

# North Nibley Church of England Primary School

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Policy status	Statutory
Committee responsible for this policy	Teaching and Learning, but it requires adoption by the Full Governing Board.
Policy reviewed/amended	March 2020
Policy review term	Annual
Policy due for renew	March 2021

*Our vision is to inspire and celebrate learning, achievement, faith and fun.*

Ours is a school that works in partnership with the community to enable and equip each child to live life to the full\*, reflecting the Christian values of our foundation.

(The gospel of John, 10:10)

This policy supports the school's vision by providing clear direction on the need to **equip each child**, whatever their levels of need, with the skills and understanding required to secure personal development and **fulfilment**. As a school we **celebrate learning and achievement in all its forms, for all children**.

The school's Christian values of respect, compassion and perseverance are demonstrated in this policy in the following ways;

- Children with SEND and Medical Needs are not disadvantaged in our admissions criteria.
- The Policy provides a framework within which the school is able to support families.
- The Policy gives children a say in the provision made for them.
- The Policy provides a pathway, along which the impact of provision is monitored and can be escalated if intended outcomes are not met.
- The school allocates funding specifically to support the provision of SEND (including staffing) within the school.

### **Biblical Perspectives:**

#### **Proverbs 31:8-9**

"Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy."

#### **Matthew 25:40**

The King will reply, 'I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.'

## **INTRODUCTION**

North Nibley Church of England Primary School values the contribution that every child and young person can make and welcomes diversity of culture, religion, and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all pupils.

Provision for pupils with Special Educational Needs and Disabilities (SEND) is a matter for the school as a whole. The governing body, Head teacher, Special Needs Co-ordinator (SENCO) and all other members of staff have important responsibilities and all teachers are teachers of pupils with SEND.

### **What are Special Educational Needs or a disability?**

At our school we use the definition for SEN and for disability from 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 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.

### **Objectives**

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning. This means helping them to build supportive relationships with adults, so that pupils feel safe to voice their opinions of their own needs.

### **Responsibility for the coordination of SEN provision**

- The person responsible for overseeing the provision for children with SEN is Paul Batchelor (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Rebecca Surridge (SENCO)

### **Identification of pupils needs**

We will take a graduated approach:

Quality First Teaching

- a) 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.
- b) 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.
- c) 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.

- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- 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 or during parents evenings.
- i) Parent's evenings are used to report on 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 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.

### 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 pupil's 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 (EHC 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 meeting.

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 EHC Plan.

## **Access to the curriculum, information and associated services**

- All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
  - i) understand the relevance and purpose of learning activities;
  - ii) experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- My Plan and My Plan+ which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an IEP. This is reviewed and amended at least three times per year.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. If possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. (Or 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.)

## **Allocation of resources**

- The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. Funding for Special Needs provision is derived from the LA delegated budget; the delegated SEND budget which is allocated in respect of the LA moderated SEND register; standards funds ( e.g. the 'Inclusion dividend',) and funds allocated to pupils with EHC Plans.

- The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Head Teacher identifies the spending undertaken to provide Special Needs assistance in the budget to fulfil the needs of the provision map that is developed at the start of each academic year.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil 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 are updated when the intervention is 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 staff, parents and governors. This helps to identify whether provision is effective.

### **Links with Other schools, Teachers and outside agencies including DFE**

North Nibley School welcomes and maintains links with a wide variety of organisations, statutory bodies and other schools as well as LA advisory and support services. We actively promote links with early Years settings from which we receive children locally, and with Secondary schools to which we send children at the end of Key Stage 2.

The Educational Psychology Service, the Educational Welfare Officers, and Behaviour Support Teams are all used as are Child Health services, social groups and voluntary organisations if appropriate.

### **Arrangements for Staff Development**

As the Staff Development Coordinator, the Head Teacher will consider the training needs of the teachers, TAs and non-teaching staff in relation to Special Needs. The SENCO will advise on training needs and attend LA training as offered, and when appropriate to the needs of the school. The support of the local SEND cluster group, and attendance at the meetings will be of high priority.

### **Partnership with Parents**

In accordance with the SEND Code of Practice we believe that all parents of children with SEND should be treated as equal partners. We have positive attitudes to parents, provide user-friendly information called the Local Offer which is found on our website and a yearly SEN Information Report. We strive to ensure that they understand procedures and are aware of how to access advice.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share the progress of special needs children with their parents. We obtain the permission of parents before involving any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

### **The role of the governing body**

The governing body considers it a priority to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report to parents on the success of the school's policy for children with Special Educational Needs.

The Governors are mindful of their responsibilities in relation to the Equalities Act 2010 and maintain an Accessibility plan.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs.

### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

### **SAFEGUARDING STATEMENT:**

**THIS POLICY IS PART OF OUR SUITE OF SAFEGAURDING POLICIES AND PROCEDURES.**

**IT MUST BE READ IN CONJUNCTION WITH THE FOLLOWING, ALL OF WHICH CAN BE FOUND ON OUR WEBSITE: [www.northnibley.gloucs.sch.uk](http://www.northnibley.gloucs.sch.uk)**

- **Acceptable Use of Technology**
- **Anti-bullying and hate**
- **Attendance**
- **Behaviour**
- **Child protection/safeguarding**
- **Complaints**
- **Confidentiality**
- **E-safety**
- **Health and Safety**
- **Intimate Care**
- **Offers of Early Help**
- **RHSE (relationships, health and sex education)**
- **Safer Recruitment, Staff Selection and Induction**
- **Safer Working Practices**
- **Special Educational Needs and Disabilities**
- **Staff code of conduct/Staff handbook**
- **Whistleblowing**