



## **SEND POLICY**

### **April 2016**

This policy applies to all pupils in the school including those in the Early Years Foundation Stage. It sets out the procedures for ensuring that pupils identified as having educational support needs (ES) have their needs addressed through supported access to a broad and balanced curriculum. In meeting these responsibilities the school will have due regard to the Special Educational Needs (SEN) Code of Practice (2014) and any other policies of the school.

Any amendments to this policy and a review of its implementation, including the allocation of resources, will be made in consultation with the Head.

At Salterford House it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is additional to and different from that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## **What are special educational needs?**

The SEND Code of Practice (0-25 years) 2014 states that:

A child young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

## **Aims and Objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments, enable all children to have full access to all elements of the school curriculum
- to work in cooperation with assigned outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners

## **Identification, Assessment and Provision**

Provision for children with special educational needs at Salterford House is a matter for the whole school.

At Salterford House the school's Head Teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Class teachers will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's previous school years. If the child already has an identified special educational need, this information may be transferred from other partners in

their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi- ethnic society. We have compiled an Accessibility Action Plan to support and run alongside this policy which is updated every three years.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need 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 and literacy
- 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 and own 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

### **The Role of SENCO and Provision**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with nurseries to ensure the continuity of support for children transferring to Salterford House.

- Liaising with external agencies
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the School Special Needs Register.

### **Monitoring Progress**

The school's system for observing and assessing the progress of individual children will provide information to allow class teachers to identify areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

If a child's current rates of progress are inadequate, action should be implemented to prevent the attainment gap between the child and his/her peers from widening and an attempt should be made to better the child's previous rate of progress and to ensure access to a full curriculum.

When considering the needs of our children, Salterford House will initiate a graduated response and careful evaluations take place prior to moving to the next level of response.

Following advice from outside agencies and ongoing, long-term complex medical and SEN needs



**Phase 3**  
School Support with external agencies



**Phase 2**  
Targeted, school-based, small group/ individual intervention



**Phase 1**  
Quality first, inclusive teaching which is available to all, including differentiation and reasonable adjustments to the curriculum

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks using personal learning targets. If no progress is noted after this time the child may be added to the school SEN register with parental permission and a school support plan will be issued.

A child may be added to the SEND register if he/she:

- 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 mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour 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.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

School support plans may include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- Involvement with other agencies
- Parent's involvement
- The review date.
- Review notes

The child's and parents' wishes will be sought and recorded if not already covered.

These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person during

their termly SSP review meeting.

### **Involving Parents and Pupils**

At Salterford House, we believe that partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs at all stages of the SEND process. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school portal contains details of our policy for special educational needs. Parents of children with SSPs are invited to regular termly review meetings. We inform the parents of any outside intervention. Parents always have access to the SENCO through the school email address.

### **Intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in light of assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with a TA or class teacher. Some children may be withdrawn to work individually with the SENCO or class teacher.
- Time from the SENCO to devise the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at a levels/points substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the SSP continues to be the responsibility of the class teacher. The school will record the steps taken to meet the needs of individual children through the use of their SSP and review. The SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

**School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)**

A request may be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes ‘
- Records of the child’s health and medical history where appropriate.
- Current levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children already on an EHC Plan will be reviewed termly as well as the annual statutory assessment.

When this coincides with transfer from EYFS to main school, or main school to high school, the SENCO from the Main school or Secondary school will be invited and or be informed of the outcome of the review.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on Teaching and Learning styles and brain friendly learning to enable members of staff to plan lessons that incorporate the different learning. Our aim is that, by breaking down learning into small steps and targets, children experience success. All children on the special needs register have a School Support Plan.

### **Allocation of resources**

The SENCO 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 statements of special educational needs and Education Health and Care plans.

### **Monitoring and Evaluation**

The SENCO monitors the movement of children within the SEN system in school. They are involved in supporting teachers and in drawing up School Support Plans for children. The SENCO and the Headteacher consult to review the work of the school in this area. In addition the SENCO feeds back to staff at every staff meeting about the Special Needs work taking place in school.

### **Links to other policies**

- This policy should be read in conjunction with the following policies
- Equal Opportunities
- Inclusion Policy
- Gifted and Talented Policy
- EAL policy
- Admissions policy
- The Accessibility Plan
- Curriculum Policy.

Date reviewed: April 2016

S.E.N.C.O signature:

Headteacher's signature: Review date: April 2017