and Disability Code of Practice 0-25 years (June 2014 pg.5) states that:

"Many children and young people who have SEN may also have a disability under the Equalities Act 2010 - that is'... 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, diabetics, 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."

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Inclusion Statement

At Corvedale Primary School, we endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. We recognise the strengths of every individual as well as areas for development and ensure that all contribute to the social and cultural activities of the school.

'All teachers are teachers of Special Educational Needs.'

At Corvedale Primary School we have an inclusive ethos with high expectations. It is the role of teachers to try to meet the children's needs by recognising and responding to their learning differences. We ensure that all staff are able to identify and provide for those pupils, providing differentiated learning opportunities. Special educational needs might be an explanation for delayed or slower progress but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

At Corvedale Primary School we focus on individual progress as the main indicator of success. To achieve this we ensure that programmes are carefully planned and assessments are accurate. We encourage independence, equal opportunities and endeavour to meet the physical, emotional and intellectual needs of all our children.

Aims and Objectives

The aims of our SEND policy are to provide structure for a pupil-centred process that engages pupil, family, school and other professionals, where appropriate, in planning for and implementing high quality, needs led provision that is consistent across the school.

Objectives

- Provide broad and balanced curriculum access for all.
- Take into account the views and opinions of the pupils with SEN
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.

- Encourage good communication and partnerships with parents/carers of children with special educational needs.
- Implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do and Review process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with learners with SEN or disability, their families, staff within school and other external agencies.
- Set appropriate individual learning outcomes based on prior achievements, high aspirations and the views of the learner and family.
- Share expertise and good practise across the school.
- Promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others
- Ensure that every child has the chance to fulfil their potential and is prepared for life in all its fullness.

Co-ordination of SEN Provision

In accordance with section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our SENCo will be a qualified teacher working at our school and will have statutory accreditation within three years of appointment.

Head teacher

The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decision which will maximise their opportunity to learn.

The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision through;

- Analysis of the whole school pupil progress tracking system
- Pupil progress meeting with all staff
- Discussions with parents/carers and pupils
- Regular meetings with the SENCo
- Teaching and learning observations

Principle responsibilities for the SENCo are:

- ❖ Overseeing the day-to day operation of the SEND policy
- ❖ Co-ordinating provision for children with SEND
- ❖ Advising on the graduated approach to providing SEND support
- ❖ Advising on the deployment of the school's delegated budget and other resources to meet the needs of pupils effectively.
- ❖ Liaising with parent/carers and families of pupils on the SEND list, keeping them informed of progress and listening to their views.
- ❖ Liaising with the school's SEND and Inclusion Governor
- ❖ Ensuring that there is liaison with parents and other professionals, including early year's providers, educational psychologists, health and social care professionals and independent voluntary bodies in respect of children with SEND.
- ❖ Keep accurate and up to date records of all pupils with SEND.
- ❖ In collaboration with the head teacher and school governors ensure that the school meets its responsibilities under the Equality Act (2010)
- ❖ Ensuring that the school's information report is up to date.
- ❖ To report to Governors as requested by the head teacher.
- ❖ Monitoring relevant Continued Professional Development (CDP) for all staff.
- ❖ Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition.
- ❖ Monitor the impact of interventions

Mrs Vanessa Watts who is a qualified teacher and holds the required qualification of a Post Graduate Certificate in Special Educational Needs is the school's SENCo.

Class Teacher

The class teacher will liaise with the SENCo to agree:

- Which pupils in the class are vulnerable learners.
- Which children are underachieving and need to have their additional interventions monitored on a provision map - but do not have special educational needs.
- Which pupils require additional advice/support from an outside professional.
- Which pupils will need to go on the school's SEND list.
- Secure good provision and good outcomes for all groups of vulnerable learners through first quality teaching.

Governing Body

The governing body should:

- Ensure that provision is made for all pupils who have SEND
- Ensure that the needs of pupils who have SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEND joins in with all pupils in the activities of the school together, as far as is reasonably practical and compatible.
- Report to parents on the implementation of the school's policy for pupils with SEND.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND.
- Ensure that parents are notified of the decision of any extra provision being made for their child.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. The quality of SEN provision is monitored, evaluated and under constant review.

Teaching Assistants (TA's) and Non-teaching staff

- All staff are made aware of the SEND policy and procedures for assessing and making provision for pupils with special educational needs.
- Our staff have a broad range of skills, experience and qualifications in order to support those children with different needs. These include training in Elklan (Speech and Language Support) Cool Kids (Motor skills programme)

Involvement of Special services

It may be necessary to seek the advice from outside agencies. This will always be in consultation with the parent/carers. Outside agencies that we currently seek support from include: Educational Psychologists, Learning Support Advisory Teachers, Speech and Language Specialists and Occupational Health Professionals and the local Multi Agency Support Team.

Areas of Need

As outlined in the Code of Practice 2014 the 4 broad main areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/ or physical needs

Communication and Interaction

- Children with speech and language and communication needs (SCLN) 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 rules of communication. The profile for every child with SCLN 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 of their lives.
- Children and young people with Autism Spectrum Disorder (ASD), including Asperger's syndrome and Autism are likely to have particular difficulties with language, communication and imagination which can impact on how they relate to others and on their learning.

Cognition and Learning

- This area includes children who 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 (PLMD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning difficulty (SpLD), affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dyspraxia and dysgraphia.

Social, emotional and mental health difficulties

- Children may experience a wide range of social and emotional difficulties which are displayed 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 disorder or attachment disorder

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 educational facilities generally provided. These difficulties can be age related and may fluctuate over time.
- These difficulties include:
 - Vision impairment (VI)
 - Hearing impairment (HI)
 - Multi-sensory impairment (MSI)
 - Physical disability (PD)

Further information about these areas of need can be found in the schools Information Report which is published on the school's website and updated annually.

How we identify and support pupils with SEN

In line with the Special Educational Needs Code of Practice 2014 we identify children's needs at the earliest point and make effective provision in order to improve long term outcomes.

All pupil's attainment and achievements are monitored by their class teacher. The progress of every child is monitored termly at Pupil Progress meetings. Where a pupil is making less than expected progress or falls behind their peers then additional support will be provided under the guidance of the SENCo and class teacher. This can be in the form of 1:1 support teaching or small group intervention work on a specifically targeted area of need.

This progress could be:

- Significantly slower than that of their peers.
- Failing to match or better the child's previous rate of progress.
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap.

If after specific targeted support it is felt that the pupil is still not making progress and there may be another underlying reason as to why this is so then the advice of an outside agency may be sought. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a child has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching is specifically targeted to the pupil's areas of need.
- Shows signs of difficulty in developing English or Mathematics
- Persistent emotional or behavioural difficulties which are not improved by appropriate behavioural management strategies.
- Has sensory or physical problems and makes little or no progress despite additional specialist equipment.

- Has communication and /or interaction difficulties and makes little or no progress despite the provision of an appropriate differentiated curriculum
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has communication and/or an interaction difficulty that impede the development of social relationships and cause a substantial barrier to learning.

Although the school can identify special educational needs, and make provision to meet those needs we do not offer a diagnosis. Parents are advised to contact their GP if they think their child may have ASD or ADHD or another disability.

Assess, Plan, Do and Review

Once a pupil has been identified as having SEND, a meeting will be held with all the relevant parties eg. Parents, SENCo, class teacher, to formally let them know that their child is being placed on the SEND register and what the next steps will be.

A pupil profile and Person Centred Educational Plan will be drawn up in collaboration with the parents/carers, class teacher, SENCo and the child. Each term this will be reviewed and parents and child will be invited to attend the meeting to express their views. This is part of the graduated approach cycle of 'Assess, Plan, Do and Review' as detailed in the Code of Practice. Records are kept of those meetings and copies are available to the parents.

Educational Health Care Plan (EHCP)

Pupils with an EHCP or statement will have access to all arrangements and procedures for the pupils on the SEN list and in addition to this will have an annual review of their statement/plan. Our school will comply with local arrangements when applying for an EHCP and ensure that all pre-requisites for application have been met through providing a detailed programme of SEND support using our devoted budget at an earlier stage. EHCP/Statement reviews will comply with those recommendations in section 6.15 of the Special Educational Needs code of Practice and local authority policy and guidance - particularly with regard to the timescales set out within the process.

Personal Budgets

Personal budgets are only available to those pupils who have or are currently undergoing an EHCP assessment. Parents can apply for a personal budget in order for them to commission their own provision for their child under certain conditions. Parents/carers who wish to enquire further about using a personal budget should speak in the first instance to the SENCo.

Transition

We have an independent early years provider that allows for a smooth transition from the nursery environment to a foundation stage classroom. We recognise that changing classrooms or school can be a challenging time for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality transition and reassurance to pupils and families. When pupils with SEND change schools, all information will transfer with them.

Inclusion

Inclusion of Pupils with English as an additional language (EAL)

A pupil who has English as an additional language is a pupil whose first language is not English and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English, where necessary additional support will be given to improve acquisition of English. We endeavour to include all parents who are learning English, and understand that they may find it difficult to communicate with the school regarding any concerns or regarding their child's progress, where necessary appropriate resources will be provided.

Inclusion of pupils who are looked after in local authority care (LAC)

Our school recognises that:

- Children who are looked after in local authority care have the same right as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher for looked after children. The responsibilities of our designated teacher include:

- Monitoring progress of children who are 'looked after,' and to ensure they have the best life chances possible and access to the full range of opportunities in school.
- Ensuring access to an appropriate network of support
- Checking that the statutory Personal Educational Plan (PEP) has been arranged and that it is reviewed at least every six months.
- Ensure the transfer of information between agencies and individuals.
- Prepare a report on educational progress to contribute to statutory review.
- Liaise with the child's social worker to ensure that there is effective communication at all times.
- Celebrate the child's success and acknowledge the progress that they are making.

Resources and Training

Allocation of resources

- Resources are allocated to support children with identified needs.
- Human resources are allocated according to need, this is reviewed regularly and can change during the academic year, responding to any changing needs that occur.
- This support may take the form of differentiated work in class or through focused intervention.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continued Professional Development (CPD) for Special Educational Needs

- The progress of all pupils including those with SEND is a core part of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- External training needs will be brought in periodically to address more specialist training needs.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at the specific needs of the pupil.

Funding

- Funding for SEND in mainstream is mainly delegated to the school's budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Top Up Funding from the local authority.

Working with Parents and Children

We value and accept the positive role and contribution that parents/carers can make. Working together we can build up a much bigger picture of a pupils needs and thus providing the support that they need. In order that they can play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can support their child and reinforce learning at home.

We hold the views of the pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their termly meetings and at the end of a targeted intervention.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

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. Children that have medical condition does not mean that they have SEND is could be in isolation or addition to. Some children with a medical condition may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please see Medical Conditions Policy for further information.

Complaints

If parents wish to express a concern about any provision in relation to SEND these will be dealt with in the first instance by initial discussion with the class teacher then SENCo and head teacher. If the concern has not been resolved the governor with specific responsibilities for SEND may be involved if necessary (see separate complaints policy).

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Evaluation and Review of Policy

Governors in consultation with SENCo and Head teacher will evaluate and review the Special Educational Needs Policy on an annual basis. Criteria for evaluation will include;

- Are the aims and objectives being met?
- Are the children with special Educational Needs making progress?
- Is the school policy in line with national and county recommendations?
- How the school through self-evaluation may seek to be improving SEND provision.

Signed Head Teacher Date.....
(Jonathan Brough)

Signed Chair of Governors Date.....
(David Hedgley)

