

## **VERNHAM DEAN GILLUM'S PRIMARY SCHOOL**

### **Policy for the education of children with Special Educational Needs and Disabilities**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEN Code of Practice 0-25 September 2014

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting Pupils at school with Medical Conditions April 2014 (Updated August 2017)

The National Curriculum for England Key Stage 1 and 2 framework document September 2014

Safeguarding Policy

Accessibility Plan

Bullying Policy

Teachers Standards 2017

The Policy was created by Vernham Dean Gillum's Primary School SENDCo

### **School SENDCo - Caron Hitchen responsible to the Headteacher (Role of the SENDCO in Schools SEND Code of Practice , 6.89).**

Vernham Dean Gillum's Primary School is a small mainstream village primary school in Hampshire. We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

## **SECTION 2**

### **Aim**

1. To ensure that there is a whole school approach to the education of children with special educational needs and disabilities.
2. To ensure that children with educational needs are identified and assessed according to the Code of Practice providing an inclusive learning environment suited to the individual needs of the child.
3. To ensure Staff are committed to the outcomes for children and ensuring they make progress.
4. To ensure there is consideration of parental and pupil views.

### **Objectives:**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND
4. To provide an SEND co-ordinator(SENDCo) who works within the SEND Inclusion Policy

5. To provide support and advice for staff working with special educational needs pupils

### **SECTION 3**

#### **Identifying Special Needs:**

It is expected that all teachers will provide high quality teaching through differentiated tasks and pupils will be identified as having SEND if they have not made adequate progress once they have had all the appropriate interventions and good quality personalised teaching. The decision to place a child on the school SEND register will take into account both progress and assessment information and will be as a result of consultation with the SENDCo and parents.

A child is considered to have special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (New Code of Practice Guidance 2014- which refers to the Children and Families Act 2014 and associated Regulations). 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 children of the same age
- has a difficulty which either prevents or hinders him or her from making use of the facilities of a kind generally provided by others of the same age in mainstream school,

The Equality Act 2010 states:

‘Children and young people who have SEN may have a disability that is ‘...a physical or mental impairment which is long term and substantial effect on their ability to carry out normal day to day activities...’

‘long-term’- a year or more

‘sustained’- more than minor or trivial

This includes sensory impairments such as those affecting ‘sight or hearing.’ Long term health conditions such as asthma, diabetes, epilepsy and cancer.

It is recognised that children with such conditions do not necessarily have SEND but there is a significant overlap between children and those with SEND. If a disabled child requires special educational provision they will be covered by the SEND definition.

Special educational provision for children is additional to and different from that made generally for other children of the same age by a mainstream school.

There are four broad categories of need but it is recognised that a child may have complex needs which fall into one or more categories.

1. Cognition and Learning which includes Specific Learning Difficulties (SpLD) (Dyslexia, Dyscalculia, Dyspraxia and Dysgraphia)
2. Social, Emotional and Mental Health difficulties (SEMH). These include children who may display challenging and disruptive behaviour. Children who experience attention deficit or attention deficit hyperactivity or children who have attachment disorder.

3. Communication and Interaction – which includes Speech, Language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)
4. Physical and Sensory which includes, Physical Disability (PD), Hearing Impairment (HI) and Visual Impairment (VI).

The purpose of identification is to work out the action the school needs to take, however, it is not the intention of the school to 'fit your child' into a category. It is important to identify and consider all the needs of your child to ensure appropriate support is in place.

**There are other considerations which need to be taken into account which do not on their own constitute SEN:**

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability Equality legislation- these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as another Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked after Child
- Being a child of a Member of the Armed Services

## **SECTION 4**

### **A graduated Approach to SEND Support**

Identification and assessment of children with special educational needs:

The school believe in the early identification, assessment and provision for any child who may have special educational needs. A child with special educational needs may be perceived by the class teacher as underachieving or not achieving as well as might be expected. High quality teaching is the first step in responding to a child who has or may have special educational needs.

In the Code of Practice children with SEND are classed as SEN Support or Children with an EHCP or a Statement.

The Code of Practice seeks to ensure that parents are fully involved with the outcomes and support for children with SEND and at St. Mary Bourne it has always been the policy of the school to keep parents fully informed.

## **Section 5**

### **Process: Following the 'Graduated Approach.'**

1. Children who are causing concerns and not making expected progress are identified by the class teacher and/or parents. A discussion with the Class teacher and parents will highlight concerns and targets and support will be put in place. Advice is also likely to be sought from the SENDCO at this stage. These concerns and targets will be formally recorded on the school information system. At this stage this may be all the child requires as their needs can be met without including the child on the SEN

Register. The school encourages parents to help their children as much as possible at home.

2. If the child continues to be of concern, the targets and provision are reviewed with the parents and the child formally placed on the SEND Register. An Intervention Support Plan is put in place, outlining targets and current provision which is kept on the school record keeping system. The support will be additional to and different from normal classroom good quality teaching practice. A formal record of the meeting is made highlighting parental concerns, outcomes and future provision and a copy will be given to the parents. The child helps to write their own one page profile highlighting strengths and ways to support.
3. The school will continue to follow the cyclical procedure as set out in the Code of Practice 2014 to Assess, Plan, Do and Review.
4. Review meetings will be termly and around the normal school Parent Meetings Cycle. The meetings will be of longer duration, with the Class Teacher and support of the SENDCO (who may or may not be present). The meeting will also include input from the child who may be present at the meeting or views gathered beforehand. Parents are welcome to meet with teachers and/or the SENDCO at any other times if requested. Targets will be reviewed and as a result of termly assessments new targets and support will be outlined. Any concerns from parents are recorded. A formal record of the meeting is made and kept on the school information system and a copy is given to the parents.
5. There may be times when the school feels that advice from outside agencies, for example speech and language, occupational therapy or an Educational Psychology assessment, may be needed when additional support has not helped the child to move forward in the expected way. The school will show records and impact of interventions previously used as part of the referral process to an outside agency. A referral is made by the SENDCO and/or class teachers with the permission and support of the parents. All outside agencies have their own referral form to be completed by school and parents.
6. It is expected that the needs of most children are met through school SEND support. It is the responsibility of the class teacher to make provision for a child with special educational needs with the support of the school SENDCO as appropriate.
7. If the child's needs are so complex and expected progress is not being made despite outside agency support, and provision having been put in place, and it is felt by the **school and the parents** that the child's needs can no longer be met through SEND Support, then a request for Statutory Assessment (EHCP) as set out in the Code of Practice 2014 can be requested from the Local Authority.
8. Parents also have a right to make this formal request for Statutory Assessment if they so choose.
9. Following the formal assessment which will involve the school submitting a comprehensive report, parents submitting 'Our Story,' the child's contribution, reports from outside agencies who have been involved with the child to date and also medical reports, **the Local Authority will consider whether an Education Health**

**care Plan(EHCP)is the best way forward to support the child.** In agreeing to an EHCP being put in place, the EHCP will detail a history of the child, the needs of the child and the specific support needed to be put in place by the school to reach the required outcomes.

**Assessment:** The school monitor progress by both **formal** and **informal** termly assessments.

### **Reception**

If there are concerns regarding Literacy difficulties during the summer term in Reception a child will have the Lucid or Dyslexia (DEST) screening.

### **Year 1 – Year 6:**

As part of the teaching and planning for all children including those with SEND, children undergo informal assessments termly. The school takes into account, the results of the end of Key Stage 1 and the end of year 3, 4 and 5 tests, and now following the new curriculum, where the children are in relation to making the ‘expected progress.’

If spelling and writing difficulties are highlighted the DEST/DST screening can be administered at any time, providing there is a least a 6 months interval.

The school uses the Vernon Spelling Test twice a year to assess areas of weakness with spelling.

All children in Key Stage 2 will complete the Suffolk Reading Test twice a year which enables the class teacher to follow the progress of individual pupils and provide extra support if necessary.

### **Section 6**

#### **Criteria for exiting the SEND Register:**

A child may be placed on the register but it is not necessarily for the duration of their school life. All the needs of the child are taken into consideration and if they have been met and the child has responded to well-founded intervention and support, then in discussion with class teachers and parents, a child may be removed from the register.

## **SECTION 7**

### **Supporting children and families**

#### **Provision for children with special educational needs and disabilities:**

Funding for SEND is received through the school’s budget. Additional top up funding may be received if provision is attached to particular children with an EHCP.

High quality teaching that is differentiated and personalised will be provided within the framework of the National Curriculum to meet the needs of all the children within the classroom, and thus enabling all pupils to experience success and improve their self-esteem. The focus will be on the need to remove barriers to learning and for those children who require additional support, learning support assistants will be provided within the classroom as far as practicable. In some instances individuals or very small groups may be withdrawn.

If children are on specific support programmes they may be withdrawn individually or in a very small group.

Emotional Literacy support will be provided, if appropriate, to help children feel emotionally secure in order to achieve.

**Access Arrangements:**

Children who have Special Education Needs, may alongside other children without SEND be considered for access arrangements for the End of Key Stages SATS. Children are identified by the class teacher and discussed with the SENDCO. Consultation will be with parents. It is the overall responsibility of the Head Teacher to complete the access Arrangements Application within the allocated time schedule.

**Transition with Other Schools:**

Transition between schools is recognised to be a difficult time for some children and in particular those with SEND. Discussions may take place between SENDCOs of schools, or the Year 6 teacher and Year 7 tutor. Informal meetings with staff from the receiving school, the SENDCO and parents may be arranged.

A more formal and very successful and supportive arrangement is through the 'Inclusion Partnership Agreement, where all parties meet to discuss the child's strengths, needs and provision that supports the child. The child's views as well of the parents are also recorded. This establishes a reassuring way forward for both the child and the parents.

**Other support:**

Please see the LA local offer. (Regulation 53, Part 4)

Parent Partnership Service is available for parents who might need support in the completion of forms for outside agencies and when completing 'Our Story' for an EHCP in respect of their child. Please see the SENDCO for further details.

[www.hants.gov.uk/parentpartnership](http://www.hants.gov.uk/parentpartnership)

**SECTION 8**

**Supporting Children at School with Medical Conditions:**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have a Statement or EHCP which brings together health and social care needs, as well as their educational provision and the SEND code Of practice (2014) is followed.

**See School Policy for arrangements for children with medical conditions.**

**SECTION 9**

**Monitoring and Evaluation of SEND**

**Monitoring:**

Children with SEND are monitored through the Teacher's informal and formal assessment and discussed with the leadership and assessment team.

If a child is following a personalised programme, targets are revised and updated accordingly and new targets set. This may be termly or half-termly depending upon the nature of the target. Discussions between SENDCo, teacher and TA review the type of support given, and new targets required including those from outside agencies e.g. OT or SALT. This is the Assess, Plan, Do and Review format.

Termly review meetings by the CT with the parents and child help to notify any areas of concern.

Meetings are supported by the SENDCo who may or may not be present.

The SENDCo is available to meet with parents on request.

#### **Records:**

Records of Concern forms, Intervention and Support Plans are kept on the school information system, by the SENDCO and also in the children's personal files. Children's views are also recorded. Class teacher's also have records for those children with SEN which will include those plans from outside agencies. It will also be pertinent for support assistants to have records for the SEN children for whom they support.

Records are confidential and are restricted to school personnel. Report may be shared with other outside agencies generally with parental permission, for example an Educational Psychologist may wish to see a SALT report.

#### **Working With Statutory Agencies:**

The SENDCO arranges meetings with appropriate external agencies to ensure co-operation and appropriate support is made available and put in place. The SENDCo ensures parents are informed and/or involved. Class Teachers and other professionals are kept fully informed of meetings between the school and outside agencies. Any reports and programmes are sent or given to all the relevant parties and a copy is kept in their personal file.

#### **Staff:**

The SENDCo and the Head Teacher meet regularly to discuss concerns and needs of all children and in particular those children with SEND. The SENDCo and the Governor with responsibility for SEND meet regularly, the governor reports to the Resource Committee. The Head teacher takes part in these meetings, as required. The SENDCo and the class teachers meet regularly. Class Teachers meet with SENDCo at the beginning of each term to review the progress of the children with special needs and to set new targets and support. This regular sharing of information enables the needs of the children to be identified as soon as possible and appropriate support put in place.

#### **Inspections:**

The school may receive an inspection by the Hampshire SEND Inspector Team at any time with a pre-determined focus.

This policy and its effectiveness will be scrutinised under any external inspection arrangements, e.g. Ofsted.

## **SECTION 10**

#### **Training:**

Staff will be given appropriate training and development opportunities to enable them to provide for children with SEND. Training may be through the SENDCo or from courses that are provided through Hampshire Local Authority. Training is still available for schools from the Government Inclusion Development Programme.

Some training, for example the Emotional Literacy Support Assistant, is on-going on a half termly basis in a supported group with an Educational Psychologist.

Specialist input from other sources e.g. Hampshire's advisory service may be employed from time to time for the whole staff training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All new teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain and understand the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo attends network meetings and courses pertaining to the role to keep up to date with the local and national updates in SEN.

A comprehensive programme of training and development, for Governors, is available through Hampshire's Governor training programme.

## **SECTION 11**

### **Roles and Responsibilities**

#### **The SEND Governor**

The SEND Governor is Paul Nicholl.

The role of the SEND Governor is to monitor the effectiveness of SEN provision within the school through meetings with the SENDCo, and information from the Head Teacher.

The SEND Governor will report to the Resources Committee and Full Governing Body Meetings.

**Learning Support Assistants:** The line manager for the Learning Support Assistants is the Head Teacher.

**Looked After Children:** The teacher responsible for looked after children is the Head Teacher.

**Safeguarding:** The teacher responsible for Safeguarding is the Head Teacher (DSL) and SENDCo (assistant DSL).

**Children with Medical Conditions:** the teacher responsible for children with medical conditions is the class teacher and Head Teacher.

## **SECTION 12**

### **Evaluation of the SEND Policy and of Special Educational Needs Provision**

The Resources Committee of the Governing body reports annually on the implementation of the school's policy for SEND. The report contains information about the number of pupils with SEND, and describes the effectiveness of the policy in respect of identification, assessment, monitoring and record keeping and the use of outside support services and agencies.

Any person authorised by the LA may also have access to the school to monitor the special educational provision made for a child for whom the LA maintains a statement.

This policy is evaluated annually by the staff and the Governor for SEN, considering the following indicators:-

- The individual child's progress measured by

- a) their achievement of targets on their support and Intervention Plan
- b) the results of standardised tests
- The effectiveness of the SEND report
- The views of parents and children
- The children's access to a broad and balanced curriculum
- The children's improved motivation and self confidence
- The value added element for SEND pupils having been on the SEND programme in either KS1 or KS2.

## **SECTION 14**

### **Accessibility**

The SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan and increase over time the accessibility of schools for disabled pupils and to implement their plans.

The school has produced a disability plan for the school. The Local Authority is responsible for providing appropriate accessibility arrangements. In view of the age of the school as far as practicable all arrangements are now in place.

### **Admissions:**

Children with special educational needs and disabilities are welcomed and admitted to the school providing that admission is in the best interests of the child concerned and that his/her particular requirements can be met within the constraints of the building, staffing and resources and with regard to The Equality Act 2010, which sets out legal obligations regarding discrimination to making reasonable adjustments.

## **SECTION 15**

### **Parental Concerns/Queries**

Parents are encouraged to bring any concerns or queries to the attention of the class teacher, SENDCO or Head Teacher as soon as possible so that they may be addressed quickly. If there is a complaint that involves the LA then the school will follow the official complaints procedure of the 1988 Act.

## **SECTION 16**

### **General Information:**

The following support services will be used as appropriate to support children with special educational needs:

Educational Psychology Service (E.P.)

The Children and Parent Service (C.A.P.S.)

School Nurse

The School Therapy Service which embeds The Speech and Language Therapist (S.A.L.T.), Occupational Therapist (O.T.) and the Physiotherapist.

Hampshire Information & Advisory Support Services (H.I.A.S.)

Social Services

Hampshire Ethnic Minority Achievement Service (E.M.A.S)

Outreach (Norman Gate School)

Outreach (Icknield School)

Primary Behaviour Support Service  
Children and Mental Health Service (CAMHS)  
Locality Team

Reviewed September 2018  
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