



POLICY FOR SPECIAL EDUCATIONAL NEEDS

Introduction

The governors and staff of Stanhope Barrington C. of E. Primary School endorse the philosophy expressed in the Warnock report that:

"The purpose of education for all children is the same; the goals are the same, but the help that individual children need in progressing towards them will be different"

At any time in their lives, one in five learners will experience significant learning difficulties. These may be temporary in nature, but some children will have learning difficulties, which will persist throughout their lives.

In accordance with the Equality Act 2010 and the Children and Families Act 2014, the school acknowledges the need for *all* pupils to be educated in accordance with their age, ability and aptitude and prepare them for their role in society.

Taking account of the Governments policy on *Inclusion*, as outlined in *Excellence for all children (1997)*, *The National Curriculum inclusion statement (2014)* and *the Index for Inclusion*, the school recognises its responsibility to admit and educate pupils with Special Educational Needs within its environment, taking into account:

1. The parent's views
2. The pupil's views
3. That the meeting of their needs is compatible with the efficient education of other pupils with whom they will be educated
4. That meeting their needs within the school is compatible with the efficient use of resources

Our policy seeks to ensure early identification of any difficulties through the use of appropriate assessment techniques and aims to raise standards for all pupils through constant improvement of initiatives for the teaching of literacy and numeracy, science and technology, thus enabling them to reach their full potential.

Definition

The school accepts the statement given in the DfEE document, '*Excellence for all children*' (1997), where the law says that a child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for them, i.e. for children of 2 or over, provision in **addition to, or different from**, that which is made generally for children of the same age in local schools maintained by the LA, other than special schools and determines to make appropriate provision, taking due regard of these.

- A child has a learning difficulty if he /she:
 - a) has a significantly greater difficulty in learning than the majority of children of the same age,
 - b) has a disability, which makes it difficult to use the educational facilities generally provided locally; and if that learning difficulty / disability calls for special educational provision.
 - c) Is under compulsory school age and falls within the definition of a) or b) above

Children will not be regarded as having a learning difficulty solely because the language of the home is different from the language in which they will be taught.

The school also accepts the guidance given in The Special Educational Needs and Disability Act 2001, amended part 4 that a child has a disability if he /she has:

- A physical or mental impairment that has substantial and long term adverse effect on his /her ability to carry out normal day to day activities.

Scope

- The policy applies to all pupils within the age range, 3 to 11 and recognises that Special Educational Needs covers a wide range of difficulties e.g. sensory impairment, physical and medical difficulties, speech / language / communication difficulties, general and specific learning difficulties (dyslexia, dyspraxia), emotional / behavioural difficulties.
- Some children will have needs which will fall into at least one of 4 broad areas:
 - **Communication and interaction** – language , Autistic Spectrum Disorder
 - **Cognition and learning** – General learning, Specific learning difficulty e.g. dyslexia, dyspraxia
 - **Social, emotional and mental health**

- **Sensory and / or physical** - hearing, visual, physical impairment
- It is recognised that some children may have needs which are inter related and span 2 or more areas. The impact of the pupils' difficulties on their ability to function, learn and succeed will be taken into account

Rationale

- The school is committed to the identification and assessment of the Special Educational Needs of all pupils in its care and to the provision of the necessary resources of personnel, time, materials and expertise, which are available in school, to meet those needs.
- The school is also committed to the preparation of accessibility strategies and plans for increasing over time, the accessibility of the school for disabled pupils.

Entitlement

- Each pupil in the school is entitled to a broad, balanced relevant and differentiated curriculum. The Foundation Curriculum and the National Curriculum, the Literacy and Numeracy Frameworks, updated technology and scientific study are the means by which we will ensure the entitlement is met.
- All children will have the maximum opportunity to participate in the National Curriculum and only in the most exceptional circumstances will any modification or disapplication be considered.
- The school recognises its duty not to treat disabled pupils less favourably and to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- It will try to ensure their inclusion into the school by means of :
 - Access to the building
 - Access to the curriculum
 - Provision of information in a format appropriate to the pupil's disability
- The school also recognises the entitlement of each pupil to curriculum opportunities beyond the National Curriculum, in accordance with the Local Education Authority and the school's policy statements.
- It recognises the entitlement of parents to be given access to all relevant information about their child's needs, together with professional guidance and full consultation as to how those needs will be met.
- The school welcomes the concept of 'Parents as Partners' and recognises its obligation to involve parents actively in all decisions

about their child's development in accordance with the guidance given in the Revised Code of Practice (2001)

- It also recognises that children who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child will be given due weight according to their age, capability and maturity.

Aims

The school indicates its commitment to *“provide equality of access to a curriculum with breadth, balance relevance and differentiation for each child irrespective of the gender, race, creed or cultural background and taking account of their needs”*

We aim to:

- Give every child the opportunity to achieve his /her full potential
- Provide support and guidance for each person within the school
- Create a safe, caring atmosphere where children can engage with learning
- Promote equal opportunities in an environment which tolerates difference, whilst developing an awareness of similarities between cultures

We aim to help all individuals to:

- Form successful friendship
- Develop their self –esteem and confidence
- Develop a sense of responsibility
- Understand the need for tolerance, honesty, self discipline and respect for others

We seek to provide a curriculum which:

- Includes a broad, balanced range of activities in all subject areas of the National Curriculum
- Equips pupils for their future as active citizens
- Encourages lively, enquiring minds
- Develops an awareness of moral, spiritual and cultural understanding
- Encourages independent learning

Objectives

To establish a policy for Special Educational Needs and to implement, maintain and review this policy

- To consult with the Governing Body on the formulation and implementation of this policy

- To ensure all staff are aware of children who are identified as having Special and or additional educational needs and involve them in implementing the policy
- To provide a graduated approach of provision which includes:
 - Early identification of children with Special Educational Needs
 - Differentiated and targeted work for pupils having special or additional needs
 - Appropriately matched provision for the pupils' needs
- To use appropriate methods of assessment to identify needs and monitor progress
- To continue to develop an improved system of monitoring and record keeping
- To seek additional advice and assistance from appropriate outside agencies when necessary
- To provide adequate resources and materials as appropriate within the boundaries of the school budget share and LA provision
- To consider the pupils' views and involvement in procedures, as and when appropriate
- To inform and involve parents at all stages
- To provide opportunities for staff in-service training

Expectations

- The school will ensure that each pupil will have his/her Special Educational Needs identified, assessed and met according to their individual needs.
- The whole school will accept responsibility for meeting pupils' Special Educational Needs ensuring a continuous cycle of planning, teaching and assessing which takes account of their range of aptitudes, abilities and interests.
- Each class teacher will have access to any training and professional expertise available, within and beyond the school in order to meet the identified needs of pupils with confidence and competence.
- This will be built into the school's Continued Professional Development and Management Plans.

Admissions

Stanhope Barrington C. of E. Primary School strives to be a fully inclusive school and welcomes all pupils, including those with Special Educational Needs, with or without a Statement, in accordance with the LA Admission Policy.

With reference to the Children and Families Act 2014, if a parent wishes to have their child with Special Educational Needs educated in a mainstream school, the LA must provide a place unless this is incompatible with the efficient education of other children and there are no reasonable steps which can be taken to prevent that incompatibility.

The school's admissions policy follows the recommended LA and DfES guidelines as set out in Inclusive schooling (2001).

Allocation of resources

Funding will be made available from the school curriculum budget, when possible, in order to provide:

- Training for all staff - in implementing the Special Educational Needs Code of Practice and Equality Act and in developing expertise in areas of SEND
- Training for the Governing Body
- Special equipment / resources
- Classroom support
- Programmes for speech and language and motor skills programmes were they have been set by an external advisor.

Identification and assessment

- Initial identification of any pupil's Special Educational Needs is likely to be as a result of the observations and / or assessment of the class teacher set against appropriate stages of development and educational targets.
- Progress can be measured by referring to:
 - Teacher observation and assessment of performance
 - Outcomes of baseline assessment
 - Progress against National Curriculum objectives
 - Performance against level descriptors at the end of a Key Stage
 - Standardised screening and assessment tools
- Alternatively, a pupil's needs may be identified during consultation with parents or via the school medical service.

- It is recognised that some pupils may have identified Special Educational Needs on entry into the school. In this case the Head Teacher, SENCO and class teacher will:
 - Use earlier information to provide starting points for the development of an appropriate curriculum
 - Identify and focus on the child's skills to highlight attention and focus early action to support the child within the class
 - Use the baseline assessment to identify areas of strength as well as difficulties
 - Use observation and assessment techniques to provide regular feedback to parents about the child's achievements and to inform planning for future learning
 - Involve parents in implementing a joint learning approach

- The assessment process will focus on the following:
 - The pupils' learning characteristics
 - The learning environment provided by the school for the pupils
 - Tasks
 - Teaching styles

- It will be recognised that the pupils' difficulties in learning may be exacerbated by the learning environment and adult relationships

Provision

- The school recognises that there is a continuum of Special Educational Needs that requires the adoption of a graduated response approach encompassing an array of strategies. The response taken will follow the guidance as detailed in the Revised Code of Practice (2014)
- The school will consider what form of action is most appropriate for each pupil with Special Educational Needs, considering strengths as well as difficulties and how teaching strategies can be made most effective
- The response will be action that is in *addition to* or *different from* that which is provided as part of the usual differentiated curriculum.
 - Action taken to meet pupils' Special Educational Needs will involve consideration of one or a combination of the following:
 - Assessment, planning and review
 - Grouping for teaching purposes
 - Additional, human resources or educational resources
 - Curriculum and teaching methods
- Provision for a pupil with Special Educational Needs will match the nature of his / her needs
- The school will request moderation of pupils who may be eligible for an Education, Health Care Plan.
- Pupils' progress will be continually monitored

- Should a pupil continue to have difficulties, a request will be made to the LA for a Statutory Assessment
- The school will provide evidence of :
 - The action taken to meet the pupils' needs in accordance with the guidance given in the Revised Code of Practice
 - Evidence from the involvement of outside Specialists, including Education and Health Services where appropriate
 - The pupils' attainment in the context of: the attainment of his / her peers, his /her rate of progress over time, expectations of his /her performance
- The SEND Casework Team will then determine whether a statutory assessment will be undertaken and in light of the outcomes will determine if an Education, Health Care Plan will be issued

School Support Plans

- The steps taken to meet the needs of individual children, the action taken and the outcomes of that action will be recorded in a School Support Plan.
- The School Support Plan will focus on one or more of 4 main areas need:
 - Communication
 - Literacy
 - Mathematics
 - Emotional and social skills
- And will include information about:
 - The short term outcomes
 - The teaching strategies to be used
 - The provision to be put in place
 - When the plan is to be reviewed
 - Success and /or exit criteria
 - Outcomes of the intervention
- Achievable short term SMART outcomes (Specific, Measurable, Achievable, Relevant , Time bound) will be set either for or by the pupils
- A group Support Plan may be drawn up for, or with a group of pupils in the same class having common targets
- The outcomes will be reviewed by staff, parents, and pupils according to the needs of the pupils.
- In most cases this will be termly

Working with LA support services and other professional agencies

The school recognises that support services can play an important role in the identification, assessment and making provision for pupils with Special Educational Needs and proposes to enlist the help of the following services as and when their involvement is felt to be appropriate to address pupils' needs.

- The Educational Psychology Service

- The Learning Support Service which includes:
 - The Advisory and Specialist Teaching Service
 - The Behaviour Support Service
 - The Sensory Support Service

- The range of Health Services including the Speech and Language Therapy Service

An Education, Health Care Plan

- A Education, Health Care Plan will specify:
 - i. The pupil's Special Educational Needs

 - ii. The Special Educational Provision which the LA considers to be appropriate in light of the pupil's difficulties (known as the Local Offer)

 - iii. The type and name of the school

 - iv. Non-educational needs and provision

(This information is given in detail in the SEN Code of Practice 2014)

- The EHC will be reviewed annually

- The LA will initiate the review process by writing to the school.

- The school will then undertake a *Statutory Annual Review* for all pupils who have an Education, Health Care Plan.

Our Accessibility Plan

Adjustments have been made in school to ensure children and parents with physical disabilities can access all areas of the school. These access arrangements include:

- Wheelchair access to the lower level of the EYFS unit
- Wheelchair access to the lower level of the main school
- Provision of disabled toilets on accessible levels

- We have explored the provision of a wheelchair lift to the hall area but at this time it is not feasible as it would block a fire exit.
- Whenever the building is under inspection consideration is given to improving our accessibility.

Record keeping

- All steps to meet the individual needs of pupils will be recorded along with reports and records of the outcomes of any action taken
- The recorded information will be submitted as evidence at reviews of pupils' progress and used to determine whether the pupil needs additional provision to meet his / her Special Educational Needs or if the extent of the provision should be reduced or withdrawn.
- The school's record keeping system will also ensure continuity and progression between year groups and phases.
- The school will provide full pupil records to the receiving school at the pupils' transfer to secondary education

Roles and responsibilities

- It is recognised that all teachers should be teachers of pupils with Special Educational Needs or Disabilities.
- The whole school will accept responsibility for meeting a pupil's Special Educational Needs ensuring a continuous cycle of planning, teaching and assessing which takes account of their range of aptitudes, abilities and interests.

All teaching and non – teaching staff

- Will be involved in the development of the Special Educational Needs policy
- Be fully aware of the procedures for identifying, assessing and making provision for pupils with Special Educational Needs

All teaching staff will:

- Identify and provide interventions which are *additional to* or *different from* those provided as part of the normal differentiated curriculum
- After discussion with parents, make their initial approach to the Special Educational Needs Co-ordinator in order to receive any support in meeting the identified needs of pupils at the early intervention stage.
- Liaise with the SENCO, head teacher and other agencies as appropriate
- Liaise with the Literacy and Numeracy coordinators as appropriate.

- Offer a variety of strategies based on teaching and learning styles to suit the pupils' needs
- Formulate, implement and review an School Support Plan for pupils with Special Educational Needs or Disabilities at the Early Intervention Stage in liaison with the SENCO
- Liaise with the SENCO and other agencies.
- Consult with parents and keep them fully informed of the action taken to help their child and of the outcome of that action.
- Have access to any training and professional expertise available, within and beyond the school in order to meet the identified needs of pupils with confidence and competence. This will be built into the school's Continued Professional Development and Management Plans.

The Special Educational Needs Co-ordinator

The school has identified Mrs Deb Cross as Co-ordinator for Special Educational Needs (SENCO).

The Special Needs Co-ordinator, in collaboration with the head teacher and governing body will:

- a) Play a key role in determining the strategic development of the Special Educational Needs policy and provision in the school
- b) Take day to day responsibility for the operation of the Special Educational Needs policy and coordination of the provision made for individual children with Special Educational Needs & Disabilities working closely with staff, parents and carers and other agencies
- c) In collaboration with appropriate, professional personnel, will offer support and guidance to all colleagues in making any appropriate provision to meet identified needs, including the formulation of Education, Health Care Plans.
- d) Provide professional guidance to colleagues with the aim of securing high quality teaching for children with Special Educational Needs & Disabilities.
- e) Seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement.
- f) Collaborate with curriculum coordinators so that the learning for all children is given equal priority and available resources are used to maximum effect.

g) Undertake structured, objective, reviews of those pupils identified as having Special Educational Needs or Disabilities in co-operation with the class teacher and other personnel, to ensure that as far as possible, all needs are being met.

h) Ensure that pupils' progress is reviewed at regular intervals against set targets using appropriate assessment techniques and resources i.e. teacher assessment, criterion referenced tests and standardised tests, to inform future planning and target setting and to record pupils' achievements.

i) Ensure that parents are involved from the earliest stage in the school's provision for their child and that they are consulted and kept informed at all stages.

j) Ensure that pupils having Special Educational Needs or Disabilities will be offered the opportunity to contribute to setting their own personal targets and have their views considered at the annual review of their Education, Health Care Plan, where appropriate for them to do so. Pupils will also be consulted about changes in the provision of additional support and resources, which may affect their learning.

k) Liaise with external agencies for support, advice and information in order to meet the identified needs of pupils with SEND.

l) Co-ordinate Statutory Annual Review Meetings, as appropriate.

m) Liaise with receiving schools to ensure the continuity of appropriate provision for the pupils with Special Educational Needs or Disabilities.

n) Support all colleagues and pupils to ensure that the school meets its obligations and achieves its objectives in relation to Special Educational Needs.

o) Co-ordinate and evaluate the curriculum content and delivery for identified pupils to ensure a continuing high quality of teaching appropriate to their needs in order to raise their levels of achievement throughout the curriculum, paying particular attention to literacy and numeracy.

p) Ensure that identified pupils have access to the full range of ICT as appropriate, to enhance learning and facilitate the recording of learning outcomes.

q) Be aware of the LAs policy for the provision of support services and how the school can gain access to them

r) Work with support services to improve the delivery to disabled pupils of written information is provided to pupils who are not disabled

s) Fulfil the role of the Co-ordinator, as defined within the Revised Code of Practice, in the provision for all pupils, including the overseeing of the records of all pupils with Special Educational Needs or Disabilities.

The Governing Body will:

a) Be fully involved in developing and monitoring the school's Special Educational Needs policy

b) With the co-operation of the Head Teacher, do their best to ensure that the necessary provision is made for pupils with Special Educational Needs or Disabilities.

c) Ensure that they are up to date and knowledgeable about the school's Special Educational Needs provision, including how funding, equipment and personnel resources are deployed

d) Appoint a 'responsible person' to ensure that the needs of any pupils with Special Educational Needs are known to all who are likely to teach them

e) Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have Special Educational Needs

f) Consult the LA and governing bodies of other schools when it is necessary or desirable in the interests of co-ordinated special needs provision in the area

g) Ensure that any pupil with Special Educational Needs joins in the activities of the school so far as is reasonably practical

h) Report to parents annually on the implementation of the school's Special Educational Needs policy

i) Ensure that parents are notified of a decision by the school that Special Educational Needs provision is being made for their child

j) Have regard for the Code of Practice when carrying out it's duties

The Governing Body representative for Special Educational Needs is currently Mrs Sarah Stancliffe.

The Head Teacher (as 'responsible person') will:

a) Be responsible for the day to day management of all aspects of the school's Special Educational Needs policy

b) Keep the Governing Body fully informed with regard to Special Educational Needs issues

c) Work closely with the governing body, SENCO and staff to ensure appropriate provision is made to meet the needs of pupils with Special Educational Needs

d) Work with the governing body to plan to increase access to the school for disabled pupils in light of : Physical access to the buildings, access to the curriculum and provision of information

e) Ensure that disabled pupils do not receive less favourable treatment than their peers and that reasonable adjustments are made to include pupils with disabilities in the life of the school

f) Contribute to in-service training

g) Monitor and evaluate provision for pupils with Special Educational Needs

h) Maintain the most effective allocation and use of Special Educational Needs funding

Partnership with parents

Parents are to be kept informed at all stages

The staff will:

- Draw on parental knowledge and expertise
- Focus on children's strengths as well as areas of concern
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure parents understand procedures, are aware of how to access support and have documents available prior to meetings
- Respect the differing needs of parents such as disability or communication barriers
- Respect the validity of differing viewpoints and seek constructive ways of reconciling differences
- The school will inform parents of the Durham SEND Information, Advice and Support Service

Pupil involvement

The pupils will be consulted as is appropriate to their age and understanding in accordance with the guidelines as given in the Revised Code of Practice (2014)

- The school recognises that children need information so that they can work towards:
 - Understanding the importance of information
 - Expressing their feelings
 - Participating in discussions
 - Indicating their choices

- Staff will ensure that pupils, where appropriate, will be involved in:
 - Discussion of their achievements
 - Setting learning targets
 - Arrangements for special provision, equipment or requirements
 - Discussion of teaching approaches to suit their learning styles
 - Attendance at review meetings

- Staff will give the pupil information and support in order to do this and will listen to and take account of the pupil's views.

EVALUATING THE POLICY

The success of the policy is evaluated through:

- Monitoring classroom practice by SENCO/Head Teacher/Governor, subject and team leaders
- Analysis of pupil tracking data and test results
- Value added data for pupils with Special Educational Needs
- Monitoring of procedures and practices by Special Educational Needs governor
- School self evaluation and performance
- Parents views – considered and acted upon
- Children's own views, perceptions and reflections of their progress – considered and acted upon where appropriate
- Monitoring of review meetings
- Governors annual report to parents
- School improvement Plan
- OFSTED

Complaints

Complaints received from parents regarding Special Educational Needs provision within school will be referred immediately to the Head Teacher.

Parents may contact the Governing body if they feel the Headteacher has not dealt with the complaint to their satisfaction. As a final resort parents may contact the LA.

The LA must provide disagreement resolution arrangements for parents of children with Education, Health Care Plans for SEND.

Conclusion

The school recognises its obligation to all pupils in its care. It will ensure that the provision, which it makes for pupils having Special Educational Needs, takes due account of these obligations.

The policy will be reviewed at regular intervals and its outcomes evaluated against Performance Indicators, which would include achievement in the National Curriculum, improving the physical environment of schools and increasing the extent to which disabled pupils can participate in the school curriculum. Where temporary disapplication of National Curriculum exists, achievement would be measured against e.g. School Support Plan reviews of set targets, Standardised tests, OFSTED criteria.

The appropriate revisions resulting from this evaluation would then be implemented.

The school will report annually to the Governing body on all appropriate Special Educational Needs issues and will ensure that information is made available to the Governors for inclusion in their annual report to parents.