

# Thorpe Willoughby Primary School

## Special Educational Needs and Disabilities

### Policy

As a Rights Respecting School we acknowledge that all children have a right to an education. All children in our school are equally valued. All are included as fully as possible into the educational and social life of the school. We regard the children in our school with Special Educational Needs and Disabilities (SEND) as those whose development in physical, mental or social aspects requires extra individual consideration: both pupils whose ability to learn is makes them vulnerable and those who are notably more able. It is our intention to ensure that a system is created whereby all needs are identified and addressed to allow each child to achieve the very best of which they are capable.

#### Aims

1. Access to a broad, balanced and relevant curriculum
2. Achieve the very best of which they are capable
3. Be happy
4. Be included
5. Demonstrate personal development and growth
6. Make good progress
7. All teachers to be well equipped to identify and meet needs
8. Children's needs to be identified early
9. Planned interventions to be effective
10. Interventions to be evaluated and revised regularly
11. Experience wider activities leading to greater independence
12. Children to make effective independent decisions

#### Objectives

- 1. Access to a broad, balanced and relevant curriculum**
  - Plan differentially and set targets for individuals and groups
  - Provide support in an effective manner
  - Involve parents by providing formal and informal information

## **2. Achieve the very best of which they are capable**

- Maintain class sizes by having a teaching SENCo
- All teaching staff to carry out the SENCo role in their own class
- Use effective assessment and monitoring (Foundation learning Journeys, Statutory tests and checks, teacher assessments both formative and summative, observational assessment, parental and pupil views)
- Provide high quality learning opportunities and materials
- Use positive and supportive language with pupils
- Provide effective teaching assistance within the classes
- Intervene early to promote progress
- Make effective use of outside agencies
- Liaise effectively with parents and carers

## **3. Be Happy**

- Provide a secure and caring environment
- Use positive and supportive language
- Use praise to celebrate achievement
- Set suitable learning challenges
- Provide opportunities for parents and children to celebrate achievements together (Home-School book, reading records, Celebration assembly, golden tickets, Headteacher awards)

## **Evaluation**

- Parental and Pupils' personal evaluations of their progress taken into consideration. The findings will be discussed in pupil progress meeting,
- Parents / carers informed of progress at parent meetings, both formal and informal.
- Monitoring by SENCo, Headteacher, Key stage leaders and Responsible Governor of the objectives above
- Evaluation of monitoring evidence by SENCo and Headteacher, SLT leading to training, discussions and improved practice

## **Placing children on the school's register of Special Educational Needs and Disabilities**

Should, at any stage during a child's primary education, any teacher becomes concerned about the progress of a child, the child will be closely monitored. Where provision is made for them which is additional to and different from

that which is made for all pupils, they will be registered at SEND Support and have an Individual Provision Map which includes their personal targets. The teacher will maintain a record of children in their class whose prior and current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning. These children will not be registered at SEND Support but their progress will be closely monitored. High quality differentiated planning, record keeping and assessment will demonstrate pupil progress and value added.

**When a child is identified as having SEND the Class Teacher and SENCo will:**

- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use teacher assessments and Curriculum tests to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.

**Deciding to place a child at SEND Support**

The triggers for intervention through SEND Support could be the teacher's or others' concern, underpinned by evidence, about a child who, 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
- the child shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- the child presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school

- the child has sensory or physical problems, and continues to make little
- or no progress despite the provision of specialist equipment
- the child has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

### **What is adequate progress for children with SEND?**

Adequate progress can be defined in a number of ways. It might for instance, be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment 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
- Ensures access to the full curriculum
- Demonstrates improvements in the child's behaviour.

When a class teacher or the SENCo identifies a child with SEND the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated Curriculum offer and strategies (SEND Support). If, after suitable provision has been made and reviewed, adequate progress is not observed the teacher and SENCo will consider a move to involve additional support from external agencies.

### **External Support**

Where school seek 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. Permission is given by the parents for intervention by outside agencies. An outside agency can then advise on new and appropriate targets for the child's Individual Provision Map and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example an EMS (Enhanced Mainstream School) team or Educational Psychologists may be required for this.

The SENCo and class teacher, together with external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

The resulting new Individual Provision Map for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the Individual Provision Map should usually be implemented by, at least in part and as far as possible, and continue to be the responsibility of the class teacher.

### **School request for Education, Health and Care Plan**

For some children the help given by schools through school-based SEND Support and external support may not be sufficient to enable the pupil to make adequate progress. In such a case the school will consult with the child's parents and any external agencies already involved to consider whether to ask the LEA to initiate an Education, Health and Care Plan (EHCP).

#### **Please note:**

*Currently the DfE is undergoing a period of conversion from 'Statements of Special Educational Needs' to 'Education, Health and Care Plans (EHCP)'. The initial conversions will take place during periods of key transition within education (young adults moving from Key Stage 4 to Further Education, children moving from Key Stage 2 to Key Stage 3 then children moving from Key Stage 1 to Key Stage 2). All other children who currently have a Statement of Special Educational Needs will continue to have an Annual Review of their Statement and will undergo the conversion process to an EHCP by March 2018. Any new requests for support additional to school-based SEND Support will take place in the form of an EHCP.*

If a request for an EHCP is made the class teacher and SENCo will provide written evidence or information about:

- The school's action through SEND Support
- Individual Provision Maps for the child
- Records of regular reviews and their outcomes
- National Curriculum levels
- Attainments in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- A CAN-Do assessment will be carried out with the parent, SENCo, class teacher and, where appropriate, the child to obtain the views of the parent and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

### **Working with children with Statements of Special Educational Needs / Education Health and Care Plans**

All children with Statements of Special Educational Needs or EHCPs will have long and short term targets set. The strategies to meet these targets will be set out in an Individual Provision Map. As at SEND Support the Individual Provision Map should only record that which is additional to or different from the normal differentiated curriculum provision. All Statements/EHCPs will be reviewed annually. This ensures that once a year the parents, the pupil, the school, the LEA and all other professional that are involved consider both the progress the pupil has made over the previous 12 months and, whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement.

#### **General Information**

The school SENCo is Mrs Joanne Ord  
Teacher in Charge of Communication and Interaction is Mrs  
Amanda Whittaker

The designated SEN Governor is Mrs Sue Battersby

**Policy July 2016**

Next review date July 2018