



POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITIES

WILLIAM FLETCHER PRIMARY SCHOOL
Where Everyone Counts

The Code of Practice (1994) defines a child as having special educational needs (SEN) 'if he or she has a learning difficulty which calls for special educational provision to be made for him or her.'

Person Responsible for Policy- (SENCO) Karen Chambers February 2017
Review: February 2018

William Fletcher Primary school Policy for Special Educational Needs

A SCHOOL ARRANGEMENTS

- (i) Definition and Aims
- (ii) Roles and Responsibilities
- (iii) Coordinating and managing Provision
- (iv) Admissions Arrangements
- (v) Specialisms and Special Facilities

B IDENTIFICATION, ASSESSMENT AND PROVISION

- [i] Identification, assessment and review
- [ii] Resourcing and allocation
- [iii] Curriculum access and inclusion
- [iv] Success criteria
- [v] Complaints procedure

C PARTNERSHIP WITHIN AND BEYOND SCHOOL

- [i] Staff development
- [ii] Links with other agencies, organizations and support services
- [iii] Partnership with parents
- [iv] The voice of the child
- [v] Links with other schools and transfer arrangements

A School Arrangements

A [i]

Definition

A child has special needs if he or she has a learning or behaviour difficulty that calls for special educational provision to be made for him or her. Special educational provision means provision that is additional to or otherwise different from that which is made generally for children of the same age in other schools maintained by the LEA. (Education Act 1996)

Objectives

- To enable every child to experience success.
- To promote individual confidence and a positive attitude to learning.
- To ensure that all pupils with special needs, whatever their special educational needs and disabilities (SEND), receive appropriate, differentiated educational provision and a broad and balanced curriculum that is relevant and differentiated, and which demonstrates coherence and progression in learning.
- To remove barriers to achievement, including all pupils having regard to every child matters outcomes.
- To give children with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- To identify, assess, record, and regularly review pupils' special educational needs.
- To involve parents/carers in planning and supporting at all stages of their child's development.
- To work collaboratively with parents, other professionals and support services.
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A (ii) Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for children in his/her class who have SEND, and be aware that these needs may be present in many learning situations. Staff are responsible for meeting an individual's SEND, and for following the school's procedures for identifying, assessing and making provision for these children.

The **Governing Body** in co-operation with the Head teacher has a legal responsibility for determining the policy and provision for pupils with special educational needs and disabilities. It maintains a general overview and has appointed a governor representative.

At William Fletcher school the **Governing Body** is responsible for:

- Ensuring that the necessary provision is made for any pupil who has SEND.

- Ensuring that, where the 'responsible person', the Headteacher or the appropriate governor has been informed by the LEA that a pupil has SEND, those needs are made known to all who are likely to teach them.
- Ensuring that teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensuring that pupils with SEND join in the activities of the school together with the other pupils, so far as it is reasonably practical compatible and possible.
- Reporting to parents on the implementation of the school's policy for pupils with SEND and providing information regarding provision via the school website and prospectus.
- Having regard to the SEND Code of Practice when carrying out its duties to all pupils with SEND (Education Act 1996).
- Ensuring that parents are notified of a decision by the school that SEND provision is being made for their child (Education Act 1996).
- Is involved in developing and monitoring the school's SEND Policy.
- Ensuring that all governors, especially the SEND governor, has an up to date knowledge about the school's SEND provision, including how funding equipment and personal resources are deployed.
- Ensuring that SEND is an integral part of the school development plan.
- Ensuring that the quality of SEND provision is continually monitored.
- Regularly considering and reviewing the effectiveness of the school's work on behalf of children with SEND and, in the light of the evaluation, considering whether the policy needs amending.

The **Head teacher** has responsibility for

- The management of all aspects of the school's work, including overall provision for children with special educational needs and disabilities.
- Keeping the Governing Body informed.
- Working closely with the Special Educational Needs Coordinator (SENCo).
- Ensuring all school policies reflect the needs of SEND pupils.
- Ensuring an appropriate level of resources.

The **Special Educational Needs Coordinator (SENCo)** is responsible for:

- The day to day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs and disabilities.
- Liaising with and advising other staff.
- Liaising closely with parents of children with SEND.
- Liaising with outside agencies.
- Maintaining the school's SEND register and maintaining the records.
- Contributing to the in-service training of staff.
- Managing Teaching Assistants.

The **Teaching assistants** work as part of a team with the SENCo and the staff, supporting children's individual needs. They play an important role in implementing Pupil Profiles, monitoring progress, and contribute to review meetings

The Class teacher is responsible for planning differentiated and/or additional tasks for pupils according to their needs, and liaising with Teaching Assistants. Teachers also have responsibility to monitoring progress, and sharing feedback with pupils. Teachers implement Pupil Profiles and hold regular review meetings to inform parents.

A (iii) Coordinating and Managing Provision

Sharing of expertise is welcomed and encouraged

- SEND is an item on staff meeting agendas or the main item of a meeting as appropriate.
- The SENCo oversees arrangements for regular meetings, at least three times a year, to review Pupil Profiles and provision, to which parents are invited.
- There is daily informal contact between all staff to monitor individual pupils and to discuss concerns.
- Individual subject policies (copies available on request) are reviewed to ensure that they contain information about effective teaching of pupils with SEND.
- Children should be involved as far as practicable in discussions about their targets and provision.

The SENCo ensures that the following information is easily accessible to staff:

- The SEND Policy.
- The SEND register.
- Termly provision maps.
- Internal arrangements, including a clear description of the responsibilities of all staff with regard to SEND.

A (iv) Admission Arrangements

William Fletcher School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LEA admissions policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an Education, Health and Care Plan educated in the mainstream, the LEA must provide a place unless this is incompatible with the effective education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

If applications for admission exceed the number of places available, it is the Governors' responsibility to allocate these places, in accordance with the School Admissions Policy document, which follows the County guidelines

A (v) Specialisms and Special Facilities

- All teaching staff are experienced teachers who teach children with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- Differentiated resources are used to ensure access to the curriculum is easily accessible in each classroom.
- We ensure that we know what strategies are needed to manage children's needs effectively - all adults in school are kept well informed and we ensure that other children understand.
- Arrangements are made for support which allows as much independence as possible within a safe and caring environment.

B IDENTIFICATION AND ASSESSMENT AND PROVISION

B (i) Identification, Assessment and Review

- The Code of Practice 2001 outlines a graduated response that recognises that there is a continuum of need, matched by a continuum of support. The response is seen as action that is **additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies.
- The New Code of Practice 2014 recognises two broad levels of provision within the continuum; those with Special Educational Needs and those needing an Education, Health and Care Plan. In accordance with LEA advice, the school also uses Initial Action to promote early identification and monitoring of children's needs.
- The school keeps a record of identification, assessment and provision for SEND.
- A register is kept of pupils with SEND and circulated to all staff.
- Where concern is expressed that a child may have SEND, the class teacher and support staff take early action to assess and address the difficulties.
- The County Moderation Handbook descriptors are used to decide on levels of provision for children with SEND.

B (ii) Allocation of Resources

The code recognises children's needs and requirements fall into four broad areas. The Moderation Handbook will continue to subdivide the areas as given below:

SEN CODE OF PRACTICE	LEA
Communication and Interaction	Language Autistic Spectrum Disorder
Cognition and Learning	Learning needs Specific Learning Difficulties e.g. dyslexia, dyspraxia
Social, Emotional and Mental Health	SEMH
Sensory and /or Physical	Hearing impairment Visual impairment Multi-Sensory impairment Physical difficulties

Initial Action (Initial concern)

If a class teacher, parent or other person is concerned about a child, they consult the SENCo, gather information and ensure that a well differentiated curriculum is provided for the child. Progress is reviewed after 6 weeks, using the Initial Action forms. Parents are informed and involved from the outset.

Special Educational Needs (School support)

If progress is unsatisfactory, the child may require additional support. A Pupil Profile is written by the class teacher in consultation with the SENCO, and reviewed termly. Parents are invited to reviews and encouraged to play a full part in the process.

If, after review, continued support is thought necessary, advice may be sought from an outside agency. This is often the Educational Psychologist, but may be one of a range of other LEA or Health Services personnel. They may undertake formal assessment and/or observe the child. Parental permission is always sought for pupils to be formally referred to the Educational Psychologist. Parents are encouraged to attend reviews and to play a full part in the process.

The Pupil Profile should reflect any advice given by outside agencies.

Pupil Profile Reviews

Reviews of Pupil profiles are normally carried out three times a year. Parents are invited, but if they cannot attend, they meet the class teacher informally at a later date. Following the review, new targets are added to the Pupil Profile; copies are circulated to the SEND file, parents and TAs.

Education, Health and Care Plan (EHCP)

A small minority of children may require an EHCP. These children are likely to have long term, severe or complex needs that can only be met through additional resources, support or advice. The EHCP places emphasis on

personal goals, and will describe the support needed to achieve these ambitions.

In order to acquire an EHCP the LEA carries out a statutory assessment. This involves gathering advice from parents, the school, the Educational Psychologist and any other professionals that have been involved with the child. A medical report is also sought. The LEA considers this information, and decides whether an EHCP is appropriate.

Annual Reviews

Following the issuing of an EHCP, the Code of Practice requires that it is reviewed at an annual meeting of relevant personnel (school, parents, and education professionals) to ensure that the additional provision is being given and that the EHCP continues meet the needs of the pupil.

Any amendments or changes are noted at the meeting and included in the formal record of the meeting. These notes are circulated to all present, and if alterations are suggested, the Education Officer considers the amendments.

The annual review is normally held on the anniversary of the issuing of the EHCP. For pupils in year 5 schools are required to hold the reviews in the spring term, to allow for consideration of appropriate placement at the secondary phase.

Common Assessment Framework [CAF] and Team Around the Child [TAC]

In some instances pupils needs require assessment of educational and non-educational needs with parents a Common Assessment [CAF] is made and may result in a multi- disciplinary meeting resulting in a Team Around the Child [TAC}

(ii) Equal Access and Integration

Children are grouped in classes according to age. As there is a wide range of ability in each class, all staff aim to provide a differentiated curriculum suitable for all the children to ensure access at all levels.

Any children with specific needs are integrated as fully as possible into the normal classroom environment and where appropriate, the curriculum is adjusted.

Sometimes it is considered more appropriate to withdraw sensitively a pupil to work individually with a TA or SENCo to acquire, reinforce or extend skills more effectively - sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling.

Provision is made for pupils with SEND to make the greatest possible progress in the context of the National Curriculum and in their personal development.

The school has adopted an access plan which forms part of the overall School development Plan, to achieve equal access to the curriculum, the buildings and information, for all.

At William Fletcher all children are entitled to a broad, balanced, differentiated, relevant curriculum including the National curriculum.

(iv) Evaluating Success

The progress of children with SEND is tracked along with all other children and there is a regular review to evaluate the success of our policy and make necessary adjustments.

Visits from LEA personnel and OFSTED inspection arrangements also enable us to evaluate the success of our provision.

Staff complete tracking records and Pupil Progress meetings are used to monitor and review progress.

Parents and staff meet at least three times a year to plan targets, revise provision and celebrate success.

Interventions are reviewed and evaluated.

(v) Complaints Procedure

Initial contact should be with the class teacher to register a complaint and a meeting will be arranged to discuss the matter, which could include the Head teacher or SENCo.

Parents can also request an appointment with the Head teacher directly.

Parents can also contact the Governing Body, through a Parents' representative.

In the event of a formal complaint concerning Special Needs Provision for a child, parents are advised to contact the Head teacher and follow the Oxfordshire County Council Procedure - information is available about the Code of Practice, guides to provision, the SEND Tribunal and how to contact the local Education Authority.

C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

i) Staff Development

The school is committed to gain expertise in the area of SEND.

The partnership SENCo support group meets termly.

There are whole staff in-service training sessions responding to particular needs of the school.

There are training sessions for TAs.

The SENCo attends Inclusion Conferences when relevant.

ii) Support Services

The school uses the expertise provided by other professionals and has access to advisory support teams & resource centres.

Attached is a list of the services we currently use - other health, social services, & voluntary organisations can be contacted.

LIST OF SUPPORT SERVICES

SEN Officer	Bridget Moore
Educational Psychologist	Pauline Woolston
Speech & Language Therapist	Gail Kidd
Communication & Interaction Advisory Teacher	Suzanne Saunders
Community Paediatrician	Clare Robertson

iii) Partnership with Parents

The involvement of parents is immediate - parents are encouraged to discuss any concerns with class teachers.

Parents are involved in initial identification of their child's individual needs and subsequently remain part of the reviewing and monitoring of provision and progress.

Parents are consulted before outside agencies are involved in assessing progress and are included as far as possible in strategies being implemented. Parents are advised to exercise their right of access to any record of their child's progress & to contribute to them.

Formal parents' evenings are held in the Autumn & Spring Terms.

Parents are always welcome to visit the school or talk to a teacher at a mutually agreed time.

iv) The Voice of the Child

'Schools should show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school.' (Code of Practice chapter 3)

All children are involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate reflects the child's evolving maturity.

Participation in education allows all children the opportunity to make choices and to understand that their views matter.

Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In William Fletcher School we encourage pupils to participate in their learning by

- Outlining and displaying learning targets for all children.
- Giving pupils responsibility for completing weekly homework throughout the school
- Having regular Circle Times as part of our PHSE education when children can voice concerns and opinions.
- Having a range of school councils to represent views of the pupils.
- Having a weekly assembly where we celebrate success of any kind, ensuring that all pupils realise that they are able to make progress if they 'choose' to apply themselves to a specific task.
- Giving children special classroom responsibilities.

- Involving Y6 pupils in special whole school responsibilities and responsibility towards younger children in the community.
- Arranging times when pupils with SEND can discuss their progress with their TA, class teacher and involving them in the setting of new learning targets through discussion at this time.

v) Transfer Within and Beyond the School

Where the transfer is within William Fletcher, meetings are arranged between the appropriate staff involved in monitoring the pupil's progress. At year 6 transfers the SENCo meets with the SEN staff at the Marlborough school [or other local secondary] to discuss individual pupil's needs.

There are opportunities for all children to visit their prospective Secondary School.

Representatives from local Secondary Schools are available for consultation before the time for transfer.

Should transfer from mainstream schooling to Special Education Units occur, teachers from these units would be invited to visit our school to meet and talk with the pupils and their parents, as well as the teachers who are concerned, before the various school visits.

For all children with Education, Health and Care Plans in year 6, a provisional recommendation is made in the year previous to transfer so that parents can consider options at the same time as other parents. The child's Education, Health and Care Plan must then be amended in the light of the recommendations of the annual review, the parents' views and preferences and the response to consultation by the LEA with the schools concerned. All the arrangements for a child's placement should therefore be completed no later than the beginning of March before the transfer.

We make arrangements for the SENCo of the receiving school, where possible, to attend the final review in our primary school of pupils with Education, Health and Care Plans for whom the particular school has been named.