



SOWE VALLEY PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

Date; 07.5.15

Review date; May 2016

Sowe Valley Primary School

Special Educational Needs and Disabilities

Policy Statement

Information about the school's SEND procedures can be found in the SEND Information Report (which was put together with our parents of children with SEND) which is available to view on the school's website.

Background Information about the School and its Provision for Pupils with Special Educational Needs and Disabilities

We are a school of 202 pupils located on the south east side of the city. Some 25% of our pupils have a registered entitlement to free school meals. We are proud to reflect the diversity of the City population and 24% of our pupils come from minority ethnic communities. Some 20% of our children are recorded as having special educational needs. These pupils are recorded on our Inclusion Register at SEN Support, or with statements of special educational needs/Education, Health and Care Plans.

Our Learning Support Department is led by our Inclusion Manager. Other departmental staff include 0.7 Teaching Assistant who together work in close collaboration with the teaching staff across the school.

The Inclusion Manager tries to establish close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

Objectives of the School's SEND Policy

The objectives of our policy are to:

- organise all our activities to ensure that all children are included in the life of the school
- work closely with parents, sharing information on children's progress and their individual needs
- continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available

- meet the requirements of the Education Act (1996), the Special Educational Needs (SEN) Code of Practice (2014), and the Special Educational Needs and Disability Act (2014)
- encompass the LA Statement of Policy for Children with SEND
- facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEND Code of Practice (2014)
- respond to particular pupils flexibly according to the nature of their difficulties
- support pupils' learning without making them feel different or inferior to their peers
- enable each pupil to become an independent and confident student.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

Our Inclusion Manager

Our Inclusion Manager is: Miss E White

Arrangements for Co-ordinating Educational Provision for Pupils with SEND

Our SENCO will:

- manage the day to day operation of this policy
- ensure that SEND provision for pupils is arranged
- manage the timetables for intervention/Individual Educational Plan time
- report on the effectiveness of provision to the senior management team and through them to governors
- keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND

The Headteacher and Senior Management team will:

- manage the work of the Inclusion Manager
- identify resources for SEND
- plan with the Inclusion Manager how resources are used to support pupils in the most efficient, effective and equitable way
- set the overall school policy for Inclusion
- decide whether to put forward pupils for Education, Health and Care Plans, in consultation with parents/carers

Class Teachers will:

- identify pupils experiencing difficulties
- discuss pupils with SEND with the Inclusion Manager and parents/carers
- write and review Individual Educational Plans/Group Educational Plans for pupils on the Inclusion Register
- contribute to planning and provision to meet identified needs
- contribute to monitoring and review procedures
- seek to meet SEND within the overall framework of inclusion in the school

Governors will:

- identify one governor with a special interest in SEND
- report on the effectiveness of the SEND policy
- use their best endeavours to ensure that pupils' special educational needs and disabilities are identified and provided for
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

Admission Arrangements

Before pupils come to school we will:

- collect information about the pupil's educational history from the last school/nursery attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.

Once pupils arrive in school, we will:

- undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty
- review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers
- discuss the placement of the pupil on the school's Inclusion register with parents/carers
- make sure that information about pupils' SEND is passed on to appropriate school staff
- give parents/carers information about the Coventry Parent Partnership Service and direct them to the school's SEND Information Report available on the school website.

When pupils leave the school we will:

- pass on information about the pupil's educational history to any receiving school
- complete other transfer documentation as required

Building Adaptations and Special Facilities.

We have the following adaptations and special facilities:

- wheelchair access to all areas:

- a toilet for pupils with disabilities including wheelchair access, changing facilities and a shower unit.
- sound field equipment for pupils with hearing difficulties in classrooms.

We continuously evaluate these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities, and facilitate access for adults with disabilities.

Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEND

The Allocation of Resources to and amongst Pupils with SEND

The Governing Body of the school sets the overall budget available to meet special educational needs and disabilities taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEND within the Individual School's Budget
- the availability of additional grants to the school
- priorities identified in the School Development Plan

The Inclusion Manager works with the senior management team of the school to:

- identify the pattern of need across the school
- establish the most cost effective means of meeting these needs
- allocate support to groups of pupils and individual pupils, including those with statements of special educational needs/Education Health and Care Plans
- ensure that support is allocated to pupils on a fair and equitable basis
- monitor the progress made by pupils with SEND
- evaluate the effectiveness of provision for SEND
- ensure that support staff, including teaching assistants, work within the framework of school policy and practice

Identification, Assessment, Monitoring and Review Procedures

We use the definition of Special Educational Needs in the SEND Code of Practice (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 him or her."

Difficulties arising from a difference of language between home and school are dealt with through other school policies and procedures.

Special Needs provision will be provided wherever possible alongside other children taking account of:

- the wishes of pupils/parents/carers
- the pupil's needs
- the resources available to the school
- the efficient education of other pupils in the school

We believe that all teachers are teachers of pupils with special educational needs and disabilities.

Our procedures are designed to offer a graduated response to special needs in line with the SEND Code of Practice (2014) including the following stages:

Stage 1: An informal stage where classteachers:

- identify a concern about a pupil's progress
- gather available information about the pupil
- discuss strategies for providing appropriate work for the pupil with the Inclusion Manager
- seek to discuss concerns with the pupil's parents/carers
- review progress

Stage 2: SEN Support:

Children who have not made sufficient progress at Stage 1 will move to Stage 2 with agreement from parents

- an Individual Educational Plan (IEP) or Group Educational Plan (GEP) is drawn up for the pupil, in consultation with the pupil and his/her parents/carers
- progress is reviewed every 4 months

If a review reveals insufficient progress on the part of the pupil, or if the Inclusion Manager believes the nature of the pupil's difficulties requires such action. The school will discuss possible next steps with the pupil and his/her parents and if in agreement will:

- seek the involvement of external agencies
- continue to work closely with the pupil and his/her parents
- continue to keep the pupil's progress under regular review

Stage 3: EHCP Request

If support from external agencies has little or no impact on progress it may be felt that during consultation meetings involving school staff, parents, external agencies a request for an Education, Health and Plan Assessment is made.

Pupils can be moved off the Inclusion register where reviews reveal good progress and appropriate levels of attainment.

Statement/Education, Health and Care Plan

The production of a statement of special educational needs/Education, Health and Care Plan is organised by Coventry Education Service, in close liaison with the school and the pupil's parents/carers.

The provision set out in a pupil's statement/Education, Health and Care Plan will be closely monitored by the Inclusion Manager and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

Assessment

The Inclusion Manager will refer pupils with special educational needs to the Learning and Behaviour Support Service or the Educational Psychology Service, or other relevant external agencies. Such referrals will always be first agreed with parents/carers.

Pupils are entitled to forms of assessment which are appropriate and recognise their achievement.

The Inclusion Manager and Headteacher will ensure access for pupils with poor literacy skills when written formal assessment is required for NC purposes.

Reporting of a pupil's attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

Pupil Participation

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes.

Monitoring

The Inclusion Manager will meet class teachers to monitor pupil progress termly.

Classroom teachers will monitor pupil progress and report any concerns to the Inclusion Manager.

Review

Individual Educational Plans and Group Educational Plans will be reviewed at least every four months, in consultation with parents/carers. The school wants parents/carers to be active participants in pupils' education.

The Inclusion Manager will update the school's Inclusion register termly.

The Inclusion Manager will work with the senior management team to review the overall pattern of SEND support on an annual basis.

Governors will include in their Annual Report to Parents information on the Success of the SEND Policy over the year, and any changes made to the policy, as required by the SEND Code of Practice (2014).

Arrangements for Providing Access to the Curriculum for Pupils with SEND

We support access through differentiation, IEPs, GEPs, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

How pupils with SEND are integrated into the school as a whole

We seek to be an inclusive school by:

- using the SEND review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- ensuring that all pupils have appropriate learning targets which are challenging
- valuing the diversity of our pupils of which SEND are a natural part
- ensuring that our reading materials include stories with positive images of pupils with SEND
- looking for opportunities within the curriculum to raise SEND issues
- seeking to make provision for SEND within routine class arrangements wherever possible
- seeking opportunities for pupils with SEND to work with other pupils
- encouraging pupils with SEND to play/socialise with other pupils

Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- the amount of identified teaching time available to support SEND pupils
- the number of pupils with special educational needs and disabilities attaining specified levels in assessments.
- average reading improvement of pupil receiving support with teaching.
- the number of planned programmes of intervention and support.
- the amount allocated to SEND by governors
- the proportion of teachers' records which include information on the special educational needs and disabilities of pupils in their classes.
- the proportion of schemes of work which show evidence of differentiation
- INSET time allocated to staff development with reference to special educational needs and disabilities

- the proportion of parents attending or contributing to reviews and consultations
- staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. IEPs, Reviews, Reports etc.
- recommendations by external agencies are acted upon and incorporated into the curriculum.
- children are confident and well motivated and are making measurable progress
- movement between stages and the number of pupils on the register.

Arrangements for Considering Complaints about the SEND Provision within the School

In the first instance, complaints should be taken up with school staff directly concerned.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- arrange a joint meeting with complainant
- undertake further investigations
- seek the involvement of external agencies, such as the Parent Partnership Service
- take action to address the complaint
- decide that the complaint does not warrant any action, and advise complainants of further action they can take

Information about the School's Staffing Policies and Partnership with Bodies beyond the School

The School's Arrangements for SEND In-service Training

- all staff receive In-Service training or information about the SEND Code of Practice (2014)
- all staff have the opportunity to receive In-Service training on SEND procedures in school
- all staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care
- all staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- the Inclusion Manager will identify areas for In-Service training or with the Headteacher which will be written into the school's development plan.

The Use made of Teachers and Facilities from Outside the School Including Support Services

- external agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school
- external agencies will be used to identify specific targets for pupils in line with the school's procedures
- planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Learning and Behaviour Support Service
- Access to the following services for advice/support: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Services

Arrangements for Partnership with Parents

The concept of parents as partners is central to the SEND Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress and what support they might like their child to receive. They will have the opportunity to discuss how they will support the IEP targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information
- sharing of assessment and planning information through IEPs and GEPs
- open School Access for parents/carers
- discussing with parents/carers options when pupils leave schools
- meeting the parents/carers of prospective new pupils to the schools to discuss SEND support

Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations

We liaise with:

- Health Visitors
- Social Services
- Children and Family First
- National Society for the Prevention of Cruelty to Children
- Child and Adolescent Mental Health Service
- Coventry Autism Support Service
- Playgroups and Nurseries

References

Our policy is based on legal requirements. The framework for SEN Policies is set out in The Education (Special Educational Needs) (Information) (England) Regulations, 1999 (Statutory Instruments Number 2506)

The Special Educational Needs and Disabilities Code of Practice was Published by the Department for Education and Skills in 2014.