



Alvaston Junior Community School Village Primary School **Special Educational Needs and Disability Policy**

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This policy has been written with reference to the following guidance and documents;

- SEND Code of Practice 0 to 25 years; DfE & DoH, 2014.
- Children and Families Act; DfE, 2014
- Equality Act Advice for Schools; DfE, 2010
- The Mental Capacity Act Code of Practice: Protecting the vulnerable; 2005
- Supporting Children at school with medical conditions; DfE, 2014
- Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being) DfES 2004

This policy was written by the SEND coordinators and shared with the SEND governor before it was presented to the governing body for approval.

The governors approve the policy and it then forms part of the annual policy review cycle. The governors oversee the implementation of the policy and in particular, the SEND governor meets regularly with the SEND coordinators to discuss any SEND issues. These are then fed back, if necessary to the whole governing body.

This policy links with many of our school policies, in particular the behaviour and inclusion policy. SEND forms an integral part of our School Improvement Plan.

For all children in our school, the aims are:

- To enjoy coming to school every day and to achieve all our goals
- To have a healthy lifestyle now and in the future
- To be safe and well cared for at school and at home
- To be good citizens and friends and to care for our environment
- To keep on learning forever and have a fulfilling and responsible lifestyle

At AJCS and VPS, we value the abilities and achievements of all our pupils and are committed to providing for each pupil, the best possible environment for Learning.

Definition of SEND

In line with the SEND Code of Practice (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 him or her. A child or 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

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. As a school we work hard to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children (see Anti-Bullying policy).

At AJCS there is an Enhanced Resource Facility (ERF) for Moderate Learning Difficulties (MLD)

Where a child has a disability, we will make reasonable adjustments, including the provision of auxiliary aids and services, where appropriate, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers and are included in all aspects of daily school life.

In line with the Children and Families Act 2014 and the "Supporting pupils at school with medical conditions" guidance, we make arrangements to support pupils with medical conditions. Where these children also have SEN, their provision will be planned and coordinated according to individual needs.

Aims and Objectives of this Policy

The following principles meet the 5 outcomes of Every Child Matters:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic wellbeing

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. We follow the Local Authority's Admission Policy for schools.

Management of SEND within School

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENDCo. The SENDCo's name at AJS is Kate Underwood and she can be contacted at the school address/telephone number or by her email (senco@alvastonj.derby.sch.uk) The SENDCo at VPS is Janette Collins and she can be contacted at the school address/telephone number or by her email (j.collins@village.derby.sch.uk). Both SENDCos have Qualified Teacher Status. Janette Collins has been a SENDCo for a long period of time. Kate Underwood took on the role in January 2017 after the previous post holder left.

All school staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs and disabilities. Staff are aware of their responsibilities towards all pupils with SEND. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions and in the current Teachers' Standards.

Teaching Assistants (TAs) play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is mainly class based but some are specifically identified to work with SEND children within Key stage groups.

In line with the recommendations in the SEND Code of Practice 2014, the SENDCos are responsible for overseeing the day-to-day operation of this policy including:

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- supporting support staff, including Teaching Assistants.
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers, SLT and support staff)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENDCo is responsible for reporting to the head/SLT and the governor with responsibility for SEND on the day-to-day management of SEND policy. The name of the governor with responsibility for SEND is Jacqui Stewart. Regular meetings take place.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SENDCo works closely with SLT on a termly basis using whole school tracking data as an early identification indicator. This includes the use of RAISE online, Derby Performance Analysis and our in- school systems.

We use the stages for below age-related expectations, including P Levels and these are integrated into our whole school assessment systems to monitor the progress. For some pupils, we use the

new staged Performance Indicators for Value Added Targets (PIVATs) to support the use of P Levels.

We use a number of additional indicators of special educational needs and they include:

- the analysis of data including entry profiles, Early Years Foundation Stage Profile, EYFS Baseline, SATs, reading ages, termly pupil assessments, individual pupil progress/stages
- the use of Derby City SEND criteria
- pupil views
- family views (including following up parental concerns)
- discussions with class teachers /TAs regarding their concerns (including Initial Concerns Form, if deemed necessary)
- tracking individual pupil progress and attainment over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The SENDCo maintains a list of pupils identified through the procedures listed. This list is reviewed at least termly, following the class teachers reviewing and rewriting SEND targets. A detailed analysis of the list takes place termly by SENDCo and SLT using the school's tracking of individual pupil progress and their stages of attainment. This forms part of the termly/overall evaluation of SEND provision within school.

For some pupils a more in depth individual assessment may be undertaken by the school. This may include the use of PIVATs, specific individual pupil SEND assessments etc.

Curriculum Access and Provision

Information regarding the curriculum can be found in the school's Curriculum Statement. In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individual.

The range of provision includes:

- in class support for small groups by the teacher or teaching assistant
- small group withdrawal with support teacher, teaching assistant or ECM Manager/Family and Child Support Coordinators.
- individual class support / individual withdrawal
- further differentiation of resources
- homework club
- Wave 2 and 3 interventions (See Intervention Provision Map)
- deployment of staff to work with the pupil
- provision of alternative learning materials/ specialized equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to Specialist Teaching and Educational Psychology Service (STePS) or other support services for advice on strategies, equipment, or staff training.

Monitoring Pupil Progress

(Please refer to the Assessment Policy)

Pupil progress and/or achievement are the crucial factors in determining the need for additional support. Pupils' achievement and progress (including SEND pupils) are analysed each term by SLT. The results for pupils on SEND Support (including EHCP) are analysed as groups and compared for progress alongside the whole cohort, national data and previous year's results. From this, interventions are then reviewed and new ones planned according to needs. All of this forms part of the termly/overall evaluation of SEND provision within school.

Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the pupil's behaviour.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCo and the pupil's class teacher will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- information on progress and behaviour
- pupil's own perceptions of difficulties
- information from health/social services
- information from parents
- information from other agencies
- a pupil profile, where appropriate.

SEND Target Planning and Review.

Pupils with a SEND will have a Target Setting and Review Plan, setting out targets and any provision made that is additional to and different from usual classroom provision. Some pupils will have intervention targets, related to the specific intervention programme being implemented, instead of individual plans.

For some pupils who receive support from external agencies (e.g. S & L therapist; STePS), the service will provide the targets and specify the provision in place.

For pupils with an Education and Health Care Plan (EHCP), provision will meet the recommendations on the EHCP.

In subjects where all children have curriculum targets, these can be used to inform target setting for pupils with SEND and may be recorded for the pupil, in line with the school's requirements for individual subject areas.

Strategies for pupils' progress will be recorded on the Target Setting and Review plan which contains information on:

- Primary Area of Need (PAN)
- key background information

- professionals involved
- progress and attainment data
- short-term targets
- teaching strategies/interventions
- any additional provision made
- date for review
- review of short term targets
- any outcomes recorded at review.

The Target Setting and Review plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on a small number of individual targets that closely match the pupil's needs. The targets will be discussed with the pupil and the parent.

Reviewing a Target Setting and Review Plan

The Target Setting and Review Plan will be reviewed at regular intervals (at least termly) and parents' and pupils' views will be sought.

Code of Practice graduated response

The school adopts the levels of intervention as described in the SEND Code of Practice 2014. The Code of Practice advocates a graduated response to meeting pupils' needs. Initial concerns will be recorded and the child will be monitored. When they are identified as having SEND, the school will intervene through SEN Support as described below.

SEN support

SEN support is characterised by interventions that are different from or additional to the normal, differentiated curriculum. SEN support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- make little or no progress in specific areas over a long period of time
- continue to work at levels considerably below those expected for a child at a similar age.
- continue to experience difficulty in developing literacy/numeracy skills
- show persistent social/emotional/mental health difficulties which are not affected by appropriate management strategies
- have sensory/physical problems, and make little progress despite the provision of specialist equipment
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum
- have communication or interaction problems that impede the development of social relationships.

Once a pupil has been identified and placed at SEN support, a Target Setting and Review Plan will be written when appropriate. It is the responsibility of the pupil's class teacher to ensure that this is in place and reviewed every term. The SENDCo will support the class teacher in ensuring it is relevant and current.

If the school decides, after consultation with parents and the pupil (if appropriate) that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action taken and its results.

There could also be involvement from external agencies who may advise on targets and provide specialist input to support this process. Parents will be informed and consent sought before external agencies are involved. The resulting targets may incorporate specialist strategies. These may be implemented by the class teacher but could involve other adults in addition to the class teacher. For example, a Speech and Language Therapist may complete an assessment and provide the school with a Speech and Language programme to complete over a period of time. School can apply for short-term Locality Funding to support a pupil at this stage.

Request for an Education Health Care Plan (EHC) Assessment

The school will request an Education and Health Care Plan from the Local Authority when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. An EHC Assessment might also be requested by a parent or outside agency. The school will provide the following information with the request:

- Evidence of the pupil's academic attainment, or developmental milestones and rate of progress
- Information about the nature, extent and context of the pupil's SEN
- Evidence of the actions already taken by the school (including use of Locality Funding if appropriate)
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these
- Any other involvement by professionals
- The views of the pupil (where appropriate)
- The views of the parents/carers.

Education and Health Care Plan

An EHC will normally be provided by the Local Authority where, after an Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an EHCP does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the EHCP
- of shorter term
- established through parental/pupil consultation
- set out in the Target and Review Plan
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified.

Reviews of EHCPs

EHCPs must be reviewed annually. The Local Authority will inform the Head Teacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- the pupil's parent/carer
- the pupil, if appropriate

- the relevant teacher and/or Teaching Assistant
- a representative of the Inclusion and Assessment Team
- the Educational Psychologist
- any other person the SENDCo considers appropriate
- any other professionals that have had recent involvement with the pupil (in the last 2 terms).

The aim of the review will be to:

- assess the pupil's progress in relation to the objectives on the EHCP
- review the provision made to meet the pupil's need as identified in the EHCP
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- if appropriate to set new objectives for the coming year.

At usual transition times for the pupil (i.e. Year 6), receiving schools will be invited to attend the review in order to plan a transition programme appropriate to the needs of the pupil. It also gives parents/carers the opportunity to liaise with teachers from the receiving school.

The SENDCo will complete the annual review forms and send it electronically using a secure email, with any supporting documentation to the Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an EHCP.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services (SENDIASS). This information/appropriate leaflets are given out, where appropriate, to individual parents.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning

- identify their own needs and learn about learning (self assessment /evaluation, Assessment for Learning, Learn to Learn)
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- where appropriate, complete a pupil profile about themselves to be shared by staff

In addition pupils who are identified as having SEND are invited to participate in:

- Target setting and review plans and/or meetings
- Regular meetings with named adults
- Working with specialist members of staff
- Annual reviews

Special Provision/Enhanced Resource Facility

AJS has a special facility for SEND children known as the Diamond Group. This is staffed with a Qualified Teacher and several teaching assistants. This is an Educational Resource Unit for children who have an EHCP and is for Moderate Learning Difficulties. As the school is all on one level, movement around school for wheelchair users is not an issue, and where there are steps, a ramp is provided for wheelchair users. There are also disabled parking spaces and toilet facilities. Village Primary School is also on one level and movement around school for wheelchair users is not an issue. There are three specifically designed disabled toilets with changing facilities and one has a hoist. There are also disabled parking spaces in the car park.

At AJS, all staff have had training on Read, Write, Inc. In addition, some of the staff have expertise in the following areas: Physical Literacy, Physiotherapy, intervention strategies and their use and differentiation. We have a Speech & Language specialist within our Enhanced Resource Base and a member of staff is trained in Dyslexia Screening. Several members are experienced in working with children with ASD and ADHD. All support staff are fully trained in First Aid and safeguarding.

At VPS, some of the staff have expertise in the following areas: precision teaching, intervention strategies and their use and differentiation. Most KS2 teaching assistants have been trained in precision teaching, Learn to Read or Spell and some have been specifically trained for Read It Write it and Fresh Start. Teaching assistants in each Key Stage work on Speech and Language. A teaching assistant and SEND governor are ASD champions and a teacher in KS2 is currently undertaking the training. Two teachers are trained to deliver “Autism Awareness” within the LA. The SENDCo is trained as a Reading Recovery teacher and has an additional Diploma in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia). Both SENDCos meet regularly together and also attend Local Authority /cluster SEND training and meetings.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People’s Services. For some pupils with a SEND and for some pupils who have a confirmed diagnosis, any one or more of the following agencies may be involved:

- Educational Psychology Service
- Specialist Teaching and Psychology Service STePS
- Educational Welfare Service
- Clinical Psychologist
- Child and Adolescent Mental Health Service (CAMHS)

The SENDCo maintains links with other SENDCos through the Local Authority and cluster SENDCo network meetings.

Links with Other Services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Connexions
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

Links with Other Schools/Integration Links

Links are also maintained with our feeder pre-school groups/nurseries, other primary schools and feeder secondary schools. The SENDCo works closely with other SENDCos and the Local Authority.

INSET

In order to maintain and develop the quality of our provision, staff need to undertake appropriate training.

Recent courses undertaken are listed in the school's CPD folders.

Resources

The provision for SEND is funded from within the school delegated budget. Funds are deployed to implement the SEND policy, mainly in the provision of teaching assistants in classrooms and specific intervention SEND/support staff. Resources, purchasing specialist services (e.g. educational psychology service) and training are provided for within this to best meet the needs of SEND children in our school.

Complaints

If there are any complaints relating to the provision for pupils with SEND, these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved.

Review of the SEND Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

This policy was written, SEND governor approved and ratified by governors.