

**CARLTON MINIOTT COMMUNITY PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY**

School Ethos

The school aims to provide an inclusive, caring and supportive environment in which all pupils are valued equally and are given opportunities to develop to their potential.

Definition

"Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be 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 Needs Code of Practice, 2001

Children have a learning difficulty if they:

1. have a significantly greater difficulty than the majority of children the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
3. are under compulsory school age and fall within the definition at 1 or 2 above or would do so if special educational provision was not made for them.

Special Education Provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.
- for children under two, educational provision of any kind.

Education Act, 1996

Fundamental Principles:

- Children with SEND should have their needs met
- the SEND of children will normally be met in mainstream schools or settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum

Special Educational Needs Code of Practice, 2001

Abbreviations used in the policy

SEND Special Educational Needs
SENCO Special Educational Needs Co-ordinator
EMS Enhanced Mainstream school
RWI Read, Write, Inc

A copy of this policy is available for all parents/carers who request one from the school office.

AIMS

All children to:

1. Be happy and feel secure.
2. Be included.
3. Achieve the very best of which they are capable.
4. Have access to a broad balanced and relevant curriculum.
5. Demonstrate personal development and growth.
6. Close the gap between themselves and their peers.
7. Experience wider activities leading to greater independence.
8. Make effective independent decisions.
9. Raise self-esteem and confidence.

All staff to:

10. Be well equipped to identify and meet needs.
11. Identify children's needs early.
12. Plan effective interventions.
13. Evaluate and revise interventions regularly.

All parents/carers to:

14. Be kept informed at all times.
15. Have the opportunity to be fully involved.

OBJECTIVES

1. Be happy and feel secure.

- Provide a secure and caring environment.
- Use positive and supportive language.
- Use praise to celebrate achievement.
- Set suitable learning challenges.
- Provide opportunities for parents/carers and children to celebrate achievement together:
 - Home - School book/ planner (as appropriate)
 - Letters to Parents/carers
 - Marvellous me
 - Phone call home

2. Be included.

- All children to be given a sense of belonging whatever their social, ethnic or cultural background.

- Children to be fully included by compensating for their needs.
- Wherever possible children with sensory impairments to be given access to all areas of the curriculum.
- Wherever possible children with physical disabilities to experience a broad and balanced curriculum.
- Provide a range of resources to suit particular individual or group needs.
- Differentiate within class teaching to enable all children to achieve their full potential.

3. Achieve the very best of which they are capable.

- All teaching staff (inc. T.As, M.S.As) to be aware of specialised needs
- All teaching staff carry the SENCO role in their own class.
- Use effective assessment and monitoring (parent/carer views, EYFSP, S.T.As, termly tests as well as observational assessment, "Bridging the Gap" maths, Sandwell numeracy assessment, RWI assessments, Active Literacy assessments).
- Provide high quality learning opportunities and materials.
- Use positive and supportive language with pupils.
- Intervene early to promote progress.
- Make effective use of outside agencies.
- Liase effectively with parents and carers.

4. Have access to a broad balanced and relevant curriculum

- Plan differentially and set targets for individuals and groups (Inclusion Passport target sheet/Structured Conversations).
- Provide support in an effective manner.
- Involve parents/carers by providing formal and informal information.

5. Demonstrate personal development and growth.

- Use praise and positive language to reinforce all aspects of personal development e.g. circle time, Gotchas, Golden Grid.
- Celebrate all achievements.
- Involve parents/carers in celebrating success and achievement (Consultation evening report)
- Recognise and celebrate personal achievements as a whole school.
- Personal development targets to be included on Inclusion Passports.
- Use effective personal and social assessments and record sheets to show development and growth e.g. EYFSP.

6. Make good progress

- Set achievable targets which are reviewed regularly (Targets are set by teachers when appropriate, and reviewed each term).
- Use appropriate teaching styles to meet the needs of the children.
- Encourage parents/carers to be involved by discussing Inclusion Passports/targets at consultation evening and reviews.
- Celebrate achievement in all areas.

7. Experience wider activities leading to greater independence.

- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities.
- Appropriate use of support staff.
- Children to have individual responsibilities in school/classroom.

8. Make effective independent decisions.

- All children to be given the opportunity to make choices regarding certain activities - guide them by making sensitive suggestions.
- Increase children's responsibilities in school where they can feel secure in **their decisions**.

9. Be well equipped to identify and meet needs.

- Liaise regularly with parents/carers and keep up to date with home situations/health etc.
- Effective communication with SENCO and outside agencies to keep up to date with new developments.
- Care Plans prominent in the staffroom and distributed to adults directly involved with the pupil - reviewed and updated as the needs of the child changes.

10. Identify children's needs early.

- Early years staff and SENCO to liaise with Health Visitors, key workers and early years support team etc. about any children on early action and early action plus.
- Use of observational assessment to highlight areas of concern at an early stage.
- Regular communications with parents/carers to ensure any concerns are noted/discussed and addressed.

11. Plan effective interventions.

- All planned interventions to be known to all staff working with the child i.e. Targets will be copied for Parents/Carers and Teaching Assistants.

- Parents/carers to be seen as partners working alongside teachers to create an effective learning intervention.
- Good communication with parents/carers, outside agencies and SENCO.
- Where appropriate children to discuss their future targets and celebrate their own achievements.

12. Evaluate and revise interventions regularly.

- Good communication between Teacher, Teaching Assistants, and Pupil Support Assistants etc. to ensure information about targets/children's progress is monitored.
- Interventions to be reviewed, evaluated and updated on inclusion passports termly. Future planning to be based on this information.
- Progress to be regularly shared and discussed with parents/carers.
- Children to be involved where appropriate in discussing and evaluating their progress.

13. Parents/carers to be kept informed at all times.

- Class teacher to keep parents/carers fully informed from the initial concern.
- Information to be exchanged in a sensitive way.

14 Parents/carers to have the opportunity to be fully involved.

- Parents/carers to be invited to work in partnership with school when setting targets on the Inclusion Passport.
- Where possible to work in partnership with the school and outside agencies to meet the targets.
- To jointly celebrate success, however small.
- To understand and be involved at all stages of SEND according to the Code of Practice.

Placing children on the school's register of Special Education Needs.

When a child is identified as having SEND the Class Teacher, in consultation with the SENCO will:

- Discuss the concerns with the child's parents / carers and seek their consent for SEND provision to be made.
- Ensure that parents are kept informed from the start of any SEND provision and notify any changes.
- Devise an Individual Education Plan/ Behaviour plan specifying achievable individual targets if deemed appropriate.

- Ensure that ongoing observation and assessment informs future planning and that achievements are shared with parents/carers.
- Involve parents/carers in developing and implementing a joint learning approach at home and in school using the home/school book or planner where appropriate.
- Inform the SENCO / Headteacher of any immediate concerns regarding pupils which require the involvement of outside agencies.

The SENCO will:

- Ensure that the child's parents/ carers are aware of the local authority's Parent Partnership Service.
- Maintain a register of pupils
- Maintain and update a cause for concern register.
- Liaise with external agencies/EMS regarding the assessment / monitoring of pupils.
- Refer to external agencies/EMS where appropriate.

Deciding to place a child on the SEND register

The triggers for intervention 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.
- Shows signs of difficulty in developing **literacy or mathematical skills**, which result in poor attainment in some curriculum areas.
- Presents persistent **emotional or behavioural difficulties**, which are not met by the behavioural management techniques usually employed in the school.
- Has **sensory or physical problems**, and continues to make little or no progress despite the provision of specialist equipment.
- 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:

- That closes the attainment gap between the child and their year group.
- In which children make accelerated progress.
- That ensures access to the full curriculum.
- That demonstrates an improvement in self-help, social or personal skills.
- That demonstrates improvements in the child's behaviour.
- That demonstrates that a higher level of independence is achieved.

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.

If after suitable provision at School Action has been made and reviewed, adequate progress is not observed the Class Teacher and SENCO would consider a move to make a referral through the educational psychologist or to the enhanced mainstream provision. This would never be done without full parental/carer consent.

Pupils with an EHCP (Education and Health Care Plan)

If after suitable provision has been made and reviewed, **adequate progress** is still not observed, the school and parents/ carers may consider asking the LEA to make a statutory Assessment of the child's SEN, however, this only happens in a very small number of cases.

When making a request for an EHCP, the school will state clearly the reasons for the request and will submit:

- The views of the parents / carers recorded at the 2 earlier stages.
- the ascertainable views of the child.
- copies of the Inclusion Passport, detailing provision and impact.
- evidence of progress over time.
- copies of advice from, where provided, by health and social services.
- evidence of any involvement of other specialists.
- evidence of the extent to which the school has followed the advice provided by other specialists.
- A fully completed CAN-do

The SENCO will take the lead role in managing the administrative process and in liaising with the LA. Other routes to Statutory Assessment are possible eg. requests by parents under section 328 or 329 of the Education Act 1996. For pupils transferring to secondary phase education, reviews will be held in term 3 of Year 5. Where a pupil with an EHCP is newly admitted to our school, an interim review will be held as soon as possible.

Access to Education for children with Medical needs.

If a child is to be absent for medical reasons for longer than one week provision will be made to supply appropriate curriculum materials to meet their needs. If hospitalised, school will liaise with the Educational support teacher within the hospital to ensure correct coverage of the curriculum. The school named person, responsible for pupils unable to attend school because of medical reasons is: **Mr. Steve Crocker**

Allocation of Resources

The school reviews the allocation of resources which support pupils during pupil progress meetings, initially and at any other point where necessary during the academic year.

Pupils with EHCPs

Resources for pupils with EHCPs are determined by the allocation specified in the EHCP, but are also supplemented by school-funded resources where necessary.

General information

The SENCO is Anita Amesbury

The Named Person is Steve Crocker

The Designated Governor is Major Mark Brett

Links to other policies

EYFS

Teaching and Learning

Behaviour and Anti- Bullying

Attendance

Child Protection

Admissions (Admissions policy should take note of the SEN Disability Act.)

Inclusion

This Policy is due for review in September 2018