



# **A POLICY FOR SPECIAL EDUCATION NEEDS AND DISABILITIES**

Autumn 2016



This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children.

### **Definition of SEND**

According to the SEND Code of Practice (2014), a child has Special Educational Need or Disability (SEND) if he or she has a learning difficulty which calls for special educational provision to be made for him or her. Special educational provision is support which is **additional** or **different** to support usually available to children of the same age in mainstream schools.

Under the SEND Code of Practice 2014, pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

#### Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

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 (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

#### Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves 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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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.

Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD

- ADHD
- Attachment Disorder

### Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN 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 with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with a MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as deaf blind)
- Physical disability (PD).

## OUR WHOLE SCHOOL VISION

*'At Blackwell we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success.'*

### Aims

This policy outlines how Blackwell First School provides the structure for a child-centred process that engages children, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our children are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

### Objectives

In order to meet the additional needs of our children within the guidance of the SEND Code of Practice (2014) we will:

- Firstly, meet the needs of individual children through Quality First Teaching;
- Identify those children who have additional needs as soon as possible;
- Ensure that appropriate differentiation, intervention and resourcing is part of everyday classroom practice;
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods;
- Enable children with SEND to have their needs met through highly tailored intervention;
- Implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process;
- Ensure that pupils' needs and progress are systematically recorded and evaluated;
- Set appropriate individual learning targets based on prior achievement;
- Employ a collaborative approach with children with SEND, their families, staff within school, other external agencies including those from Health and Social Care, taking account of all views;
- Provide training and resources to ensure that staff's SEND knowledge and skills are maintained and developed;
- Share expertise and good practice across the school and local learning community;
- Make efficient and effective use of school resources;
- Ensure the Equality Act 2010 duties for pupils with disabilities are met.

### The Role of the SENCO

In accordance with the SEND Code of Practice 2014, governing bodies of mainstream schools **must** ensure that there is a qualified teacher designated as SENCO for the school. If the SENCO has not been a SENCO for a total period of more than twelve months at the school or a previous

school, they must achieve a National Award in Special Education Needs Co-ordination within three years of appointment.

The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual children with SEND, including those who have Education, Health and Care Plans (EHCP).

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer ([www.worcestershirelocaloffer.org.uk](http://www.worcestershirelocaloffer.org.uk)) and work with professionals providing a support role to families to ensure that children with SEND receive appropriate support and high quality teaching.

The key responsibilities of SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the child's class teacher where a child has 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 children's needs effectively
- Liaising with parents of children with SEND
- Liaising with early years providers, other schools, education psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services (delivered through Babcock Prime Education Services)
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEND up to date

The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

### **The Role of the Governing Body**

The governors of the school, together with the headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any child who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

There is a member of the governing body with specific oversight of the school's arrangements for SEN and disability who meets with the SENCO termly. The SENCO reports to the full governing body every term.

### **The Role of the Class Teacher**

Primarily, every child's progress and learning is the responsibility of the class teacher. The SEND Code of Practice (2014) states that, *"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."*

High quality class-based teaching and differentiation for individual children, is the first step in responding to children who have or may have SEND. Teachers will regularly review the quality and appropriateness of their teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered. Teachers continually plan, monitor, assess and review intervention in liaison with their teaching assistant and provide the SENCO with outcomes.

### **Ordinarily Available**

We recognise that all children, regardless of any SEND, may need some support in their learning throughout their time at school whether short term or long term. In order to cater for these needs we have resources and practices that are 'ordinarily available' to all children to support them in their learning. These include:

- Quality first teaching
- Carefully differentiated work pitched at a level appropriate to the child
- Effective and consistent visual prompts across the school to support learning and behaviour
- Support from skilled classroom teaching assistants when appropriate
- Reading, writing, numeracy, skill and personal targets
- Carefully planned and monitored intervention programs
- Calm learning environments (both visually and auditory)
- Consistent use of whole school restorative behaviour policy
- Visual timetables
- Age and ability appropriate independence fostered across the school

- Resources always accessible and consistently used– sloped desks, fiddle toys, weighted lap cushions...
- All children access a range of afternoon clubs every day
- Further afternoon clubs available
- Option for children to go home at 1.40pm
- Personalised behaviour systems (where necessary)
- Teaching day operating from 8.20 – 1.40pm
- Universal free school dinners available for children in Reception, Year 1 and Year 2
- Healthy tuck shop
- Access to water throughout the school day
- Wake ‘n’ shake twice daily
- P4C embedded across the school
- Forest school sessions for all children every week
- High quality music CPD and support for all teachers by specialist music teacher
- In addition to recognized quality PE curriculum every child participates in afternoon sports clubs

### **Identification of Children with SEND**

All children’s attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual children. Regular assessments are carried out by the class teacher in a variety of ways i.e. observations, learning assessments, behaviour monitoring etc. and are discussed at termly pupil progress meetings with the class teacher, headteacher and SENCO. Where a child is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the children’s previous rate of progress;
- Close the attainment gap between the child and their peers;
- Prevent the attainment gap growing wider.

Where children continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school’s Special Educational Needs Coordinator (SENCo) to assess if a child has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the child’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 approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child'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 a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

### **Assessment and Review**

In accordance with the SEND Code of Practice (2014), the process for responding to children identified as needing additional support, follows the four step cycle called the Graduated Response.

- **ASSESS** – The child will be assessed thoroughly to identify the key area of need and 'next steps' targets will be produced.
- **PLAN** - Provision needed to support the child to achieve their 'next steps' targets will be carefully planned to scaffold the child's learning towards their goal. This may be in the form of: intervention; curriculum adaptations; resourcing and additional support. If the support is through intervention (individual or small group work over and above what is offered to the class), this is delivered by skilled teachers/ teaching assistants.
- **DO** – The support planned is put in place and monitored over a period of time leading to review.
- **REVIEW** – Following the additional support, it will be reviewed against the child's targets in order to consider next steps.

The above is in addition to the school's procedures for assessment which are also used to assess children with SEND, such as teacher assessments, DfE tests etc.

If a child requires ongoing additional support which cannot be targeted through group provision then an Individual Provision Map or Pupil Passport may be written. These will detail the specific, individual targets that the child is working towards and strategies that are being used to support the child towards these targets. These are reviewed at least termly by the class teacher, SENCO and parents.



If, after receiving all of the provision describe above, the child continues to not make progress and his/her needs are very significant and complex, the school can request the LA to carry out an Education and Health Care assessment. If the LA agrees that the child meets the criteria, an Education, Health and Care Plan (EHCP) will be written.

### **Provision Mapping**

Following assessments and discussion at pupil progress meetings, provision is put in place for all children who have been identified as needing intervention. It is important to note that children who do not have SEND can receive additional intervention as well as those with SEND. The school has three different levels of provision maps in place to help organise, monitor and evaluate the intervention and to monitor impact.

#### **Whole School Provision Map**

All children who receive additional intervention (group or individual) form part of a whole school provision map. The SENCO is responsible for recording and assessing the overall effectiveness of the school's intervention.

#### **Group/individual Provision Maps**

Class teachers are responsible for planning, monitoring and assessing group or individual intervention where they identify clear entry criteria and set SMART exit criteria. These form group provision maps. Teaching assistants deliver these group interventions and class teachers should liaise with the class teaching assistant regarding progress and attainment regularly and adapt planning and provision accordingly to ensure all intervention is successful. Class teachers are responsible for the effectiveness of group and individual intervention. Class teachers provide the SENCO with evaluated group and individual intervention termly which then forms part of the whole school provision map.

#### **Individual Provision Maps**

If a child needs specific, individual targets these form an individual provision map. These are reviewed at least termly by the class teacher, SENCO and parents. It is only children with SEND who may have an individual provision map.

### **Curriculum**

Our highly skilled teachers use a creative topic based cross-curricular approach to deliver the National Curriculum where projects underpin all learning to provide real life and motivational contexts. All children within the school, irrelevant of individual needs, will have access to the curriculum at a level that is appropriate to them. As part of quality first teaching, tasks, resources and support are carefully differentiated to support and extend children's learning.

### **Equality and Inclusion**

Blackwell First School supports children with a wide range of SEND and regularly reviews and evaluates the breadth and impact of the support they offer or can access.

The school co-operates with the local authority in reviewing the provision that is available locally and in developing the Local Offer. The school collaborates with other local schools (Charford and Millfields and through a local SEND supervision group led by an EP) and education providers to explore how different needs can be met most effectively. They have due regard to general duties to promote disability equality.

The school has a duty under the Equality Act 2010 towards individual disabled children and parents. They make reasonable adjustments to prevent them being put at a substantial disadvantage. The school also has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations. Social, moral, cultural and spiritual initiatives are central to our school day and contribute to a strong supportive and nurturing school culture.

The school is fully committed to ensure that all children, regardless of their needs, are fully involved in the wider life of the school. All children have access to the following:

- afternoon and afterschool extracurricular clubs including at least one sports club
- educational visits and visitors
- a variety of different assemblies
- performing in school plays, celebrations and class assemblies
- intra and interschool sport competitions and festivals
- swimming in KS2
- bell boating in Year 4
- residential to Malvern in Year 4

### **Partnerships with Parents/Carers**

At Blackwell First School we work hard to promote our parent partnership and are committed to ensuring that they are kept informed about all areas of their child's school life.

Parents/carers are kept fully informed of any concern that their child's class teacher may have and are informed of any additional support that their child is receiving in the classroom or in small intervention groups.

If the needs of the child require school to request external support, parental permission must be gained for the referral to be submitted. The agencies will then discuss their findings with the parents and plan a course of action. Parents are always informed and involved if the child is going to be included on the Additional Needs Register (have been identified as having SEND). They will be invited to attend reviews and any subsequent meetings. Likewise, parents will be informed and involved if the school and outside agencies feel the child no longer needs to be included on the Additional Needs Register (no longer has SEND).

Parents are offered three consultation meeting appointments each year with the child's class teacher and the SENCO may also attend if deemed necessary. Prior to these consultations the SENCO and class teacher will discuss the child, their needs and provision at depth.

For those children with an EHCP, parents, SENCO and the head teacher meet to review these terms and outside agencies are invited to attend to support the school, child and family further.

Parents may also be advised to contact Worcestershire's SEND Information and Advice Support Service (SENDIASS [http://www.worcestershire.gov.uk/downloads/file/4209/sendiaass\\_leaflet](http://www.worcestershire.gov.uk/downloads/file/4209/sendiaass_leaflet)) if they would like further impartial information and support out of school.

In addition to the above, the school has an open door policy and parents are welcome to come and have additional discussions with the class teacher and SENCO at any time.

### **Partnership with External Agencies**

The school is supported by a wide range of different agencies and teams. These include:

- Educational Psychology
- Speech and Language Therapy
- Learning Support Team
- Complex Communication Disorder Team (available after Autistic Spectrum Disorder diagnosis)
- Occupational Therapy (via referral from GP, Paediatrician or school nurse)
- Scott Atkinson Centre
- Family Support Worker (through Early Help)
- Visually Impaired Team
- Hearing Impaired Team
- The Pear Tree Centre (Child and Adolescent Mental Health Service (CAMHS))
- Virtual School (for looked after children)

### **Transition**

In order to ensure a successful transition at all stages of their educational journey, the school has the following procedures in place for children with SEND:

- Nursery visits for preschool children from the SENCO;
- Additional transition visits for preschool children and for those at each year group change;
- Parents and SENCO meeting for preschool children prior to September start;
- Additional visits for Year 4 children on transition to middle school, accompanied by SENCO;
- Blackwell SENCO meets with middle school SENCO and new teachers to discuss key information and to plan next steps;
- All documentation passed on to middle school;

- Additional resources in place such as photobooks for all children moving to a different year group/school;
- Individualised transition plans put in place by SENCO and current and new class teachers and
- Split placements for children requiring a phased move to a non- mainstream setting.

## **Training and Resources**

### **Allocation of resources**

- Resources are allocated accordingly to support children with identified needs.
- The headteacher and SENCO plan how to allocate human resources to each class each year; this is reviewed regularly and can change during the academic year, responding to the changing needs within the classes. This support may take the form of differentiated work in class, support from a teaching assistant in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

### **Continuing Professional Development (CPD) for Special Educational Needs**

- The head teacher provides an extensive programme of CPD each year with a focus on further developing quality first teaching for all staff members. This is delivered through TEDs, staff meetings, TA meetings and twilight sessions. Some of this training is done in collaboration with Charford First School and Millfields First School where good practice can be shared.
- The SENCO provides CPD to staff in school in specific aspects to help meet the needs of pupils with SEND.
- Teaching assistants are engaged in ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions (e.g. signalong).
- Peer support and guidance is available daily for all staff in school.

## **Funding**

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for enhanced funding.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it

would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

*This policy was developed in consultation with parents/carers, staff and governors of the school community and pays due regard to:*

- *The SEND Code of Practice: 0 to 25 years, July 2014*
- *Part 3 of the Children and Families Act 2014 and associated regulations*

***Governor responsible for SEN:*** Leanne Gwilliam

***Headteacher:*** Anna Moss

***SENCO:*** Helen Townsend

***SENCO Qualifications:*** Post Graduate Certificate in Special Educational Needs

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*This policy will be reviewed every three years*

***Date of last review:*** September 2016

***Date of next review:*** September 2019