

Nursling C of E Primary School



Special Educational Needs and Disability Policy

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 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 1 and 2 framework document Sept 2014 and The Early Years Foundation Stage (EYFS) framework document 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- In embracing the principles underlying the 0-25 SEND Code of practice, this policy has been created and co-produced by the school's SENCO with the SEN Governor in liaison with the SLT, all staff, a wide range of parents and pupils in school.

Mission Statement – being the best we can together!

At Nursling Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced and creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

1) Introduction

- At Nursling Primary School, our Special Educational Needs Coordinator (SENCO) is responsible for managing our setting's response to the provision we make for children with SEND.
- Mrs V. Anning, a member of our Senior Leadership Team (SLT), is the SENCO at our school. She can be contacted at any time through the school office. She also holds regular 'SENCo drop-ins' and is very happy to meet with parents and carers about any concerns or questions they may have. She, along with the SLT and governing body, ensure that Nursling Primary School SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.
- Dr Peter Jackson is the SEN Governor and meets on a regular basis with the SENCo and feedback to the full governing body.
- This policy should be read in conjunction with the school's SEN Information Report which can be accessed here <http://www.nursling.hants.sch.uk/index.php/parents-mainmenu-7/sen>.
- This document should be read by staff, Head teacher, SENCO, governors and parents in order that an up to date understanding of the SEN policy is held and can be implemented.

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This policy reflects our school values of Love, Hope & Courage

2) Aims and Objectives

Aim:

We believe all children are entitled to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs and affords them the opportunity to achieve carefully considered outcomes, both in the long and short term. Our whole school approach is to set high expectations for every child and we enable each child to develop their self-reliance and self-esteem by fostering a warm and caring atmosphere.

Objectives:

- To provide early identification and provision for pupils who have special educational needs and disabilities
- 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 disabilities
- To provide support and advice for all staff working with children who may have special educational needs and disabilities
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education
- To ensure pupils with special educational needs and disabilities are able to contribute to their own learning by being actively encouraged to voice their opinions of their own needs and wishes

3) Identifying Special Educational Needs and Disabilities

Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. 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 at (a) or (b) 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.

The purpose of identification is to work out what action our school needs to take; not to just fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, not just the

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special educational needs and this is a matter for the whole school. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and used to provide starting points for the development of an appropriate curriculum and to identify and focus attention on action to support the child.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, staff will look carefully at all aspects of the child's performance to establish whether the difficulties are due to limitations in their command of English or arises from special educational needs.

The 0-25 SEND Code of Practice details the 4 Broad Areas of Need as being:

Communication and Interaction

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

4) Arrangements for Co-ordinating the Provision of Education for Pupils with SEN

Provision for pupils with SEN is a matter for the school as a whole. Whilst the governing body have statutory duties, the head teacher, SENCO and all other members of staff have important responsibilities. At Nursling Primary the following division of responsibilities has been made: -

- The governing body in co-operation with the head teacher determines the school's general policy and approach to provision for children with SEN, establishes appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- The governing body has appointed a link governor to take particular interest in and closely monitor the school's work on behalf of children with SEN
- The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including, working closely with the SENCO, provision for children with SEN, and will keep the governing body fully informed.
- The SENCO has responsibility for the day-to-day operation of the school's SEN policy. Duties are as follows: -
 - To liaise with, and advise fellow teachers.
 - Co-ordinate provision for pupils with SEN particularly at SEN Support or who have been through statutory assessment and have either a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).
 - To support staff in providing a personalised curriculum and bespoke interventions to meet the needs of individual children with SEN.
 - Maintain the school's SEN register and oversee the records on, and progress of, pupils with SEN whilst ensuring confidentiality at all times.

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- To liaise with parents/carers of children with SEN in conjunction with the head teacher or class teacher when appropriate.
- To contribute to the in-service training of all staff.
- To manage teaching assistants (TAs) and Learning Support Assistants (LSAs) to maximise the benefit given to the children.
- To liaise with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- To keep up to date with current practices.

5) Identification, Assessment, Monitoring and Review Procedures

The task of identifying and providing for the special needs of pupils is primarily the responsibility of the class teacher, under the guidance of the head teacher and SENCO, as laid out in the SEN Code of Practice.

A variety of identification assessments are used to determine SEN. These include:

- Statement or assessed needs prior to school entry
- Baseline and Foundation stage profiles (Reception)
- Speech and Language Screen (Reception term 3)
- Concerns expressed by teacher/parent/outside agency
- In school regular assessments e.g. Vernon Spelling Assessment
Salford Reading Assessments
 - WRAPS assessment
- KS1 and KS2 SATs results (yrs2-6)
- Behaviour observations and charts including ABCC checklists.
- Year 1 Phonics screening assessment.
- Specialist screening assessments which may include DEST (early signs of dyslexia) and BPVS (word finding and understanding).

The precise nature of learning difficulties is often difficult to identify, they are often a result of a combination of within-child and environmental factors. It is important, therefore, that any attempt to assess a child who appears to be experiencing difficulties, should be based on close observation of the child in a variety of situations and over a period of time. If a child is experiencing some difficulty, the class teacher should ask themselves to what extent factors over which they have some control, i.e. classroom organisation, curriculum and teaching method, are contributing to, or even exacerbating, the child's difficulties. It may be possible to bring about change in the child by making only slight modifications at classroom level.

Should difficulties persist it will be necessary to begin a graduated approach of:

Early Intervention and Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class; class teachers will complete a 'Record of Concern' and give this to the SENCO.

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- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally when concerns first come to light or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a 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 ongoing cycle to enable the provision to be refined and 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 teacher's 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 from external support services will also be considered. Any parental concerns will be noted and compared with the school's 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. This plan will be recorded on an Individual Support Plan (ISP) and copies will be shared with all staff involved in supporting the child (on a need to know basis), parents and where appropriate, the child themselves.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the 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

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pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Progress is continually reviewed for all children and informal reviews for children with SEN are made frequently by staff to ensure that interventions are appropriate and effective. Formal reviews of a child's progress will be made regularly (minimum of three times a year). 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. This will be recorded on the ISP.

Informal reviews will often take place on a more frequent basis and as required.

Referral for an Education, Health and Care Plan

If a child has lifelong 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 that need, to planning provision 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 Plans 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 targets set. A decision will be made by a group of people from education, health and social care about whether or 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 EHCP

6) Access to the Curriculum

Pupils with SEN will be given access to the curriculum through 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 both in school and across the family of schools. 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 where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

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

7) Allocation of Resources

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The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans. Resources include both human and physical resources and the learning environment itself. The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The head teacher and the SENCO meet regularly to agree on how to use funds to support all children with SEN and in particular to those funds directly related to statements and EHCPs.

8) Partnership with Parents

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. We believe, and indeed research concurs, that all education is more effective if parents are fully involved, as parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs and disabilities will be treated as partners and given support to play an active and valued role in their child's education.

Parental concerns are taken seriously and the head teacher and class teachers are available by appointment to discuss matters with parents. When a child is identified as having SEN the parents are invited into school to discuss ways in which their child can be helped to make progress. The school based stages of assessment and provision are explained to the parents by the class teacher, SENCO or head teacher.

Parental views are sought and incorporated in assessment and review especially when their child is about to move between stages. Their consent is required if and when children are referred to the educational psychologist or other outside agencies e.g. health; without such consent no referral can be made. If formal assessment is being initiated, the SENCO and/or head teacher will meet with the parents to talk through the statementing process and offers advice and support. Parents are always invited to attend annual reviews.

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Our school website contains details of our policy for special educational needs, the special educational needs information report and links to the Hampshire Local Offer and other associated support groups.

9) Admission Arrangements

Please refer to the information contained in our admissions policy. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

10) 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 have a disability or impairment and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

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Children at Nursling Primary School with medical conditions are supported in line with our policy 'Supporting Children at School with Medical Conditions' and full details can be accessed here (insert website link)

11) Complaints Procedure

If a parent or carer has any concerns or a complaint about the provision made at school for their child they may wish to make an appointment to speak to the Class teacher, SENCo or Head teacher. They may also contact the governing body or the local authority.

The school will follow Hampshire's complaints procedures under the provision of the 1988 Education Act.

Parents are entitled to help from "Parent Partnership Services" and information is available from the SENCO or Head teacher.

12) Transition with other schools and settings

- The Reception teacher, and at times the SENCo, will liaise with all the feeder pre-schools, prior to the children entering class R and all new parents are offered home visits during which concerns about their child can be discussed.
- In the instance of children transferring from, or to, another school, the records will be completed as quickly as possibly.
- The special educational needs of children in Y6 who are on the SEN register at SEN Support or with a Statement/EHCP are discussed with the tutor and SENCO from the appropriate secondary school in the summer term before the children leave Nursling and transition programmes are planned to meet individual needs.
- A statemented child's last annual review in Y.5 will consider secondary placement and transition. The SENCO or head teacher of the appropriate secondary school will be invited to attend the final review meeting.

13) Links with Support Services

- The school has access to the Educational Psychology service to discuss children with SEN, either through their helpline, the 'bookable consultation' system and the network SENCO clusters. The Educational Psychology service is also able to provide INSET support when requested.
- The school is able to request support from specialist teachers from Special Schools and can access the Outreach Support Service they provide; support can also be obtained from the Behaviour Support Service where required.
- The SENCO attends regular county SENCO network meetings at which SEN issues are discussed and information is exchanged.
- Representatives of the Health Service are invited to attend annual reviews when appropriate.
- If a child who has been receiving help from the Portage Service joins our reception class, advice would be sought from their Portage worker.
- When a child is known to social services the Head teacher and Designated Teacher for Children in Care would ask them if they could provide any advice and information relevant to assessing the child's SEN. The head teacher and Designated Teacher for Children in Care would, whenever possible, attend care meetings or care conferences involving children from Nursling. Representatives from the social services department would be invited to attend review meetings of children known to them.

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- Lists of contacts of the local agencies, which provide services for children with SEN, are available from the SENCO or Head teacher.

14) Reviewing the Policy

The Governing Body, in conjunction with the SENCo, reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body. Views of parents and carers are welcomed on the effectiveness and practice of this policy.

Glossary

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLT	Senior Leadership Team
EHCP	Education, Health and Care Plan (was formally a ‘Statement’)
COP	Code of Practice
SENCo	Special Educational Needs Coordinator
ISP	Individual Support Plan
LSA	Learning Support Assistants
TA	Teaching Assistants
IBP	Individual Behavioural Plan
DEST	Dyslexia Early Screening Test
BPVS	British Picture Vocabulary Screen
SATs	Standard Attainment Tests
LEA	Local Educational Authority
H.C.C	Hampshire County Council
NOR	Number on Roll
Portage	A home visiting educational service for pre-school children with SEN
WRAPS	Word Recognition and phonic skills
ABCC	A Template Document to record and analyse children's behaviour

Signed: _____