Clarborough Primary School

SPECIAL EDUCATIONAL NEEDS

AUTUMN TERM 2019

Special Educational Needs policy			
Review frequency:	Annually	**Review date:**	Autumn term 2020
Governing committee responsible:		Pupils, Strategy & Resources committee	
Governor approval:	Autumn term 2019	**Website:**	Yes
Staff responsible:	Head Teacher & SENCo	**Date produced:**	Autumn term 2019

Policy Rationale: The Children and Families Act 2014.

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

'*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not 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.

www.education.gov.uk/schools/pupilsupport/sen

Education, Health and Care Plan Pathway

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website: www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families.
It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

SEN Policy Introduction

At Clarborough Primary School we believe that all children should be valued equally within in a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn without fear of criticism
This policy is available on our website and in the office.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
At Clarborough Primary School we aim to:

- Value the strengths of all pupils, whilst enabling each child to achieve his or her full potential.
- Equip our children with all the basic skills necessary for adult life.
- Identify and support children who have special educational needs or disabilities.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is done by gathering information from parents, education, health and care services prior to/or soon after the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum**. This will be co-ordinated by the Senior Management Team and Special Education Needs Co-ordinator (SENCo). The provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCo/TA and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is the Head Teacher.
- The people co-ordinating the day to day provision of education for pupils with SEN are: the Head Teacher, Deputy Head Teacher and SENCo.
- SENCo and Class Teachers access training when appropriate to meet the needs of pupils.
- We have a Special Educational Needs Governor.
- Two TAs have had training for bereavement counselling, and one TA has also attended training about Selective Mutism
- Other specialist staff may work with our children when necessary. This may include counsellors, occupational therapists, speech and language therapists, school nurse, colleagues from Health, Educational Psychologist, specialist teachers from the Local Authority, and others as appropriate.

3. Arrangements for coordinating SEN provision

The SENCO and class teachers will hold details of SEN Support records in their class folders, such as One Page Profiles, Individual Support Plans or alternatives or structured conversations and subject targets for individual pupils.

Teaching staff can access:

- The Clarborough Primary School SEN Policy;

- A copy of the full SEN Register or alternative school documents used for tracking cohorts;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their ISP's or alternative records of targets set/outcome monitoring;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on the staff IT system on individual pupils and their special needs and requirements (if applicable);
- Information on current legislation and SEN provision on staffroom notice boards and on the school network;
- Information available through Nottinghamshire's SEND Local Offer.

Information is made accessible to teaching staff and parents (in a clear summary version) in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the school's admission policy for more information. During the transition to Year Seven our Year Six teacher, the SENCo and appropriate TAs are available to liaise with secondary schools to aid transition arrangements.

5. Specialist SEN provision

Clarborough School has a range of pupils with SEN. Between 5%-10% of our pupils are on the SEN register.

We have more than 5 members of staff who specialise in SEN provision and support.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section **10.**

6. Facilities for pupils with SEN

Clarborough School complies with all relevant accessibility requirements.

- We have wheelchair access to all areas of the school building and outside areas.
- There are adjustable sinks in two class rooms.
- We have disabled toilets, changing and shower facilities
- Assistive technology can be accessed as necessary.
- We provide increased access to the curriculum and assistance during examinations.
- Assistance with applying for school transport can be accessed if appropriate.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Our Senior Leadership Team, SENCo, Teachers, and TAs are involved/or consulted in deciding how to allocate resources, and in key decision-making. Our SENCo is responsible for co-ordinating any bids for additional funding.

The Senior Leadership Team are responsible for deciding how pupil premium money is allocated. Specialist equipment for some pupils may be provided through inclusive technology etc.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching
Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

a) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
c) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
d) Through (b) and (d) it can be determined which level of provision the child will need going forward.
e) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
g) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
h) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning and also monitor the provision that is put in place. It also allows gives parents the opportunity to meet with the SENCo at least termly to review this provision. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess
This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with

peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from

education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

a) Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans:

- Visit SEND Local Offer at www.nottinghamshire.sendlocaloffer.org.uk
- Speak to an Education, Health and Care Plan Co-ordinator on 0115 9774012 or 9773323.
- Contact the Parent Partnership Service on 0115 948 2888.
- Contact 'Ask us Nottinghamshire' on 01158041740 or enquiries@askusnotts.org.uk

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is reviewed on a yearly basis. Our whole school provision is under review constantly to ensure that all pupils have fair access to the curriculum, and extra-curricular activities. Our new 'Clarborough Curriculum' aims to reduce barriers to learning and has a strong focus to ensure all children can actively participate and achieve through a cross curricular approach.

We strive to ensure that:

- Staff are fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- We provide regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- We make use of all class facilities and space.
- We use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- We make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The SENCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and any other appropriate bodies.

Clarborough Primary School aims to ensure quality access to all areas of the curriculum including outdoor and extra-curricular activities. In the planning of our school provision, consideration is made with regard to access for all the pupils who are taking part, consulting with parents when appropriate. The school employs a sports coach specifically trained and experienced in delivering disability sporting provision.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress is monitored on a half-termly basis. (The SEN Code of Practice recommends termly monitoring). The School gathers information to evaluate the success of the SEN provision. This will include the mapping of SEN provision, and the monitoring, review and evaluation of interventions used to support pupils. Information from provision management will be used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Head Teacher, SENCo, and SEN governor and information is gathered from different sources where appropriate such as child and parent surveys, teacher and staff surveys, parents consultation evening and feedback forms. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning

11. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates training programmes as appropriate for the needs of staff and pupils. The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

The following services will be involved as and when is necessary: Educational Psychologist, Social Services, counselling services, School Nurse, Speech and Language Therapy Department, Occupational Therapy Department, and others as appropriate.

14. Working in partnerships with parents

Clarborough School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
b) continuing social and academic progress of children with SEN
c) personal and academic targets are set and met effectively

Clarborough School obtains feedback from parents by regular meetings to discuss agreed actions and monitor the impact on their child's progress. Parents can make contact with school if they have a particular concern about their child and/or the provision being made for their child by raising these with the class teacher or SENCo. Parents are kept up to date with their child's progress through parent's evenings, provision reviews, and reports at the end of the school year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

15. Links with other schools

The school is a member of Retford Oaks Academy Family of Schools. The Senior Leadership Team and SENCo work with their colleagues attending termly meetings to allocate local authority funding when appropriate for the benefit of identified pupils. They work through the family network to enable the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Where SEN is identified for an individual pupil, the transfer to another school will be supported as part of the transition procedures. Any relevant information is shared to ensure there is continuity of agreed provision.

16. Links with other agencies and voluntary organisations

Clarborough Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCo is the designated person responsible for liaising with the following:

- Schools and Families Specialist Services
- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Statutory Assessment and Placements
- PSED
- SEND Commissioning
- Parent Partnership Service
- Physical Disability Support Service
- Health Related Education Service Managing Actual or Potential Aggression (MAPA)
- Anti-bullying

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

17. Review and evaluation

The SENCo, Head Teacher and SEND Governor will review this policy annually in conjunction with our local SEND offer for impact and effectiveness in the Autumn Term. This will be reported in the SEN Report to governors at the Autumn term Full Governing Body meeting.