



Alban Wood's Special Educational Needs and Disability (SEND) Policy

Policy Review

This policy will be reviewed in full by the Governing Body on annually.

It is due for review in autumn 2017.

Signature

Date

Head Teacher

Signature

Date

Chair of Governors



MISSION STATEMENT

SEND at Alban Wood Primary School and Nursery is integrated into an overall inclusive ethos within this school which advocates a graduated response to meeting pupils' needs.

AIMS

- To ensure that Alban Wood Primary School and Nursery is an inclusive environment for children with different and individual needs.
- To ensure equality of opportunity and combat discrimination and prejudice in the same way as with race and gender issues, for all children with special educational needs.
- To ensure children have an equal right of entitlement to an appropriate and worthwhile education.
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disability (SEND).
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision is recognised as early as possible.
- To ensure that all parents/carers of SEND pupils are fully involved and kept informed of their child's progress and attainment and they play their part in supporting their child's education.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future provision.
- To ensure that the Governing Body and in particular the SEND Governor, is kept fully informed of all aspects relating to SEND.

EDUCATIONAL INCLUSION

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and social/emotional, mental health needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and numeracy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

ADMISSIONS

The Governing Body believes that the admission criteria should not discriminate against pupils with SEND. It also supports identifying and providing for pupils not previously identified as having SEND. In addition, pupils with special educational needs but without an EHCP must be treated as fairly as all other children.

ACCESSABILITY

Alban Wood Primary School and Nursery has ramps for access into areas of the school and provides disabled toilets

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The Children and Families Act 2014 section 20 defines when a child or young person has SEND. This is when they have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision that is additional to or different from that generally made for others of the same age in mainstream school or post 16 institutions in England.

A child has learning difficulties if he or she:-

- has a significantly greater difficulty in learning than the majority of the children of the same age
- has a disability which prevents or hinders them from making use of educational facilities of a kind provided for other children of the same age in other schools within the area of the LEA

Children must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught. Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether

any problems arise from uncertain command of English or from special educational needs. Interpreters will be requested for parent evenings/parental support if needed.

THE CHILDREN AND FAMILIES BILL

In September 2014 the Children and Families Bill came into effect.

Part of the current provision is the **Education, Health and Care Plan (EHCP)**

- The EHCP operates from 0-25 years of age –providing statutory protection for young people in further education or training past the age of 16.
- Parents of young people with an EHCP have the option of a personal budget, giving them influence and control over a proportion of the resources available to support their children

This overall funding to support a pupil with an EHCP consists of three key elements:-

- the main funding in the school’s budget and controlled by the school
- the funding within the school’s budget that allows parental influence
- the funding over which parents have direct control – this is the personal budget which will have to be spent on provision set out within the EHCP. The Local Authority has published a ‘local offer’ of the services available to children and young people with special educational needs or a disability and to their families. The full details of this can be found on www.thegrid.org

Hertfordshire’s local authorities and the health authorities are required to work together, to cooperate and to involve parents in the assessment of their children’s special needs and in planning those needs.

EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. Under the Code of Practice this starts from birth. Health and school will use appropriate screening and assessment tools and ascertain pupils’ progress through:

- ongoing evidence obtained by the health professional/teacher observation/assessment
- the Pre-School Developmental Profile
- the Early Years Profile and in some cases the Individual Assessment of Early Learning and Development (IAELD)
- performance in NC levels
- pupil progress in relation to objectives set in Numeracy and Literacy particularly – for example:- reading or spelling ages
- standardised screening or assessment tools

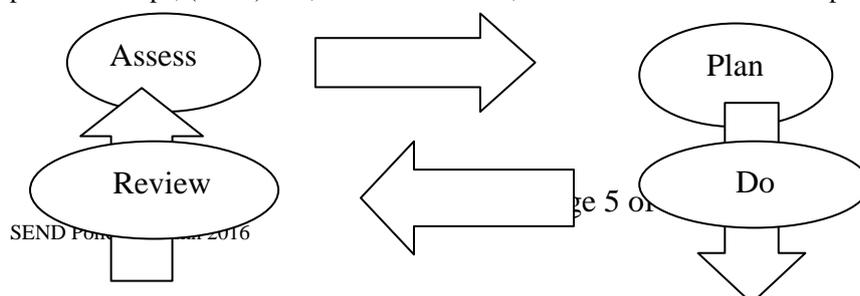
SEND PROVISION

On entry to the school each child’s attainment is assessed on the information received from the parents and/or the pre-school setting- or the child’s previous school where relevant. This helps the school to design appropriate differentiated learning programmes. Assessment may also be obtained from specialist outside agencies, (see below for examples). For pupils with SEND the class teacher, with support from the Inclusion Coordinator (INCo), will use the attainment records to:

- provide starting points for an appropriate curriculum
- identify the need for support within the class
- assess the learning difficulties
- ensure on-going observations/assessments
- provide regular feedback on achievements/experiences for planning next steps in learning
- involve parents in a joint home-school learning approach where appropriate

A GRADUATED RESPONSE TO SEN

Identification, assessment and provision of support are key factors in success for pupils who have SEND. Once pupils have been identified as having SEND a graduated approach follows, usually on a termly basis but more frequently where appropriate. Action is taken to remove barriers to learning and put effective special educational provision in place. This SEND support cycle is in line with the writing and reviewing of individual provision maps, (IPMs) and, in some instances, individual case studies. The process is to:-



This cyclical process enables Alban Wood School and Nursery to continually reflect on the approach to meeting a pupil's needs and in doing so, gives enhanced opportunities to engage with parents/carers and pupils themselves in a growing understanding and awareness of needs and approaches that enable good progress and good outcomes.

THE ROLE OF THE INCo

In order to achieve our aims the coordinator will:

- oversee the day to day operation of the policy
- co-ordinate the provision for all SEND children,
- ensure early identification and relevant support for children with needs, seeking outside advice and support where necessary
- liaise with colleagues
- monitor provision by class teachers and learning support assistants, (LSAs) and teaching assistants, (TAs), for children with special needs
- oversee the records of all children with special educational needs
- ensure that support is seen as an entitlement rather than a special addition to children's education
- increase children's learning and participation and minimise exclusion
- ensure that appropriate targets and interventions are in place and that they improve teaching and learning arrangements for all children and provide access to the common curriculum
- ensure that all targets specify the support required to maximise participation in the lesson
- ensure that appropriate group targets are in place and that they improve teaching and learning arrangements for groups of similar ability children
- ensure that Pupil Premium funds are fairly distributed – see separate information
- ensure that parents of children with SEND are involved, kept informed and consulted throughout
- contribute to the in-service training of staff
- attend all relevant Continual Professional Development training and courses

THE ROLE OF THE HEADTEACHER

- to look at the day to day management of all aspects of the school including SEND provision
- to keep the governing body informed about SEND in the school
- to work closely with the INCo
- to ensure that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement with their child's education

THE ROLE OF THE GOVERNING BODY

It is the role of the governing body to have due regard of its duties toward all pupils with SEND

The governing body:-

- ensures that provision of a high standard is made for SEND pupils
- ensures that a 'responsible person' is identified as an SEND governor to look at SEND provision in school and report back to the governing body
- ensures that SEND pupils are fully involved in school activities
- ensures that they are aware, through the SEND governor, of the school's SEND provision, including the deployment of funding, equipment and personnel.
- reports to parents annually on the school's SEND provision

ALLOCATION OF RESOURCES

- the INCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP
- the headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

- the headteacher and INCo meet to agree on how to use funds, including Pupil Premium, Exception Needs Funding and funds directly related to an EHCP.

PARTNERSHIP WITH PARENTS/CARERS

Alban Wood Primary School and Nursery firmly believes in developing a strong partnership with parents/carers and that this will enable children with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and this gives them a key role in the partnership.

We will give parents/carers clear guidance as to the means by which they can be involved in supporting their child's learning. The class teacher will discuss and then review targets with parents/carers.

We have scheduled meetings each term to share the progress of special needs children with their parents/carers.

We liaise with the parents/carers if any outside intervention is needed and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

There is an 'open-door' policy for any immediate issues.

If a pupil requires an EHCP parents/carers will be involved from the initial consultation to discussing the services available for their child.

MONITORING PUPILS' PROGRESS

Progress is a crucial factor in determining the need for additional support. Pupil Progress Meetings are held three times a year to support this process. Adequate progress can be that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- shows an improvement in self-help and personal or social skills
- shows improvements in the pupil's behaviour

The SEN Code of Practice focuses on meeting a pupil's needs in the classroom and therefore class teachers are responsible for this. Where a teacher decides that a pupil's learning/behaviour is causing concern, a referral to the INCo will accompany a structured and well-differentiated teaching programme.

The SEN Code of Practice provides guidance on the duties of schools, local authorities and others working with children who have SEN.

The Code of Practice sets out four areas of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or Physical needs

The teacher and the INCo will review the strategies adopted and if it is felt necessary parents/carers will be involved in knowing that their child is to go on the SEN support register. Additional support in class or perhaps an intervention programme as well as differentiated learning will take place. Where support additional to that of the class provision is required, outside agencies will be requested. Where concerns remain despite sustained intervention, the school, in consultation with the pupil's parent(s)/carers, will consider requesting an assessment leading to a possible EHCP.

RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs.

In addition to the usual school records some pupils will have a case study profile which may also include:

- information from parents/carers
- information on progress and behaviour
- pupil's own perceptions of difficulties
- information from health/social services (where applicable)
- information from other agencies
- individual targets where appropriate
- Teaching Assistant feedback records that support the individual targets
- Intervention strategies to support the children

THE ROLE OF THE TEACHER

Teaching pupils with SEND is a whole school responsibility. (The Teachers' Standards 2012 state that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'). The core of teachers' work involves a continuous cycle of assessing, planning, teaching and reviewing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of support. When they are identified as having additional needs the teacher must:

- be aware of the school's procedures for the identification and assessment of, and subsequent provision for these pupils
- collaborate with the INCo to decide the action required to assist the pupil to progress
- work with the INCo to collect all available information on the pupil
- develop targets for those pupils with similar needs and deliver a support programme for them. This provision will be identified on class timetables
- develop constructive relationships with parents/carers
- write and review Individual Provision Map (IPM) targets on at least a termly basis for pupils at SEND Support who are in receipt of Outside Agency support, in collaboration with the parents/carers and pupils
- in consultation with the INCo, write and review IPMs for those pupils with an EHCP
- keep the INCo informed of pupils' progress through Pupil Progress Meetings
- keep detailed records of the IPM targets and the strategies adopted and their relative success for each pupil with SEND
- direct the Teaching Assistant who is supporting the pupils in their class
- provide learning experiences which are appropriate to the needs of the child
- remain responsible for planning and delivering the group programmes
- draw on the child's own views

USE OF SUPPORT STAFF

The INCo will work collaboratively with the class teacher, headteacher, TAs and SEND support assistants to decide the action required to help pupil progress. Based on previous assessments the actions might be to:

- provide alternative learning materials
- deploy extra staff to work with the pupil
- deliver individual/group support
- deliver interventions and monitor their effectiveness
- attend courses where appropriate to support specific needs

SEND SUPPORT REGISTER

A pupil will be entered onto the SEND Support Register if he/she needs interventions that are different from the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- make little progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.

With parent/carers permission, the school may refer to external agencies such as the Educational Psychologist, Speech and Language Therapy Service, CAMHS and any other assessing professionals.

PROVISION MAPS/CLASS TIMETABLES

Pupils on the SEN Register may have a group or individual provision map, dependent on need, (see above for the 4 areas of need as identified by The Code of Practice).

The targets on the timetable/provision map will be shared with parents/carers and pupils alike. If the pupil makes good progress they may be removed from the Register or set new targets for them to work towards. Alternatively, if targets have not been met and all the required support has been in place, the review will look to alter the strategies and provision in place. Subsequently the review may be the first part of the process to seek external support or to move the pupil towards an EHC Needs Assessment. There must be clear evidence in the pupil's records of when targets have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important.

However, it is expected that the majority of pupils can be supported within the school.

Strategies for pupils' progress will be recorded showing:

- short term targets – based on Intervention Strategy targets
- teaching strategies
- provision made
- date for review
- success/exit criteria

The targets must be SMART meaning that they must be:-Specific, Measurable, Achievable, Relevant and Timed. Targets will be reviewed regularly throughout the year, (linked to Pupil Progress Meetings) although as they are a working document notes will be added 'as and when'. The school will endeavour to hold the reviews in an informal manner and parent's/carer's views on their child's progress will be sought.

If further support is needed External Support Services will be involved. External Support Services will require access to pupils' records in order to understand the strategies employed to this date, and the targets set and achieved. The Specialist may be asked to help provide further assessments and advice and possibly work directly with the pupil. The resulting provision map will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults too. Where appropriate, the school may well request direct intervention/support from a specialist teacher. There may also be consultations between parent/carer and the external agent.

Parental/Carer consent will need to be given before external support services are contacted.

EXCEPTIONAL NEEDS FUNDING

Currently Hertfordshire County Council provides additional support through Exceptional Needs Funding (ENF). The INCo may discuss a pupil's needs at the Local SEN Cluster Panel for consideration of exceptional needs. If granted the school will receive some 'top-up' funding to help pay for extra resources or adult support for the pupil in addition to those already allocated from the school's SEN budget allowance. Parents/carers will be informed throughout this process.

REQUEST FOR AN EDUCATION, HEALTH and CARE PLAN ASSESSMENT

The school will request an assessment from the LEA when, despite an individual programme of sustained intervention the child's progress remains a significant cause for concern. This Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- the programme followed with respect to SEN provision
- the pupil's IPMs
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- NC levels, Foundation Stage Profile, P Scales, Preschool Development Profile
- English/maths attainments and teacher assessments
- other relevant assessments from specialists such as Educational Psychologists
- the views of the parents/carers
- the views of social services/educational welfare reports if appropriate
- the views of any other professional involvement

Once the local authority has agreed to an assessment, under the Children and Families Act 2014 section 36(2), it must assess the education, health and care needs of the pupil. There is a clear and defined time scale for this process to take place in. If it is agreed that an EHCP is needed a draft EHCP will be issued within 14-16 weeks from the initial request. Parents/Carers and pupils then have 15 days to consider the contents and the final EHCP has to be finalised within 20 weeks.

EHC PLAN

Once an EHCP has been finalised it must be ensured that the specified special educational provision is secured. This will be a multi-agency approach with a single point of contact but with a joint focus on outcomes for the pupil. Families, children and young people are at the centre of the process and have ownership of the Plan. All parents/carers and young people with an EHCP will be able to request a personal budget for some services. Parent Partnership Services are available, as well as the school, to support parents/carers and pupils. The EHCP will be reviewed every 12 months.

LINKS WITH EXTERNAL AGENCIES

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils.

When it is considered necessary, colleagues from some of the following support services could be involved with SEND pupils:

- Educational Psychologist
- Chessbrook Primary Outreach
- Colnbrook Outreach
- Paediatrician
- CAHMs
- Speech Therapist
- Physiotherapist
- Hearing Impairment Services
- Visual Impairment Services
- Occupational Therapist
- Advisory Teachers – pre-school/main school
- Advisory Teachers for children looked after (CLA)
- Children’s Services
- Social Services
- Intensive Families First Support – previously known as Thriving Families
- Family Support Worker
- Other agencies as relevant and possible

Above all, this Policy seeks to clarify the support given to individual children and our aim for partnership working with parents/carers to ensure that all pupils with SEND receive the best provision at Alban Wood School. Please read the School Offer of support in conjunction with this Policy.

Appendix.

The 0-25 SEND Code of Practice, June 2014

The aim of the Code of Practice is to provide a new approach which seeks to join up help across education, health and care, from birth to 25. The main visions are:-

- Participation of children and their parents in decision making
- Early identification of children’s needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEN

- Focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

The Act maintains the general principle, that children with SEN should be educated in mainstream settings.

Education, Health and Care, (EHC) Plans should be:-

- Clear, concise, readable and accessible to parents, children, young people and practitioners
- Specific on special educational needs, outcomes and special educational, health and care provision needed, with clearly identified sections
- Supportive of preparation for key transition points; and
- Portable

The EHC Plan focuses the system on the impact of the support provided to the individual child. It places emphasis on a graduated approach of 'assess, plan, do and review'. The aim is to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.

A core principle of the Code of Practice is that parents of children with SEN and young people with SEN should participate in decision making. Parents should know what they can reasonably expect their school, local authority and local services can provide. Schools and local authorities must work with parents and carers to plan what services their child needs.

Parents/carers can also get advice from:-

- The Educational Psychology Helpline
- The Local Parent Carer Forum
- The local HUB at Albanwood
- The Parent Partnership Network
- Independent Supporters