

## Special Educational Needs Policy

SENDCO: **Miss Helen Waring**

Assistant SENDCO: **Mrs Faye Bunn**

SEND Intervention and Dyslexia Support: **Miss Kara Tooley and Mrs Corrinna Gunton**

### Aims

We aim to provide every child access to our broad and balanced curriculum but recognise that for some children, additional provision may be required to facilitate this. The aim of this policy is to outline the **School Offer** for Special Educational Needs and Disabilities (SEND) at The Free School Norwich; it aims to establish the pathways to identifying and supporting our young people with SEND. The school's SEND Provision Map summarises the level of support given to each child with SEND.

### Objectives

- **Staff members 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 years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **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 SENDCO, teachers and Principal 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.** This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **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, Children and Adult Mental Health Service CAMHS, Norwich Schools Dyslexia Network (NDSN)

### The 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 both to those families in Norfolk that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. 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. Details of the Local Offer for Norfolk can be accessed here:

<http://www.schools.norfolk.gov.uk/Pupil-needs/Norfolk-SENCOs/Our-local-offer/index.htm>

### Definition of Special Educational Needs

Children have SEND if they have a learning need 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, January 2015)

Children must not be regarded as having a learning need solely because the language or form of language used at home is different from the language in which they will be taught. Children must also not be regarded as having a learning need because of early years age differences.

### **Special Educational Needs Provision**

The school will have regard to the **Special Educational Needs Code of Practice** (January 2015) available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf)

Educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children.

The school will ensure that parents are notified of a decision by the school that SEND provision should be made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises 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 special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

The school recognises that children with SEND often have a unique knowledge of their own needs and understand what they need to help them learn best. Children with SEND will therefore be encouraged (if it is appropriate) to participate in all the decision-making processes and to contribute to the assessment of their needs, the review and the school's transition processes.

The school will ensure that teachers in the school are able to identify those children who have SEND.

This school believes that wherever possible, children with SEND should be taught alongside and join in with the learning activities of their non-special needs peers (inclusion).

Where appropriate, the school will teach children with SEND within small groups or through individual tuition to equip them with any special skills which will enable them to manage their SEND and achieve their academic potential.

### **Identifying Children with SEND**

Provision for children with special educational needs is considered the responsibility of the school as a whole. The Governors, Principal, SENDCO, teachers and other members of staff all have responsibility for children with SEND.

At the heart of the work of every primary school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and make progress within these arrangements. Children whose overall attainments or attainment in curriculum areas which falls significantly outside the expected range *may* have SEND. These children will be further supported by the school.

The identification of the SEND of children whose first language is not English requires particular care. The school will liaise with the Local Authority EAL service to ascertain if the problem is due to limitation in the child's command of language or arises from SEND.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, staff may consult the SENDCO to consider what else might be done. If quality first teaching (see link below) does not support the child to access the curriculum and make satisfactory progress it would lead to the conclusion that the child requires help over and above that which is normally available within the particular class or subject.

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/00844-2008DOM-EN.pdf>. P10.)

The key test of the need for action is evidence that current rates of progress is significantly below age expectation and progress from initial starting point is not satisfactory. Adequate progress is defined in a number of ways. It might be progress which:

- closes an attainment gap between the child and their peers
- prevents an attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- demonstrates an improvement in self-help, social or personal skills (soft targets not academic targets)
- demonstrates improvements in the child's behaviour

### **School Support**

When a class teacher or the SENDCO/Assistant SENDCO identifies a child with SEND, the class teacher and/or teaching assistant will provide interventions which are additional to those provided as part of the school's usual differentiated curriculum. Support will be co-ordinated using a Pupil Progress Intervention Action Plan and or an IEP. This is called School Support.

The triggers for intervention through School Support will be concern, underpinned by evidence, about a child who, despite receiving differentiated quality first teaching opportunities makes:

- little or no progress, even when teaching approaches are targeted particularly in a child's identified area of need
- shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas
- presents persistent social, emotional or behavioural difficulties which are not ameliorated in line with the behaviour management policy employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has speech, language and communication or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

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

- differentiated learning materials or special equipment
- small group or individual support
- staff INSET to introduce more effective strategies
- access to Local Authority or independent support services

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 SENDCO or Assistant SENDCO may contact them if the parents agree.

The SENDCO and Assistant SENDCO will support the further assessment of 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.

Parents will always be part of this partnership, consulted and kept informed of the action taken to help their child and of the outcome of the action. Discussions about a child's SEND will form part of formal parents evenings and the report process. The class teacher and Assistant SENDCO and SENDCO will be available throughout the year should there be any concern.

### **Individual Education Plans**

The strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- short term challenging and measurable 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 IEP is reviewed)

The IEP will only record that which is additional to or different from the differentiated curriculum and will focus on 3 or 4 individual targets. A child's IEP will be reviewed three times each school year at the end of the following terms:

- Christmas term
- Spring term
- Summer term

This may be individualised depending upon the needs and requirements of the child.

### **School Enhanced Support**

A request for support from external services is likely to follow a decision taken by the SENDCO, Assistant SENDCO and colleagues, in consultation with parents, at a review of the child's IEP. This is called School Enhanced Support.

At School Enhanced Support, external support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies. They may also 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 materials, and in some cases provide support for particular activities.

The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the child:

- continues to make little or no progress in Special areas over a long period
- continues working below national expectation of progress of children of a similar age
- continues to have difficulty in developing skills across the curriculum
- has emotional or behavioural difficulties which substantially and regularly impact upon the child's own learning or that of the class group, despite having an individual behaviour plan
- has sensory, motor or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service/outside agency
- has ongoing speech, language, communication or interaction difficulties that impacts the development of social relationships and causes substantial barriers to learning

When the school seeks the help of external support services, those services will 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 teaching the child directly.

The resulting IEP 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 IEP continues to be the responsibility of the class teacher.

### **Statutory Assessment for an Education and Health Care Plan**

Where a request for a statutory assessment is made by the school to the Local Authority, the child will have demonstrated significant cause for concern.

The Local Authority will need information about the child's progress over time, and will also need documentation in relation to the child's Special Educational Needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through School Enhanced Support.

This information may include:

- IEPs for the child
- records of regular reviews and their outcomes

- work samples
- information from previous educational settings
- the pupil's health including the child's medical history where relevant
- continues working below national expectation of progress of children of a similar age
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare services

A child will be brought to the Local Authority's attention as possibly requiring a statutory assessment through a request by the school, from a parent or a referral by another agency. Where the evidence presented to the Local Authority suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the Local Authority will consider the case for a statutory assessment of the child's special educational needs.

The Local Authority may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's Special educational needs is such as to require the Local Authority to determine the child's special educational provision through an EHCP. An EHCP will include:

- the child's name, address and date of birth
- details of all of the child's additional needs
- identification of the special educational provision necessary to meet the pupil's SEND
- identification of the type and name of the school where the provision is to be made
- relevant non-educational needs of the child
- information on non-educational provision

All children with an EHCP will have short-term targets set for them which have been established after consultation with parents, child and include targets identified in an EHCP.

These targets will be set out in an IEP and will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

All EHCP's must be reviewed at least annually with the parents, the pupil, the Local Authority, the school and the professionals involved invited, to consider whether any amendments need to be made to the description of the pupil's needs or to the Special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within similar time-scales to those of other parents.

### **The Role of the SENDCO and Assistant SENDCO**

The SEND Co-ordinator (SENDCO) is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with and advising all staff
- overseeing the records of all children with special educational needs
- contributing to the SEND training of staff
- liaising with parents, external agencies including Local Authority support, educational psychology services, health and social services, and voluntary bodies

### **Monitoring Procedures**

The school will use the following success indicators to identify that the needs of children with SEND are being met:

- Pupils with SEND will make progress commensurate with ability (academic and soft targets)
- IEPs are shared with parents and pupils, identifying focused targets for improvement
- EHCP reviews will meet statutory requirements

The school Governor with responsibility for SEND will liaise with the SENDCO on a bi-termly basis report to the full Governing Body.

**Principal:** Mrs Tania Sidney-Roberts

**Chair of Governors:** Mr Paul Bourgeois

**Approved:** Governing Body

**Policy Review Date:** Winter 2017 (earlier if national changes occur)