

SEND Policy



September 2017

This policy covers many of the articles from the Unicef convention on the rights of the child. Some key ones are listed below.

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture or nationality is.

Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.

Article 12 – Children have the right to give their opinion and their views must be taken seriously.

Article 15 – Children have the right to choose your own friends or set up and join groups, as long as it isn't harmful to others.

Article 23 – Children with disabilities have the right to live a full life and receive support from the government.

Article 29 – Every child's education must develop their talents and abilities.



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Special Education Needs & Disability Policy

Date written: September 2017

Date for review: September 2018

Objective of the Policy

At Grafton Primary School we believe that all pupils have equal rights to access a rich and varied curriculum and enjoy and achieve in all aspects of school life. It is the aim of this policy to underpin procedures and practice which will ensure that:

- All those involved with the education of children are aware of their responsibilities in terms of SEND
- The school identifies and provides for those pupils with SEND, knowing there is a wide range of needs.
- The school provides an inclusive education for all children, so far as is reasonably practical and compatible with the child receiving the special educational provision alongside pupils with whom they are educated.
- The requirements of the Special Educational Needs and Disability Act (2015) are met.
- There is accountability for use of SEND resources (School and LA).
- There are active links between school, LA and other external agencies.
- There is a focus on early intervention with regard to ages and levels of need.
- The wishes and feelings of the child and family are taken into account.
- There is effective partnership with parents, families and carers.
- This policy links with other related policies, such as: Inclusion, Child Protection, Looked After Children, Equal Opportunities and Safeguarding, and the Disability Equality Scheme.
- The principles and agenda of 'Every Child Matters' (DCSF, 2004) are supported.
- School staff receive CPD to develop their teaching expertise with regard to supporting children with SEND.

Definition of Special Educational Needs & Disability

The School takes its definition of Special Educational Needs from the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (DFE, 2015)

A child or young person has SEND if they have a **learning difficulty** or **disability** which calls for special educational provision to be made for him or her.

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 authority.*

Children will 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.

Children will have needs and requirements which may fall into at least one of four areas. Some children will have inter-related needs. The impact of these combinations on the child's ability to



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function, learn and succeed will be taken into account. In school, these are further broken down to assist in identification and provision planning for pupils with SEND.

The areas of need (as identified in the SEND Code of Practice, 2015) are:

- **Communication and interaction** This includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorders (ASD)
- **Cognition and learning** This includes students with Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)
- **Social, emotional and mental health difficulties** This includes attention deficit disorder (ADD), Attention hyperactive disorder (ADHD), attachments disorders, anxiety, depression, self-harming, substance misuse, eating disorders and/or physical symptoms that are medically unexplained.
- **Sensory and/or physical needs** This includes hearing or visual impairment, mobility and other issues which require adaptations to enable the student to access the whole school curriculum.

Identification, Assessment and Provision for children with SEND

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, SENCo and all other members of staff have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs.

This is therefore a whole school responsibility. Specific roles are outlined below.

<u>Name/Role</u>	<u>Roles & Responsibilities</u>
Mr M Nicholson Headteacher	<ul style="list-style-type: none"> • The Headteacher has overall responsibility for the management of SEND. • The Headteacher is responsible for allocating the budget for SEND.
Mrs C Robinson Inclusion Manager	<ul style="list-style-type: none"> • Daily leadership role, supporting the Headteacher and SLT. • Lead and manage the social inclusion team. • Promoting outstanding teaching and learning across the school. • Provide advisory support for all staff to assist them in their professional development. • Develop and maintain effective support for children with SEND and their families. • Work in partnership with the Inclusion Team, including performance management. • Work alongside other agencies/professionals in supporting children and their families.
Mrs D. Chauhan & Miss A. Delaney SENCO	<ul style="list-style-type: none"> • Overseeing the day-to-day operation of the school's SEND policy. • Co-ordinating provision for children with SEND. • Liaising with and advising staff, including class teachers and TAs. • Overseeing the records of all children with SEND. • Liaising with parents of children with SEND. • Contributing to the in-service training of staff. • Attend training, including keeping informed of new initiatives.



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- Liaising with external agencies
 - Attending Partnership/LA meetings, as well as training sessions, including relative accreditation training in line with national expectations.
 - Maintaining whole school SEND records.
 - Carrying out assessments and observations of pupils with learning difficulties.
 - Liaising with the SEND Governor(s).

SEND Governors

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- Collaborating with the Headteacher and SENCO to ensure that relevant information is communicated to the governing body to enable the governing body to fulfill its role in evaluating the success of the education which is provided to pupils with special educational needs.
 - Assisting and advising the governing body on fulfilling its SEND responsibilities.
 - Monitoring quality of SEND provision.
 - Adhering to the Code of Practice, 2015.
 - Monitoring the quality of SEND provision through review meetings.
 - Liaising with SENCO.
 - Attend training, including keeping informed of new initiatives.
 - Dealing with the complaints procedure concerning provision for pupils with SEND.
 - Receiving reports from the Headteacher/SENCO on in-service training for staff and other developments in relation to SEND.

Class Teachers

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- Include pupils with SEND in the classroom and provide a differentiated curriculum appropriate for their needs.
 - Be aware of this policy and procedures for identification, monitoring and supporting pupils with SEND, located in the class SEND file.
 - Give feedback and information to parents of children with SEND.
 - Undertake termly reviews using the school's identified 'Record and Review' for all children with identified SEND, and write (or for NQTs: contribute to) IEPs as necessary.
 - Refer all children to the SENCo as appropriate where a learning difficulty is suspected.
 - Attend CPD as appropriate to better support children with SEND in the school.
 - Complete accurate written records of assessments, progress and future targets.

Teaching Assistants

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- Be aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
 - Give feedback to teachers about pupils' responses to tasks and strategies.
 - Undertake specific interventions to support children's identified needs.
 - Attend CPD as appropriate to better support children with SEND in the school.
 - Contribute to written records of children as necessary.



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Graduated Response and Early Identification

In order to help children who have SEND, the school will adopt a graduated response that recognises there is a continuum of SEND and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

- Teachers' ongoing assessment of the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will initially consult the SENCo to consider what else might be done.
- We recognise that some difficulties in learning may be caused or made greater by the school's learning environment/relationships. The class teacher will therefore look at the following matters in order to decide whether these could be developed to enable the child to learn effectively: Classroom organisation, teaching materials, teaching style and differentiation.
- If this intervention does not lead to adequate progress, the class teacher will review, with the SENCO, the strategies which have been used and complete an Initial Concerns Form.
- This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that the child is not making adequate progress despite high quality support in class.

Adequate progress can be defined as follows:

- It closes the attainment gap between the child and their peers.
- It prevents the attainment gap growing wider.
- It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- It matches or betters the child's previous rate of progress.
- It ensures access to the full curriculum.
- It demonstrates an improvement in self-help, social or personal skills.
- It demonstrates improvements in the child's behaviour.

Please refer to school policy regarding Assessment. If a child's progress is causing concern but they meet the criteria for adequate progress described above, then Wave 2 support will be considered where appropriate. Information on the interventions that are considered part of the school's usual differentiated curriculum is included in the School Provision Map.

Children are not considered to have SEND just because they require support through Wave 2.

This is reviewed and updated termly.

Assess, Plan, Do and Review

Stage 1

- Discuss the concerns with the pupil's parents
- With parents' agreement, complete the 'Initial Concerns' form.
- SENCO observes the pupil in class and may carry out some specific assessment to determine the needs.
- SENCO supports the class teacher to set up an action plan.

Author: D. Chauhan and A. Delaney (SENCO)

Convention on the Rights of the Child Articles that this policy links to: 2, 3, 4, 5, 12, 15, 17, 23, 29, 31, 42.



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- Review the outcome after six weeks or early (depending on needs) with parents, teacher and pupil.
- The pupil's progression is analysed by the class teacher and the SENCO and if it is significantly less than the most pupils in class, then they move to the next stage.

Stage 2

The SENCo

- Enters the pupil's name in the SEN register in category of SEN Support.
- Supports the class teacher to modify the core targets for learning, to set them in smaller steps.
- Supports the Class teacher in differentiated planning if required.
- The teacher and the teaching assistant monitor the progress and record it.
- The pupil receives some extra intervention on the area of needs.
- The SENCO reviews the progress after six weeks with parents, pupil and teacher.
- If the progression of learning is still significantly less than their peers, the SENCO refers the pupil to the relevant external agency or suggests parents to request the GP for a referral.
- The SENCO writes a report for the GP or submits the review form as appropriate.

Stage 3

- The class teacher writes an Individual Education Plan to set specific targets to monitor their overall progress with the SENCO's support.
- The pupil will continue to receive some extra support from the TA and may receive extra intervention as well.
- Progression is monitored and recorded by teacher and TA
- The SENCo reviews the progression and attainment gap at the end of the term.
- If the pupils fail to make progress, in spite of high quality teaching we may apply for the pupil to be assessed for an EHC Plan.

Stage 4

Criteria to apply for an EHC Plan, if:

1. The pupil has a disability which is life long and which means that they will always need support to learn effectively (e.g. ASC)
2. The pupil's achievements are so far below their peers that we think, it likely that they may at some point benefit from special school provision.

Pupils, who we think will manage in mainstream schools, with some support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) or physical disability does not mean that the child needs an EHC Plan.



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Fast tracking the process

1. When a pupil starts school with a diagnosis of a disability, the process starts from Stage 3.
2. The SENCO meets with their parents and the previous educational setting to gather information from all parties in order to plan a support strategy for the pupil.
3. The SENCO draws up a transition plan for the pupil in consultation with the parents and the Phase Leader.
4. An action of support plan is drawn by the SENCO in consultation with the Phase Leader and the Class Teacher.
5. Within the first two weeks, the Class Teacher writes an Individual Educational Plan with specific targets with the support from the SENCO and in consultation with parents.
6. Progression is reviewed regularly at SEND reviews.
7. When the school receives information from the LBBB SEND Section about any new pupil with a Statement or EHCP is moving into the school, the process to integrate the child in school, is same as the 'Fast Tracking'.

SEND Support

When a child has been identified as having SEND, and requires interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum, the child's name and details will be placed on the school's SEND Register, which is reviewed and up-dated termly. Pupils at this level will be identified as SEND Support. Parents will be part of this process and will be aware that the school has concerns before this point.

The triggers for intervention through SEND Support will be concern, underpinned by evidence, about a child who shows any of the following:

- Despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Despite receiving differentiated learning opportunities shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent social and emotional difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- 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 a differentiated curriculum.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo will contact them, with parental consent. The SENCo will support the further assessment of



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the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

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 where necessary.

Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The SENCO and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.
- 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 LA support services for one-off or occasional advice on strategies or equipment.
- Some group or individual support.

A request for significant support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a termly review of the child's needs. External support services will usually see the child in order to advise teachers on devising IEP targets and accompanying strategies. Advice given will be implemented mainly in the classroom setting, and is the responsibility of the class teacher.

Education and Health Care Plans

Where a pupil has significant or complex level of needs, an application may be made to the borough for an Education and Health Care Plan to be considered. This is a plan drawn up by the family and professionals that work with the child to help identify and plan for the provision to support them. These plans replace the previous Statements of SEND, and can be applied for by schools or parents. When the school considers an EHC Plan may be needed for a child, this would always be discussed and agreed with parents. Grafton Primary School follows the LA guidelines in making these requests and follows the advice in the timings of reviewing the Plans.

Where a child currently has a Statement of SEND, these will be converted into EHC plans, following the timetable agreed by the local Authority and will be completed within a 3 year timeframe from the introduction of the 2014 Code of Practice. This will usually take place through the Annual Review meeting.

Individual Educational Plans (IEPs)

IEPs are used for some children, where more complex needs have been identified. These will outline the smaller targets for the pupil to help measure progress in their learning. The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed)



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The IEP will only record that which is additional to, or different from, the differentiated curriculum. It will focus upon (usually) two to three individual targets which match the child's needs and have been discussed with the parents and child. It will be reviewed three times yearly, and the child and parent will be involved in the review and target-setting processes. At each review the Record and Review form will also be completed.

Inclusion and provision of support

It is the aim of the school to provide all support in the most inclusive manner available. All children will participate in assemblies and school productions and have access to the wider curriculum. Children with SEND should generally take part in lessons in their classroom with their peers (with group or individual support where appropriate), but separate provision may be necessary for specific purposes and as a time-focused solution to enable the needs of all children to be met and their entitlement to an appropriate curriculum secured.

This may include small group withdrawal or using individual programmes to enable the acceleration of children's learning and to develop the skills to enable the children to fully participate in class activities. Strategies employed to enable the child to progress will be recorded clearly on the Record and Review form, which will be reviewed three times yearly.

Allocation of Resources

Funding allocated to SEND (including 5% of the AWPU) is used for provision that is additional to, or otherwise different from, the educational provision made generally for children of their age. This includes personnel (SENCO, SEND Support Staff, and some TA hours) and resources. The LA makes no financial contribution to support hours identified within an EHC Plan/Statement. Where children present with needs that could not have been foreseen, the SENCO will bid for extra money through the LA Contingency and Dowry Panels. The LA's Framework will be used yearly to identify funding and allocation of resources across the school.

Special Facilities and Provision

Grafton Primary School is not funded for specialisation. Moreover, Grafton Primary School aims to adapt to meet individual needs and include all children. Over recent years the school has successfully integrated children with hearing impairment, children on the autism spectrum, children with Down's syndrome, children with language disorders and children with social and emotional difficulties. Social Interaction groups are in place to address social emotional needs, whilst academic needs are addressed through a range of interventions. The school is an accredited ECAR school (Every Child a Reader) due to its practice of early identification, assessment and tracking of a number of early literacy interventions.

Access Arrangements

Grafton Primary school is disability friendly. The teaching are all on one level, corridors are wide for wheelchair access and we have two disabled toilets. The school endeavor to continue to improve access to the physical environment, adding specialist facilities as necessary.

All our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASC etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognize achievement and expertise in all curricular areas.

Author: D. Chauhan and A. Delaney (SENCO)

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As part of normal class differentiation, curriculum content and ideas are simplified to meet individual needs and made more accessible by using visual, tactile and concrete resources as well as music and drama when appropriate.

Partnership with Parents

The school values the partnership with all parents (including those who have children with special educational needs) and is keen to support them in playing an active and valued role in their children's education. Parents are informed about changes to our provision in the regular newsletter and at Open Evenings. Partnership with parents plays an essential role in enabling children with SEND to make adequate progress and become successful learners. The school recognises that parents hold key information, knowledge and experience about their child. Parents are encouraged to become involved as volunteers in school, which gives them additional information as to how to help their own children. Home/school diaries may also be used to increase dialogue and monitor progress between parents and teachers.

Parents and carers are involved at all stages when a child is considered to have a special educational need. We consider that the earlier that a parent is made aware of a concern, and the joint plan of action is addressed, the better. Parents will be informed and involved as soon as possible, if the school feels that their child may have Special Educational Needs by the class teacher, sometimes with the support of the SENCo. Termly meetings are held with parents for all children with SEND, and their views are taken into account when devising IEPs and identifying future targets. Parents are also involved at all stages of the Annual Reviews for children with Statements/EHC Plans. Sometimes parents may have concerns about their child and contact school for support. In these instances, staff will investigate the issues to respond to these concerns and inform the SENCO where necessary.

Involving Children

Children with SEND often have a unique knowledge of their own needs and their views are treated with respect. The school will make every effort to involve children in discussions about their needs because their views are important. Children will be invited to take part in IEP reviews, Annual Reviews and other meetings about them. The ways in which a child may take part could include providing art work, video, or a written report, or attending the meetings if they wish.

Links with other professionals

The School works closely with an allocated Advisory Teacher for SEND from the Local Authority. They work closely with the SENCO, Inclusion Manager and Head teacher to ensure that School is meeting the needs of its pupils. They also offer advice and direct the School to appropriate external support where possible.

The school maintains links with support agencies and other professionals. Individual assessment, support and advice to teachers are provided. Professionals involved with the school include:

- Educational Psychologist
- Speech and Language Therapist
- Speech and Language Therapy Assistants
- Speech and Language Therapist – Feeding and swallowing clinic



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- Occupational Therapist
- School Nurse
- Health Visitors
- Child and Adolescent Mental Health Service (CAMHS)
- Psychotherapists
- Child Development Team
- LA Advisory Team
- Advisory Teacher for Speech and Language
- Specialist Educational Outreach Support Services (Deaf and Speech & Language)
- Joseph Clarke Centre (Visually Impaired)
- Parent Partnership Services
- Family Support Workers

School Admission

Pupils with SEND will be admitted to the school in accordance with the requirements of the Education Act and the LA Admission Policy. The school will seek appropriate support as necessary to ensure that individual needs are met. Liaison with parents and external agencies is particularly important. In the case of children with an EHC Plan, liaison with the LA will clarify whether resources to meet the child's needs will be in place as the child is admitted. Phased entry may be helpful in ensuring a smoother integration for some children.

Transition

When children transfer to Grafton Primary School, the SENCO and any staff involved with the child, make use of written records, consultations and meetings to ensure a smooth transition. A full schedule of visits, consultations and documentation is followed before Nursery and Reception children enter the school, which may lead to SEND provision being made for them if needed.

As children progress through the school, their current and new class teacher will meet to discuss the children's' needs and any strategies that will support them as they progress. The school recognises these transitions may be difficult for some children. Therefore measures will be put into place to support them. Parents play a key role in helping their child adjust to a new setting and communicating their child's needs with the class teacher. The school will actively involve parents in any transition strategies to support their child's needs.

Where children transfer to another school mid-term, the school's Transfer Form is completed by the class teacher to ensure all appropriate information is passed on to the new school. If children transfer to Grafton Primary mid-term, the Transfer Form may be sent to their previous school to gain information as required. At the end of Key stage 2, the school will liaise with Secondary schools to share information about the children's needs and records passed on.

Links with other schools

The SENCO liaises with the SENCOs of local Early Years providers and the SENCOs of Secondary Schools. Children's files are passed on at the end of the Summer Term. The school's Transfer Form ensures that relevant information is passed on when children leave the locality and meetings are not possible.



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Training

As a school, we are committed to furthering our knowledge of any new developments that will further our vision for inclusion for all children. Staff members will attend courses and information will be shared through informal arrangements and through INSET. The SENCO has been awarded the National SENCO Accreditation, and will continue to attend CPD as necessary, both through the LA and SENJIT at the Institute of Education.

Staff have made use of the IDPs provided by the National Strategies to supplement their knowledge of SEND and continue to attend training as necessary, as laid out within the yearly SEND action plan.

Common Assessment Framework (CAF)

In accordance with ECM: Change for Children (2004) the school will use the CAF as a means of referral for integrated support where appropriate, maintaining confidentiality between services and ensuring safeguarding of the child. The CAF will always be completed with the permission of the parent/carer of the child. There are a number of people trained within the school including Mrs Robinson (Assistant Head/Inclusion Manager/CP Lead), Mrs Gray (Deputy Head/Early Years Co-ordinator), Miss A. Delaney (SENCO), Mrs S Chappell (Attendance Officer), Miss S King and Mr R Hughes (Learning Mentors).

Complaints

Initially, complaints or concerns about specific elements of the school's provision for SEND should be discussed with the class teacher, who will refer to the SENCO or Headteacher, who will investigate the matter. If the matter is not satisfactorily resolved, then the matter should be raised with the Governing Body, in line with the school complaints policy which can be located in the school office.

Approved by Governing Body

Date: __October 2017_____