Sneinton St Stephen's C of E Primary School

Special Educational Needs and Disability Policy

General Aims and Objectives of the School

At Sneinton Primary School, we firmly believe that ALL children have a right to equal access to a broad, balanced and relevant education. We aim to be a school that is inclusive of all pupils for whom placement in a mainstream school is appropriate. We will encourage all pupils to give their best and to reach their potential.

We recognise that all pupils could have special educational needs at some time in their school careers, whether temporary or permanent. This may be a result of learning difficulties, being very able, having medical problems or social, emotional and/or behavioural difficulties.

It is the policy at Sneinton Primary School to actively encourage the involvement of staff, pupils, parents/carers in the education of pupils with Special Educational Needs and Disability (SEND). The difficulties which these pupils may have are assessed and provided for in a variety of ways. The pupils have the opportunity to develop their potential with the guidance and support of their class teacher, the SEN Co-ordinator, Learning Support Assistants and external support agencies (where appropriate). The school aims to meet the needs of the pupil whilst encouraging full inclusion in learning and school activities.

SEND Reforms

Details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find more information describing this new pathway on Nottingham City SEND Local Offer website:

http://search3.openobjects.com/kb5/nottingham/fsd/localoffer.page?familychannel=8

A Definition of SEN

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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) 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.

Special Educational Provision means any different or additional support than that generally made for children of the same age. What that provision might be depends upon the level and type of need; it might be specific work differentiated (adapted) in class, additional adult support in class, physical adaptations to the learning environment, support from an outside specialist such as an occupational therapist or a structured behaviour management programme.

Gifted and Talented Pupils

Provision also needs to be made for more able children, both in terms of identification and supplying a suitable curriculum. It is recognised that some children will be gifted and/or talented and that this is very much a special educational need. These children may be able to work at a much higher level than most children, and we recognise that they will not be stimulated by the provision of extra quantities of work pitched at the same level as their peers. Gifted and talented children need a greater variety of challenges in the work that is provided. Further information can be found in our Policy for *Gifted and Talented Pupils.*

Philosophy and Principles

Where pupils have learning difficulties, it is our aim to clearly assess these and provide the support necessary to enable pupils to fulfil their potential and gain their entitlement to the curriculum. We make every effort for this to be achieved within the classroom alongside other children.

Our aims are to:

- Assess pupil's needs clearly and at an early stage;
- To implement any measures deemed necessary for a pupil to access the curriculum;
- To keep parents/carers involved in discussions about their children's progress and informed of strategies we are using;
- To provide the resources necessary for a pupil to access the curriculum;
- To regularly review and monitor the efficient implementation of the whole policy with the governing body, SLT and staff team.

Special Educational Needs Co-ordinator and staff

The person responsible for co-ordinating provision for pupils with SEN is known as the Special Educational Needs Co-ordinator (SENCo). At Sneinton Primary the

SENCo is Lindsay Clark. The SENCo leads and co-ordinates the Intervention Team which consists of Marcia Hoffman (Learning Mentor), Kate Pearce (Literacy/Numeracy LSA), Julie Doyle (Reading Recovery teacher) and LSAs.

Identification and Assessment of Pupils with Special Educational Needs

Where it is determined that a pupil does have SEN, parents will be formally advised of this and will be asked to sign the referral form and the pupil will be added to the school 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:

- Assess
- Plan
- Do
- Review

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

Assess

This involves clearly analysing the pupil'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 pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted on the Provision Map and compared with the school's information and assessment data on how the pupil is progressing.

This analysis 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. This will happen through Provision Map reviews, Intervention Team review meetings and Pupil Progress meetings. 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.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the 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.

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 LSAs and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Class teachers will therefore be expected to list interventions each half term on the child's Provision Map and will respond to children who are not achieving intervention targets by adapting, changing or seeking additional support from the SENCo. 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.

Review
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 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.

For the majority of children with SEN, Provision Map targets are evaluated termly as part of parent consultations. Here staff will discuss progress, achievements and goals with the parent/carer and child and will adapt practice as necessary. A summary of these conversations should be recorded on the Provision Map.

For children with more complex needs who have a Statement of SEN or Education Health Care Plan (EHC Plan), Provision Map targets will be reviewed at a planned meeting attended by the SENCo or a member of the Intervention Team termly.

- Teaching staff are required to complete review notes one week prior to the meeting.
- Parents and representatives from other agencies involved with a child will be invited to attend the review together with staff involved within school. Should they be unable to attend, their views or reports should be added to the review form.
- Children will also be consulted in the review process and setting of Provision Map targets as well as through their pupil comments. If deemed appropriate, the child will be invited for part of the meeting to express their views .
- After the meeting, final copies of reviews are then circulated to parents and all agencies involved, including those unable to attend the meeting. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.
- Actions arising from the meeting will be allocated to individuals and these actions will be shared after the meeting with the expectation that parties will act upon these or seek further advice from the SENCo.
- For children with a Statement of SEN or EHC Plan, the annual review will take place as near to the due date as possible and a report provided for parents, agencies and the Local Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer.

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

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school 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 decision to make a referral for a statement will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

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 a group of people from education, health
and social care about 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.

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Nottingham City 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.
b. 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.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. 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.

SEN Identification Process

At Sneinton CofE Primary all pupils with SEN are identified and assessed as early as possible and as quickly as is consistent with thoroughness. The following process is followed:

1. When a class teacher is concerned about the progress a pupil is making and/or a pupil's behaviour he/she will immediately complete an internal SENCo referral form.
2. The SENCo will carry out an observation of the pupil in class and around school. The SENCo will look at a work sample of the pupil (where appropriate).
3. The observation notes are shared with the class teacher with advice on strategies and resources to support the pupil.

4. Where significant needs are identified and highlighted Parents/carers are invited in to meet with the SENCo and class teacher to discuss the findings of the observation.
5. If the pupil requires support from an outside agency the SENCo will make the referral in conjunction with the parent/carer.
6. The pupil will be placed on the **SEN register**.
7. The SENCo writes and shares a **Provision Map** highlighting area of need, strategies to be used, targets and extra provision being provided.

The Special Needs Register

Any pupil who has SEN is placed on the SEN register. The SEN register highlights area of need and provision that is in place for each pupil. The SEN register is a 'working document' which can change day by day. The SEN register is formerly reviewed each term following class observations by the SENCo and pupil progress meetings with class teacher, Head of School and SENCo. Depending on reviews, pupils may remain on the register, be added to the register or be taken off the register. Ideally, a short well-focussed intervention in school will mean the pupil will not need stay on the register. The key trigger for further action and concern is **lack of progress and/or behaviour causing concern.** The SEN register is shared with the governors, Head of School (Kelly Lee), class teachers and LSAs.

Provision Maps

For those pupils placed on the SEN Register a Provision Map is written. This is a short document that describes the pupil's strengths and primary needs and details 2-3 targets for improvement that will be addressed over the following term. These Provision Maps are then the focus of the termly review.

Transitions

When moving into a new year group/class, any information regarding a pupil with special educational needs will noted and discussed with the new class teacher and parent/carer (where appropriate). An appropriate transition program will be set up between the class teachers to ensure smooth transition for the pupil.

When moving to a new school, Provision Map and SEN files are sent to the new school with the pupil's records. Meetings with the new Class Teacher within the school will be arranged where possible, so that the needs of the pupil are fully understood.

Where a pupil has a Statement Of Special Educational Need or EHC Plan, provisional recommendations should be made in the Year 5 review, so that parents/carers have time to consider options available and so that liaison with the receiving school can be carried out.

Lindsay Clark (SENCo)
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