



## Special Educational Needs Policy

We now participate in the RRSA which promotes the rights of the child as laid down by UNICEF Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion if required.

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UNCRC Article 28: All children have the right to an education.  
Policy and practice in Whinfield Primary School respects children's dignity.

Policy agreed and accepted by: Curriculum Committee

Date: June 2018

## **Whinfield Primary School Special Educational Needs (SEN) Policy**

This Special Educational Needs Policy details how Whinfield Primary School will ensure that the necessary provision is made for any pupil who has SEN and their needs are met to enable them to access all areas of the curriculum. We aim to provide every child with access to a broad and balanced education. We are a fully inclusive school and all of our staff are committed to ensuring that every child meets their potential. In all respects, provision for children with SEN is planned on an individual basis and may vary greatly depending upon the needs of the child and their family. We strongly believe in working in partnership with parents and outside agencies in the learning journey of our children.

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. As a school we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEN will be regarded as partners; they will be supported to play an active and valued role in their children's education.

Children and young people with SEN often have a unique knowledge of their own needs. We encourage them to participate in all the decision-making processes, and contribute to the assessment of their needs, the review and transition processes.

### **Policy Rationale: The Children and Families Act 2014**

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation, The Children and Families Act 2014, came into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanies this legislation (2015). More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website.

### **Definitions 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.

A child under compulsory school age has special educational needs if they fall within the definitions 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. Further details can be found at: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

## Education, Health and Care Plans

Children with complex needs can follow the Education, Health and Care (EHC) Plan pathway. Further details on this pathway can be found on Darlington Borough Council's Local Offer. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### 1. Aims and Objectives

The aims and objectives of this policy are to describe the provision of support and to ensure that all children access an appropriate and inclusive education:

- **Staff members and SENCo 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 year's settings prior to the child's entry into the school or immediately on entry for children who transfer to us.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of all pupils by their teachers will help to ensure that any need is identified and children are able to reach their full potential. Progress will be monitored through the school tracking system, Pupil Progress meetings and SENCo drop in sessions.
- **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. Good home/school communication is essential. This includes working with parents in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress on open nights and through sharing individual targets.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech

and Language Therapy, Occupational Therapy and Children and Adult Mental Health Service (CAMHS).

- **Create a school environment where pupils can contribute to their own learning.**  
It is recognised that children have a voice and hold views on their education and aspirations. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and clubs. Children's views will be recorded on their One Plan each term.

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

The person responsible for overseeing the provision for children with SEN is Mrs Shirley Welsh (Headteacher). The person responsible for co-ordinating the day to day provision of education for pupils with SEN is Mrs Kay Murray (SENCo). Mrs Murray is a qualified teacher and holds a Postgraduate Certificate in Special Educational Needs Coordination. It is her responsibility to:

- Coordinate the support for children with SEN and develop the school's SEN Policy to make sure all children receive a consistent and high quality response to meeting their needs in school.
- Ensure that parents are engaged and involved in supporting their child's learning.
- Maintain, review and update the school's SEN register and ensuring that records for each child on the register are comprehensive.
- Liaise with outside agencies that come into school to support children e.g Educational Psychologist, Speech and Language Therapists and Occupational Therapists
- Support teachers in writing and reviewing Support Plans and planning the next steps.
- To facilitate specialist support and advice for the teachers and support staff so they can help the children with SEN achieve the best possible outcomes.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with Nursery providers to ensure a planned transition for pre-school children
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

## **3. Arrangements for coordinating SEN provision**

The SENCO will hold details of all SEN records for individual pupils; this is accessible at all times to teachers and teaching assistants. Teachers will hold Support Plans and copies of specific individualised programmes. Parents are welcome to contact Mrs Murray at any time regarding their child's needs and an appointment will be made for a mutually convenient time.

### **All staff can access:**

- The SEN Policy;
- A copy of the SEN Register relevant to the year group in which they teach.
- The Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles and past work with outside agencies including targets set.

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities through accessing drop in sessions.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

#### **4. Admission arrangements**

Please refer to the information contained in our school prospectus. 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. Admission arrangements for children with SEN do not differ from those of any other child. In the event of over subscription, all children would be admitted according to the LEA's admission policy.

#### **5. Specialist SEN provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services when appropriate. We work closely with a range of outside agencies including Educational Psychologist, Paediatricians, Social Communication Outreach Team, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Hearing Impaired Service, Visually Impaired Service and CAMHS. This list is not exhaustive.

#### **6. Facilities for pupils with SEN**

The school will make all reasonable adjustments to enable a child to access our provision. The school complies with all relevant accessibility requirements; please see the school's accessibility plan for more details.

#### **7. Allocation of resources for pupils with SEN**

All pupils with SEN will have access to support within the school day where necessary and directed by the teacher. Some pupils with SEN may access additional funding to allow a greater level of individual support when they have significant and complex needs. This additional funding would be applied for as an Education, Health and Care Plan to the LEA where they would determine whether the level and complexity of needs meets the threshold for this funding. The SENCo would work with the child, family and relevant professionals to make this application however, parental requests for EHC Plans can be made through the Local Authority.

Where required specialist resources will be provided in school. Examples are overlays, ear-defenders and pencil grips. Children will access support from an appropriately trained teaching assistant where relevant. Children may be withdrawn from class for a short period of time to allow an individual programme or small group work to be delivered. Interventions to meet the needs of the children may include:

- Different learning materials or special equipment.
- Group or individual support.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.

- Staff development and training to introduce more effective strategies.
- Access to LEA support services for advice on strategies or equipment.

## **8. Identification of pupils needs**

**Identification** - See definition of Special Educational Needs at start of policy.

### **A graduated approach:**

#### **Quality First Teaching**

- a) Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored through pupil progress meetings and working with the SENCo.
- 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. Strategies and intervention will be agreed and it can be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed of every stage of their child's development and the circumstances under which they are being monitored. This will be shared at parents' evenings with the class teacher; appointments are also available with the SENCo by contacting the school.

### **SEN Support**

SEN support replaces the categories previously known as School Action and School Action Plus.

#### **Support Plan (formerly school action)**

When the class teacher is providing interventions that are additional to those provided as part of normal differentiation then this will be called a Support Plan. The triggers for this extra intervention being required will be supported by evidence that shows despite being provided with differentiated learning opportunities little or no progress is made, even when teaching strategies are targeted particularly in a child's identified area of weakness. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. They may also be given support from a Teaching assistant outside of the classroom in a 1-1 or small group setting to encourage their learning to develop and help to remove their barrier to learning.

#### **Support Plan Plus (formerly school action plus)**

The triggers for this plan will be that, despite receiving individualised support, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The protocol for this is:

- The SENCo, colleagues and parents agree to request support from multi agency support services if a child is not making progress despite the support plan.
- Multi agency services will provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or resources, and in some cases provide support for particular activities.

When we seek the help of external support services, those services may need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in working with the child directly. The resulting Plan for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Plan continues to be the responsibility of the class teacher.

Where it is determined that a pupil does have specific needs this will be discussed with parents and the child will be placed on 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:

1. Assess
2. Plan
3. Do
4. Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding and identification of the needs of the pupil grows. This cycle enables the identification of interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **1. Assess**

This involves clearly analysing the child'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 child's views and where relevant, advice from external support services will be considered. Any parental concerns will be gathered on the One Plan alongside the school's information and assessment data on how the pupil is progressing.

This 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.

### **2. Plan**

Planning will involve forming targets to move the child's learning forward; this will detail 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.

### **3. 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.

### **4. Review**

Reviews of a child's progress will be made regularly and recorded on the One Plan. 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.

### **Recording on an Agreed Standardised Format**

Strategies employed to enable the child to progress will be recorded on a One Plan. The Plan will include information about:

- The short-term targets set for the child.
- The teaching strategies and/or behaviour strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Outcomes (to be recorded by the teacher when Plan is reviewed and evaluated).

The Support Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon a maximum of three individual targets that match the child's needs and have been discussed with the child and the parents.

### **Referral for an Education, Health and Care Plan (EHC Plan)**

If a child has lifelong or significant and complex difficulties they may undergo a Statutory Assessment Process, this is usually requested by the school in conjunction with an Educational Psychologist 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 purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person and to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

The decision to make a referral for an EHC Plan will be discussed with parents and Educational Psychology. The application would combine information from a variety of sources including: parents, teacher, SENCo, Health Professionals and any other agency working with the child and family. 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 the Local Authorities Provision Panel as to 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.

Following Statutory Assessment, an EHC Plan will be issued by Darlington Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice or they believe Specialist Provision would be more appropriate.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. It is a working document. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. 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 and taking into account the needs of the individual. Every effort will be made to educate children with SEN alongside their peers in a mainstream classroom setting however; children will be withdrawn to access intervention groups.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided in school through training and drop in sessions. 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.

## **10. Inclusion of pupils with SEN**

The school will seek advice, as appropriate, around individual pupils, from external support Services to ensure strategies to promote inclusion are identified. The class teacher will discuss any referral with the child's parent before it is made. We strive to ensure that:

- Staff are fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- We provide regular training and learning opportunities for all staff, including informal sessions.
- We use in class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- We provide individual or group intervention where it is felt that pupils would benefit from this.
- We set appropriate individual targets that motivate pupils to do their best.

### **11. 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 discussions during meetings with parents and staff. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on the child's One Plan and year group provision records by the class teacher in conjunction with the SENCo.

### **12. 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.

### **13. Working in partnerships with parents**

We strongly believe that a close working relationship with parents is vital in order to ensure that early and accurate identification and assessment of SEN leading to appropriate intervention and provision is made. Parents can make contact with the school at any time if they have a particular concern about their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's and family's needs. The SENCo may also signpost parents of pupils with SEN to the local authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **14. Links with other schools and agencies**

The school seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN and vulnerable children. We work with advisory staff from other schools such as the Social Communication Team from Beaumont Hill and Hurworth School. This enables the school to build a bank of resources and to access advice, training and development activities and expertise. In cases where a child is working with staff from another

agency, Mrs Murray will liaise with that person. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Close links are maintained with Social Services and the Looked After Children's Team.

We are a Rights Respecting School and have been awarded the RRSA Level 1. This means that we will endeavour to promote the rights of the child as laid down by UNICEF Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion if required.

UNCRC Article 28: All children have the right to an education.

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