

Special Educational Needs Policy Pippins School

This report has been written following the advice from the revised SEN Code of Practice (DfE, April 2014).

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities (SEND) in England. New legislation (The Children and Families Act 2014) came into force from 1st September 2014 accompanied by a new SEN Code of Practice. This policy reflects the changes made to the new Code of Practice.

Introduction

Pippins Primary and Nursery School is committed to providing an appropriate and high quality education to all the children living in the local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Pippins School is committed to inclusion.

Pippins school staff will ensure that we respond to learners in ways which take account of their varied life experiences and needs. It means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

When fulfilling our roles to support our pupils with SEND we have regard to the Special Educational Needs Code of Practice 2014 which outlines the following principles:

- * We value all children in our school equally
- * All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities
- * All children are entitled to experience success
- * All children are entitled to have their particular needs recognised and addressed
- * All children should be helped to reach their full potential- we have high expectations for all our pupils
- * Good special needs practice is good practice for all pupils
- * Additional intervention and support cannot compensate for Quality First Teaching

*All teachers are teachers of special educational needs

* Pupils and their parents/carers should be full partners in planning and reviewing targets

* Pupils with SEN offer a unique perspective on their own needs and should be central to all decision making processes about their support

Aims and Objectives

We aim to create a stimulating, happy and caring environment where children can achieve their full potential and become confident individuals. Some children will need extra support to enable them to achieve their best and our aims and objectives for these children are as follows.

- We aim to identify the needs of pupils who have SEND as early as possible.
- Our SENDCo will work together with our Head teacher and staff to plan how to best support and provide for the child. Where possible we will include the child in discussions and give them the opportunity to express their views, wishes and feelings.
- We aim to create an environment that meets the special educational need of each child, in order that they can achieve their learning potential and learn alongside and engage in activities with other children.
- We will continue to monitor progress and review the support being offered to our pupils with SEND to ensure they are making the best possible progress.
- We value any input from parents and will meet regularly with the parents of children with SEND to gather information and to inform them of the support being offered and the progress of their child. Parents are an essential part of the process and we strive to work in partnership with parents.
- Success will be reliant on all parties involved working together and we aim to make clear the expectations of all partners in the process.
- We identify the roles and responsibilities of all staff providing for children's special educational needs, and ensure a high level of staff expertise to meet the needs of our pupils with SEND, through well targeted continuing professional development.
- We will liaise with and seek advice from outside agencies and professionals to ensure pupils receive the right support to enable them, with reasonable adjustment, to be fully included in our school activities and curriculum.

Identifying children with SEND

The SEN Code of Practice 2014 states that a child or young person has a learning difficulty or disability 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:

- 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.

There are four broad areas under which special educational needs will fall:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Whilst some pupils will have difficulties that fit clearly into one of these areas, some will have needs that span two or more. For others, the precise nature of their need may not be clear at the outset.

We aim to identify needs as early as possible. This may be through discussion with parents, teachers or members of staff. We regularly assess children and through this may notice a child is making limited or slow progress. Or we may notice a change in their behaviour or attitude.

The identification of SEN is linked to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress may -

- Be significantly slower than that of their peers starting from the same baseline
- Fail to match or better the child's previous rate of progress
- Fail to close the attainment gap between the child and their peers
- Widen the attainment gap

Where a pupil is not making adequate progress, class teachers, phase leaders and the SENDCo will collaborate on planning and teaching strategies to support the child. We value the views, wishes and feelings of the child and their parents, and will involve the child and parents in discussion and decision making.

If a child has already been identified as having SEND from a previous setting, information will be passed to us from their previous school or Early Years setting. This information will then be used to provide starting points for the development of an appropriate curriculum.

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

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, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Admissions

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

The law provides a separate process for the admission of children with an EHC Plan. The governing body will work in full cooperation with the appropriate agencies to ensure such applications are processed in accordance with the Code of Practice for Children with Special Educational Needs.

Provision for Children with SEND

Provision for children with SEND is a matter for the whole school. The governing body, the Head teacher, the SENDCo, class teachers, Teaching Assistant's and all other members of staff have important day-to-day roles and responsibilities.

Once a potential special educational need is identified, four types of action will be taken to put effective support in place:

Assess

Before identifying a child as needing SEN support the class teacher, working with the SENDCo, will identify a clear analysis of the pupil's needs.

Plan

Where it is decided to provide a pupil with SEN support, the teacher, the SENDCo and the parent will consult to discuss and decide on the appropriate support to be put into place. The child's wishes and views will also be sought.

Do

The class teacher will remain responsible for working with the child on a daily basis. Work will be differentiated in the classroom to meet the needs of the child. For some children, interventions involving group or one-to-one teaching away from the class may be necessary.

Review

The effectiveness of the support and the impact on the child's progress will be reviewed regularly, and all parties involved will work together to decide on any changes needed.

The above approach is known as a 'graduated approach' where earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The SENDCo and the child's class teacher will decide together on the action needed to help the child progress. The curriculum is differentiated so that tasks are set at the appropriate level for each child. With the support of the SENDCo, the Class Teacher will deliver **quality first teaching** to meet the needs of the child through effective planning. Small groups of children are given targeted English/Maths support in class, led by the class teacher or a Learning Support Assistant.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

Some children may require additional support to that of quality first teaching, in such cases as the following may be provided:

- 1-1 or small intervention groups for extra phonics, literacy or maths support, using materials such as Catchup, Precision Teaching, Speed-up or Teodorescu Handwriting Scheme.
- Computer programmes such as Units of Sound, Workshark or Numbershark.
- Our Nurture room is used by children who need additional social or emotional support.
- Social skills groups to help children form friendships and learn the skills needed to flourish socially.
- We regularly work in partnership with and use the services, advice and support of outside agencies, such as the Educational Psychologist, Speech and Language therapist, Physiotherapist, Children and Adolescent Mental Health Service (CAMHS)

or Behaviour Support Services. Parents' permission will always be gained before making a referral to any of these services.

- Our school has access for wheelchair users and toilets for the disabled.

Monitoring Provision

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress. The progress of SEND pupils in relation to the objectives in their EHC Plan are reviewed annually. We involve the child and family fully in the planning and review process and ensure that Annual Reviews are person centred to the child

Children's progress is monitored regularly through our school system for observing and assessing the progress of individual children. This provides information about areas where a child is not progressing satisfactorily. Any concerns will be raised with our SENDCo to consider next steps.

Some children with SEND has a personalised plan with targets which are reviewed in October and in February and updated as appropriate. Parents and the child (where appropriate) will be involved in contributing to the decision making process and class teachers will regularly discuss progress with the parents. If a child has met their IEP targets before the review date the targets will be updated sooner to meet the needs of the child.

Intervention programmes are time-limited, with clear Entry and Exit data so the progress of children taking part can be tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support. The success of the education offered to children with SEND will be judged against the aims of this SEN policy. The SEN policy will be reviewed annually and the School will report to the Governing Body (termly) with the involvement of the Governor responsible for SEN.

Education and Health Care (EHC) Plan

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

An EHC Plan is provided where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to the school. The local authority will conduct an assessment of education, health and care needs and will make the final decision on whether a child needs an EHC Plan.

The SEN team at Pippins School

Responsibility of Governing Body

- To review the SEN policy annually and to report annually on the allocation of available resources and the success of the policy in meeting the needs of children with SEND
- To appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet regularly with the SENCo and conduct visits to the school on a planned programme

The SEN Governor at Pippins School is Sharan Ghuman.

The governor keeps in contact with the SENDCo and the Senior Leadership team to keep up to date with and monitor the provision of SEND across Pippins School.

The Special Educational Needs Coordinator (SENDCo)

Our Special Educational Needs Co-ordinator (SENDCo) is Sara Doherty. Mrs Doherty works four days a week to co-ordinate SEND provision on a day to day basis. The responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEND and ensuring they are kept up to date
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children with SEND.

We have an 'open door' policy at Pippins, and if a parent wishes to discuss the provision being offered to their child, Mrs Tracy Ball, Head Teacher, or Mrs Sara Doherty, SENDCo, will be available to discuss any queries or concerns.

Responsibilities of Class Teacher

- To provide Quality First Teaching for ALL the pupils in their class
- To provide for the individual needs of ALL their pupils, adapting their teaching and the

learning environment as appropriate

- To be accountable for the progress of all their pupils, including those who receive additional support from Learning Support Assistants and specialist teachers
- To work with the SENDCo and staff to monitor the effectiveness of interventions and the progress made by pupils with SEND
- To ensure that pupils' needs are made known to all who are likely to teach them
- To direct the LSA support in class to ensure that it is effective and impacts on the learning of the children (through good quality communication and planning).

Responsibilities of Teaching Assistants

Teaching assistants work with individual children and with small groups on specific interventions programmes. They work closely with the SENDCo to plan and review intervention programmes. They may also support in delivering short, daily support programmes.