

Special Educational Needs and Disability Policy

Written: April 2002

Last Revision Date: June 2018

Next Revision Date: September 2020

This policy should be read in conjunction with our SEN Information report which is published on our school website: www.albionprimaryschool.co.uk , paper copies can be obtained on request.

COMPLIANCE:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years old (July 2014). It is written in consultation with all stake holders and has been shared with staff.

At Albion Primary School Equal Opportunities plays an integral part in all aspects of teaching and learning. The planning is carefully differentiated to meet the needs of pupils with different abilities. Pupils on the SEND register are given access to the curriculum by providing appropriate support from professional input including teachers, TAs and the use of Learning Support Plans (LSP).

AIMS

- To provide a caring and considerate learning environment where all children are valued for their contribution to school life
- To identify children's special needs and intervene as early as possible with clear and open procedures
- To work closely with Parents/Carers who are fully involved in all decisions that affect their children's education
- To demonstrate the commitment that all children have a right to full access to a broad and balanced curriculum, which is relevant and differentiated
- To provide, in line with available resources, the highest possible quality support for children with SEND
- To encourage integration and inclusion of all pupils
- Ensure that pupils make the greatest progress possible

Roles and Responsibilities

Class Teacher

The class teacher is responsible for:

- Carrying out baseline assessments when your child arrives at school and using this information to accurately identify areas of need
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support in a group from a teaching assistant)
- Writing Learning Support Plans (LSPS) and targets, sharing and reviewing these with you at least once each term, to inform planning for the next term
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so that your child can achieve the best possible progress. This may involve the use of specially planned work and resources, specialist help from outside the school and/or additional adults working with them

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND
- Maintaining an appropriate dialogue between school and parents about your child. This would usually be through a quick chat at the end of the day, an after school meeting, a phone call, or through a home/school contact book. In addition, you will be invited to meet teachers more formally three times a year

Each child's progress is discussed at half termly pupil progress meetings. Your child will be known to the SENCO/Phase Leader and Senior Leadership Team. You may wish to arrange a meeting with the SENCO or Phase leader if you continue to have concerns.

Phase Leader

The Phase Leader is responsible for:

- Supporting and positively promoting the achievements of all pupils
- Consulting with the class teacher and co-ordinating support in all phase meetings
- Ensuring a smooth transition between classes and Key Stages
- Working alongside the SLT to plan strategies and interventions for children to address areas of concern and weakness
- Ensuring that work is well differentiated taking into account the different levels of ability and ages of the children in each class
- Ensuring all team members attend appropriate INSET and that it is disseminated to colleagues
- Planning/Providing/Arranging appropriate CPD for all staff

SENCO

The SENCO is responsible for:

- Co-ordinating all support for SEND children
- Developing the school's provision to ensure that every child receives a consistent, high quality response to identified needs in school
- Ensuring that Parents/Carers are involved in supporting their child's learning
- Ensuring that Parents/Carers are informed about the support their child is receiving, through verbal and written reports from Specialist teachers
- Ensuring that Parents/Carers are involved in reviewing their child's progress and are included in the process of planning ahead
- Listening to concerns, planning next steps and making possible referrals to outside professionals for advice and support
- Liaising with all specialist services who may contribute to and support children's learning e.g. Educational Psychologist and Speech Therapist
- Supporting your child's class teacher to write Learning Support Plans (LSPs), which specify the targets set for your child
- Monitoring pupil progress termly across the school to make sure pupils with SEND are identified and addressed as early as possible
- Leading and co-ordinating Annual Review Meetings
- Ensuring staffing levels are appropriate for meeting the needs of children

- Updating the school's SEND register (a system for ensuring all SEND needs of pupils in this school are known)

Headteacher

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The overall strategic development of the school
- Ensuring that the Governing Body is kept up to date about any issues arising in the school
- Allocating responsibility to the Deputy Headteacher, Phase Leaders, SENCO and class teachers

SEND Governor

The SEND Governor is responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND
- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making visits to school to understand and monitor the support given to children within the school and being part of the process to ensure a child achieves his/her potential

Admission Arrangements

The school's admission policy is available to all parents/carers. Our admission criteria is in line with Southwark guidelines. Children who have SEND are seen as a priority within the guidelines and provision is made for them whenever possible.

Identification

The Code of Practice 2014 states that:

'A pupil has Special Educational Needs and Disability when their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.'

The four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (speech articulation, stammering, speech and language delay, autism)
- Cognition and Learning (global learning difficulties, dyslexia, dyscalculia)
- Social, Emotional and Mental Health Difficulties (anxiety, depression, eating disorders, obsessive compulsive disorder)
- Sensory and Physical Needs (visual impairment, hearing impairment, sensory needs, toileting issues, physical disability)

A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

The need for early identification is paramount. It is made either by the parent/carer, class teacher, other professionals or from information received from previous schools or nursery provision.

The triggers for SEN support could be:

- Children who have not made enough progress and continue to work at National Curriculum levels substantially below that expected of children of a similar age
- Children who show signs of difficulty in developing English or mathematical skills which result in poor attainment and progress across the curriculum
- Children who present persistent emotional or behavioural difficulties which regularly interfere with the child's own learning or that of the class group and are not improved by the behaviour management techniques usually employed in the school
- Children who have sensory or physical needs, and continue to make little or no progress despite the provision of specialist support
- Children who have communication and/or interaction difficulties, despite the provision of specialist support, which impede the development of social relationships causing substantial barriers to learning

SEN Support

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational need support in place which may be through interventions or the use of a learning support plan. A learning support plan will identify specific areas of need for the child to work towards over a term. These areas will have been identified by the class teacher, SENCO and/or specialists. Progress towards the identified areas/targets are carefully monitored and discussed each term at pupil progress/Provision meetings.

SEN Support is part of a graduated approach which is a four-part cycle (assess, plan, do, review). It will draw on more detailed approaches, reviews and specialist expertise to match interventions to the SEN child. Parents should be fully aware of any planned support (learning support plan) and interventions taking place.

For children to access support from any external agencies, A Common Assessment Framework (CAF) is completed with Parents/Carers. The CAF action plan is agreed with Parents/Carers and ensures a child gets the right support.

Request for Education, Health and Care Plan

If a child fails to make progress in spite of high quality targeted interventions at SEN support, an application will be made by the school to the LEA for an EHC plan. The school will provide sufficient evidence in order to begin the request. Following the request, the school will provide the following evidence:

- Current National Curriculum levels or P levels
- Learning Support Plans
- Records of regular reviews and their outcomes

- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents/carers and of the child
- involvement of other professionals
- informal assessments
- the pupil's health including the child's medical history where relevant
- any involvement by the social services or education welfare service

Parents who have requested an Education Health Care plan for their child, will be kept fully informed of the progress of the request.

Curriculum/Integration

At Albion Primary School we feel it is essential that the children with SEND are taught in a fully integrated classroom and their needs are met within the curriculum being planned. The school aims to provide a differentiated curriculum, relating learning targets, tasks, resources and learning support for individual children's needs in order to maximise their achievement and progress. We recognise however the need for additional resources that may mean the child is taken from the class for extra activities. These may include Speech and Language therapy sessions, additional English and maths support, work with a specialist teacher, Place 2 Be, and work specifically related to LSPs.

Children with EHC plans may be supported on a 1:1 basis or within a small group situation depending upon their specific needs.

Criteria for Measuring the Success of the Policy

The criteria for measuring the success of the policy are specific, attainable, realistic and time constrained:

- All pupils with SEND are identified at an early stage
- Children are placed on SEN Support
- There is systematic consultation with parents/carers and pupils
- Targets and/or LSPs are focused and reviewed regularly for all children with SEND.
- There is full consultation with the Educational Psychologist and other outside agencies
- Class teachers and TAs are supported and given relevant training

The SENCO, through the process of moderation, will help measure the success of the policy.

Arrangements for complaint

Complaints follow the school's complaints procedure.

SEND In-service training

The school provides SEND In-Service training in line with the school improvement plan, and when a need is identified.

Regular training is planned in school for all staff to support their work with SEND children. This includes whole school training on SEND issues such as Dyslexia and Speech and Language difficulties.

Individual teachers and support staff attend training courses run by a range of specialists that are relevant to the needs of specific children in their class. In addition, the SLT support and advise the class teacher in planning for children with SEND.

Facilities from outside the school

The school recognises the need for working closely with the full range of support services and external agencies. Agencies are called upon when support is required for a specific need. The school also works closely with agencies.

Arrangements for Partnership with Parents/Carers and Children

Parents/Carers are consulted at every level of intervention. Parents/Carers have a right to be involved in discussions about their child. Procedures are explained to Parents/Carers in order to develop a close working relationship with them and making them an integral part of target setting for their child. Parents/Carers are given advice about how they can work with their child at home and have input into LSPs. The effectiveness of any intervention will depend upon the level of involvement of Parents/Carers. The child is also encouraged to take part in this procedure if appropriate.

Consultation with Parents/Carers is made once per term at Parent's Evening. Additional consultations are made at either the Parent/Carer's or the school's request at a mutually convenient time. Annual Review Meetings for Parents/Carers of children with an EHC plan or statement are organised once per year. Parents of children with SEND are encouraged to look at the school website for the SEN information report.

Links with other schools

All relevant details are passed on at the time of transfer.

Accessibility

Albion is fully compliant to Disability Discrimination Act 2005 and Buildings regulation 2000, thereby providing access for all.