

# A Policy Statement for Special Educational Needs and Disability

Campton Lower School



Approved by:	Phil Armstrong
Signed:	
Date approved:	January 2020
Next review due by:	January 2021

## 1. Aims

### 1.1 Our Policy Statement for SEN(D) aims to:

- Ensure that the management of SEN(D) has full regard to the Code of Practice DfE 2015
- Ensure that all members of staff are aware of their responsibilities as set out in the 2015 Code of Practice
- Provide an environment where barriers to learning and participation are reduced to a minimum, in order to encourage children to feel respected, confident and able to succeed.
- Ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- Work in partnership with parents to enable children to achieve their potential.
- Make pupils and parents aware of the targets set in their Individual Education Plan (I.E.P.)
- Ensure external agencies and the school work together, sharing information and recognising good practice.
- Identify any SEN(D) and take appropriate action to address those needs.

1.2 *However the school is also mindful of not identifying a child with special educational needs because of immaturity (particularly if the child is one of the youngest in the year group) or through gaps in education which may have arisen through high mobility.*

## 2. Legislation and guidance

### 2.1 This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN(D) co-ordinators (SENCOs) and the SEN information report

## 3. Definition of Special Educational Needs

3.1 Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them.

3.2 Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

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

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is **Sarah Fraher** (See 11.2 for contact details). She will:

- Work with the Headteacher and SEN(D) governor to determine the strategic development of the SEN(D) policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN(D) policy and the co-ordination of specific provision made to support individual pupils with SEN(D), including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN(D) receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN(D) support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN(D) up to date

#### **4.2 The SEN(D) governor**

The SEN(D) governor will:

- Help to raise awareness of SEN(D) issues at governing body meetings
- Monitor the quality and effectiveness of SEN(D) and disability provision within the school and update the governing body on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN(D) policy and provision in the school

#### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCO and SEN(D) governor to determine the strategic development of the SEN(D) policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN(D) and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN(D) policy

### **5. SEN(D) information report**

#### **5.1 The kinds of SEN(D) that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Autism spectrum disorders

## **5.2 Identifying pupils with SEN(D) and assessing their needs**

Teaching pupils with SEN(D) is a whole-school responsibility. All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils' may at some time need increased levels of provision and support.

Children who could benefit from a specific targeted intervention programme are identified through the use of teacher assessment, progress and attainment data. The interventions are aimed at children who are progressing at a slower rate than their peers. These programmes may be on a 1:1 or small group basis led by a teacher or Teaching Assistant. The support is monitored by identifying a pre-intervention level, recording progress made during the period of support and taking a post intervention level. Parents are informed about the interventions through discussion and letter. Each year group records this information in the form of a "**Provision Map**", copies of which are given to the SENCO by the class teacher on a termly basis.

Care is taken as to when and how often pupils are withdrawn from any lesson to ensure every child continues to have access to a broad and balanced curriculum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN(D). When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Failing to make adequate progress, the SENCO may be involved in diagnostic assessments and in supporting the class teacher to write an I.E.P. IEPs are updated as regularly as appropriate but at least termly.

If progress is still not sufficient after several IEP reviews, a decision will be made by parents, class teacher and SENCO as to whether external agencies should be involved.

If targets are met, support will be changed and / or reduced as appropriate

## **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN(D) support.

## **5.4 Assessing and reviewing pupils' progress towards outcomes**

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **6. Stages of intervention**

**6.1** Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN(D). This will be differentiated for individual pupils.

For children who are identified as needing longer term support the school adopts a graduated response to meeting pupils' needs. When children are identified as having SEN(D), the school will intervene through Stage One and Stage Two support as described below.

### **6.2 Stage One:**

Stage One is when the teacher or SENCO identifies a child with SEN(D) who requires interventions which are **additional or different from** those provided as part of the school's usual differentiated curriculum.

Parents will be consulted and informed of the school's concern and proposed support. Initially, the child's class teacher would be primarily responsible for planning and delivering the appropriate support. In some cases small group work with a Teaching Assistant may be provided.

The child will have an **Individual Education Plan (IEP)** which will:

- describe the pupil's educational needs
- outline SMART targets to be achieved
- describe arrangements made in school / home to help achieve the targets.
- be reviewed, in consultation with parents, at least termly.

In the summer term all parents receive an annual report which gives comprehensive information about attainment and progress. New IEP targets are suggested and this then forms part of the transfer of information about the child to their next class. The new class teacher will be able to include a section on provision once the child has settled into their class.

### **6.3 Stage Two:**

Stage Two is characterised by a sustained level of support and the ongoing involvement of external agencies who will be involved in the IEP review and target-setting process.

At this stage a SEN(D) support profile may be completed if a statutory assessment is likely to be considered in the future.

### **6.4 Education, Health and Care Needs Assessment**

School or parents may request an Education, Health and Care needs assessment from the Local Authority (LA) when, despite an individual programme being provided for a pupil for a period of time, the child's progress remains a significant cause for concern. See Local Authority criteria for requesting a statutory assessment.

The school will work with the parents and external agencies as appropriate in order to gather the information which needs to be considered by the authority. An Education, Health and Care Plan (EHC plan) will be provided by Central Bedfordshire LA if, after an Education, Health and Care needs assessment, the LA decides the child requires provision beyond that which mainstream schools would normally be expected to offer.

The EHC Plan is a legally binding document which includes details of learning objectives for the child. It must be reviewed annually and parents and all professionals involved with the pupil will be invited to attend.

## **7. Adaptations to the curriculum and learning environment**

### **7.1** We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **7.2 Enabling pupils with SEN(D) to engage in activities available to those in the school who do not have SEN(D)**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **8. Expertise and training of staff**

- Our SENCO has been trained in this area for 7 years.
- She is allocated one day a week to manage SEN(D) provision.
- We have a team of twelve teaching assistants, including one higher level teaching assistant (HLTA) who are trained to deliver SEN(D) provision.

### **8.1 Training arrangements for staff**

- The SENCO will attend courses when appropriate and advise other members of staff about helpful training.
- The SENCO will lead school INSET when appropriate
- Performance Management will be used as a vehicle for staff to identify their own training needs.

### **8.2 Links with Support Services**

The SENCO will liaise with the Education Psychology Service and any other external agencies as needed.

### **8.3 Links with pre-school and middle school**

- Staff in Reception visit pre-schools to discuss the any additional needs of children who will be starting in Reception.
- The Year 4 class teacher, in consultation with the SENCO, liaises with the middle schools as appropriate during the Summer Term.
- SEN(D) information is passed on to receiving schools.

## **9 Securing equipment and facilities**

### **9.1 Resources**

Financed by: Nominal budget allocation

High needs funding for a statement of SEN(D) / EHC plan (when appropriate)

- Teaching Assistants are appointed to support individual pupils or small groups when appropriate.
- SENCO and subject leaders liaise regarding any specialist resources required by pupils with SEN(D).
- The Governing Body receives financial reports regarding the allocation of funds for SEN(D) as part of budget reporting.

## **10. Evaluating the effectiveness of SEN(D) provision**

### **10.1 We evaluate the effectiveness of provision for pupils with SEN(D) by:**

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN(D) or EHC plans
- Observations
- Analysis of attainment data

### **10.2 How the Governing body monitors the success of the education provided**

- The SEN(D) Governor visits the school twice a year to monitor the provision provided and the success of the outcomes.
- The Headteacher reports to the Teaching and Learning committee through the termly Headteacher's Report to the Governors.

## **11 Complaints about SEN provision**

### **11.1 Complaints about SEN(D) provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.**

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN(D) tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **11.2 Contact details of support services for parents of pupils with SEN(D)**

- SENCO Sarah Fraher (01462 813359)
- [Central Bedfordshire Council SEN\(D\) Parent & Young Person Partnership Service](#) is available to provide advice and support to families.

## **12 Monitoring arrangements**

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Full Governing Body.

## **13 Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions