

Grovelands Primary School

Special Education Needs and Disability Policy

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Responsible staff member:	Richard Singleton
Policy reviewed by:	Richard Singleton
Sources used for review:	
Committee/GB responsible:	GB
Signed by the Chair of the Governing Body:	 <hr style="width: 100%; border: 0.5px solid black;"/> Mr D Furber

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

SEND outlines the provision in order for students to be receiving appropriate support for their individual learning needs.

Grovelands Primary School believes children learn best when they are able to access learning with the rest of their class. Our aim is to remove barriers to learning and participation, to allow all children to fulfill their academic and social potential; build confidence and self-esteem. We welcome and value all children and strive to deliver a fully accessible social and academic curriculum. Staff members work alongside parents and professionals to adapt our systems and structures, curriculum, building, attitudes and values to make our school an inclusive and welcoming environment.

Aims and Ethos

Grovelands Primary School has a commitment to:

A whole school approach to SEND whereby all who participate in the day-to-day life of the school recognise their collective responsibility for children who are experiencing difficulty in their learning and / or behaviour and children with physical or sensory difficulties:-

The whole school approach is reflected in overall school policies which:-

- Provide equal opportunities for all children irrespective of ability, gender, age, colour, race, nationality, religion or ethnic origins.
- Recognise the value of each individual and respond to the development of the 'whole child' (aiming to meet his/her social, emotional, intellectual and physical needs).
- Recognise each child's entitlement to a broad and balanced curriculum, ensuring access and maximum participation through careful planning and differentiation.
- Identify and meet individual needs with the aim of enabling each child to reach their potential in a climate of encouragement, support, acceptance and respect.
- Ensure that classroom behaviour is managed effectively therefore allowing all children to learn in a positive environment.
- Aim to develop appropriate social skills that children can rely on in all environments.
- Work alongside the Children's Centre to provide early identification and supportive intervention for children and families.

Admissions Policy

- School admission arrangements should work for the benefit of all children.
- Successful inclusion is ensured by close liaison with parents and professionals.

Roles and Responsibilities

Role of the Governing Body

- Comply with the provisions of the Special educational needs and disability code of practice: 0 to 25 years from January 2105 when carrying out its duties towards all pupils with SEND.
- To seek continuous improvements to the school's facilities to improve access / arrangements for a child with disabilities.
- Be aware of current legislation.
- Decide the school's general policy and approach to meeting children's special educational needs
- Make every effort to ensure that the necessary special arrangements are made for any pupil with SEND by setting up appropriate staffing and funding arrangements and overseeing the school's work.

- Ensure that all children with special needs take part in the everyday activities of the school as far as practical.
- Ensure that the school's policy on SEND is made available to parents, staff and Local Authority and report annually.
- Ensure that staff are aware of children with SEND and of the importance of identifying pupils with SEND and provide appropriate teaching and learning opportunities.
- Consult the LA when necessary and other Governing Bodies where appropriate.

Role of the Head of School

- The Head of School has responsibility for the day-to-day management of all aspects of the school's work including provision for children with SEND.
- The Headteacher is responsible for keeping the Governing Body fully informed and works closely with the school's Inclusion Leader to fulfil that responsibility.
- The Head of School meets regularly with the Inclusion Leader to discuss children's progress and address current issues.
- The Head of school also attends reviews and multi-professional team meetings at the request of the Inclusion Leader / external agencies where it is felt their advice and support is required.

Role of the Inclusion Leader

- The Inclusion Leader works closely with the Head of School and fellow members of the senior leadership team.
- The Inclusion Leader has responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND including those children with identified additional needs and those on an EHCP.

Specific Duties of the Inclusion Leader:

- Maintaining the school's SEND profile and overseeing the records on all pupils with SEND.
- Keeping SIMs updated on a termly basis.
- Meeting class teachers termly to monitor progress of children with SEND.
- Advising and supporting class teachers/TA's on setting up of Child's Profile.
- Advising staff regarding the initial parent meetings for pupils being placed on Additional Needs SEND register to ensure they are informed of and involved in their child's particular special educational needs.
- Meeting with parents for children on an EHCP and Additional Needs categories as needed to review progress, discuss targets and professionals recommendations.
- Liaison with external agencies and support agencies which might include completing referrals for a particular child, requesting specific assessments and setting up and attending joint agency and parent meetings.
- Liaison with school doctor and the school nurse to discuss specific children and raise concerns.
- Deploying, managing, supporting, training and delivering performance management for support staff who are specifically involved in working with children with SEND.
- Liaison with the governing body and in particular the governor responsible for SEND in order to support them in performing their statutory role in special needs.
- Managing SEND budget and purchasing resources for use by class teachers and support staff.
- Attending Inclusion Leader network meetings and courses to keep up to date with current thinking in SEND and disseminating such information to staff during staff meetings and school based INSET.

Defining SEND

The 2015 Code of Practice says that:

'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 him or her. A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream'*

2015 SEN Code of Practice: 0 to 25 Years

There are four broad categories of SEN:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

Identification, Assessment and Provision

Early identification of children who may have SEND is essential. The earlier action is taken, the more responsive the child is likely to be and the more readily intervention can be made. Children's progress at Grovelands is continually monitored which allows for identification through different avenues:

- Children's class teachers know their pupils well and are continually aware of their learning. If they observe a child who is not making age related progress then they consult the Inclusion Leader, together they will discuss the area that is presenting the challenge and a plan is agreed.
- Termly pupil progress review meetings are held in with class Teachers, Deputy Heads and Inclusion Leader where children are identified if they are not making progress.
- Parents have the opportunity to voice their concerns with your child's teacher or directly with the Inclusion Leader. Once identified the concern can usually be addressed through Quality First Teaching.

Additional Needs

When a class teacher identifies a child with Learning and Additional Needs (LAN) they, alongside the Inclusion Leader devise interventions that are additional to or different from those provided as part of the class' Wave 1 provision and the usual differentiated curriculum and high quality inclusive teaching. The class teacher, in consultation with parents, decides on the support needed to help the child to progress alongside the high quality inclusive teaching. The Child's Profile includes the child's strengths, long-term targets set for the child, the teaching strategies to be used, and the provision to be put in place.

The Inclusion Leader may be asked to advise on setting targets and will attend initial parent meetings if requested. At this meeting, parents are informed of the specific nature of their child's needs, targets are set and parental views are recorded. The class teacher will then review the Child's Profile with the parents on a yearly basis. At LAN the class teacher and the Inclusion Leader manage the intervention required for the child. Any additional specific support outside of the Wave 1 whole class approaches is deemed as Wave 2 Provision. This might be provision of different learning materials or special equipment or extra adult time provided by the TA.

If there is still concern about a child's progress, then the class teacher will seek advice of the Inclusion Leader to consider the involvement of external services. The Inclusion Leader may request their advice on new Child's Profile and targets, provision of specialist assessments, advice on the use of new or specialist strategies or materials and support for particular activities.

Educational Health and Care Plan (EHCP)

In a very few cases, when, after identified as LAN, there is a significant concern about a child and the needs meet the criteria laid out by Surrey Education Authority, the decision is made for the request of an Education Health Care Plan (EHCP). The Local Education Authority looks at the evidence and decides whether the initial assessment is needed. If an assessment is carried out, it may lead to a formal EHCP being issued.

Support can come in the form of Wave 1, 2 and 3 provisions. Please see Grovelands website under SEND for a list of what provisions entail including the SEND Local Offer Responses.

1. Working in Partnership with Parents

At Grovelands, we recognise that parents have a critical role to play in their children's education. The involvement of parents is valued and encouraged. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. When a concern is first expressed in school the parents will be contacted by the class teacher or Inclusion Leader and asked for their views. Thereafter parents are consulted at all stages. The targets on a Child's Profile are discussed in detail and both parties agree on what support they can give.

Records are kept of every meeting and phone call to ensure clarity of agreed actions. Parents are always informed of visiting professionals and outcomes. They are encouraged to attend meetings when appropriate and are given a short booklet explaining the Code of Practice.

Waves 1, 2, & 3 provision will be in keeping with the SEND15 Code of Practice.

2. Pupil Participation

Children with LAN often have a unique knowledge of their own needs and their views about what sort of help they would like to make the best of their education. We encourage children to participate, where possible, in decision-making processes including completing a 'one page profile', the setting of learning targets, contributing to the annual review and transition process. We believe children must feel confident that they will be listened to and that their views are valued.

3. Working with External Agencies

We currently work with the following external specialist services:

- Educational Psychology Service (EP)
- Learning and Language Support Service (LLS)
- Behaviour Support Service (BSS)
- Speech and Language Therapy Service (SALT)
- Physical and Sensory Support Service
- Occupational Therapy Service (OT)
- Physiotherapy Service (PT)
- Social Services
- Health Service
- Freemantles School – Outreach Support
- Vision Impairment Specialist (VI)
- Hearing Impairment Specialist (HI)
- Portage
- Child and Adolescent Mental Health Service (CAMHS)
- School Doctor
- School Nurse
- Home School Link Worker

There are termly Multi Professional Team meetings (MPT) when the Inclusion Leader and Head of School meet with professionals at a planning meeting at which the needs of the children and the school are discussed and planned for.

4. **Links and Liaison with Other Schools**

On transition all relevant records will be passed as promptly as legally possible to the receiving school. The Inclusion Leader contacts her counter-part to discuss in detail the particular needs of the children with SEND. The Inclusion Leader from the relevant school may be invited to attend the final special needs review and, if necessary, additional visits will be planned to the receiving school.

If a child with SEND is transitioning from another school, the Inclusion Leader will make contact with the previous school and ensure paperwork and communication is in place so as to support the needs of the new child.

5. **Arrangements for Considering Complaints**

Parent's complaints over the child's SEND provision will follow the school's procedure for complaints. Reference should be made to the Governing Body's Complaints Procedure.

6. **Policy Review**

The SEND policy will be monitored and reviewed yearly by the nominated SEND Governor, Inclusion Leader, Head of School and teaching team.

This Policy should be read alongside linked policies including the Grovelands Accessibility Policy and Disability Equality Scheme (DES), Anti-Bullying Policy, Child Protection and Safeguarding Policy, Equal Opportunities Policy and Working with Parents Policy.

7. **Evaluating Effectiveness of the Policy**

Our success criteria are as follows:

- All staff are aware of the contents of the policy and understand the procedures within it
- Children with SEND will be identified early and correctly.
- Effective provision made for all children with SEND.
- Continuous monitoring of children's progress in relation to targets set.
- All children will be given equality of opportunity to participate fully in school activities.
- All staff will work collaboratively to remove barriers to learning and raise levels of low self-esteem and achievement.
- All children will make appropriate personal progress.
- All children will have access to a broad and balanced curriculum, differentiated as appropriate to meet their individual needs.
- There will be effective partnership between parents, school and outside agencies.
- The views of children will be valued and considered.
- Governors will understand their role in SEND.