

Special Educational Needs Policy

Date of Policy: January 2015

Date of Review: January 2016

This policy was written by the Inclusion Manager of Grangefield Primary School with the SEN Governor in liaison with the SLT, all staff, parents of pupils with SEND and our local Primary Schools cluster.

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (25 July 2014)
- Schools SEN Information Report Regulations (2014)
- Gloucestershire Guidance for Professionals Working with Children and Young People (0-25 yrs) with Additional Needs including Special Educational Needs and Disabilities.

Aim

Grangefield Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

As such, provision for children with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN. The Governing Body, Head Teacher, Inclusion Manager and all other members of staff have important responsibilities.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide an Inclusion Manager who will work with the SEN Policy
5. To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Grangefield, we recognise the importance of early identification of SEN. Early intervention and response improves the long term outcomes for pupils. We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the Inclusion Manager, will assess whether the child has SEN.

Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

It should be noted that the following criteria are not SEN in their own right, but have an impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and school provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEN Support

At Grangefield School we support a graduated approach to both recording and monitoring progress of children and young people with SEN and/or Disabilities so that knowledge and understanding of what is working and not working to help a child is gathered and built upon. This information also helps to inform other agencies when additional input is required from them.

All teachers at Grangefield Primary are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Code of Practice is clear in stressing that special educational provision is underpinned by high quality teaching. Personalised and differentiated approaches are available to all children at Grangefield School and those with special educational needs will also benefit from these approaches. These are referred to as **Universal** approaches throughout the document. For some children these approaches will not be sufficient to meet their special educational needs and they will require more focussed and targeted support and intervention. These are referred to as **Targeted** approaches. Relatively few children will need a much higher level of support and intervention. These are referred to as **Specialist** approaches.

Provision at a Targeted or Specialist level for children who have been identified as having special educational needs should not be seen as a substitute for high quality teaching.

We follow the Assess, Plan, Do, Review cycle as described in the SEND Identification Flow Chart in Appendix 1.

Managing Pupils Needs on the SEN Register

See the SEN Monitoring Flow chart in Appendix 2

Criteria for Exiting the SEN Register

See the SEN Monitoring Flow chart in Appendix 2

Supporting Pupils and Families

In order to access information which can help parents and carers find and understand what services families can expect **in Gloucestershire**, please refer to the Gloucestershire Local offer which can be found at:

www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page

The school's **SEN Information Report** can be found on the school website.

Admission arrangements – see Admissions Policy on the school website

For **access to exams** the relevant teacher, in conjunction with the Inclusion Manager, follow current guidelines from the appropriate exam bodies.

Transition meetings are held at the end of each academic year within the school following the completion by the existing Class Teacher of the Transition Report on Needs and Concerns, see Appendix 3.

The school has established and will maintain links with the secondary schools in the area with the Year 6 teacher meeting with the respective Year 7 teachers to discuss and facilitate children's smooth transition.

The Foundation Stage staff and the Inclusion Manager work closely with staff at the feeder pre-schools to ensure that, should it be required, provision for additional needs are set in place ready for any child to start school.

When a child joins Grangefield from another primary school the school office will request transfer details for that child. Any child who is already on the Code of Practice will continue to be supported in accordance with the previous school's advice until such time as this can be reviewed. When appropriate, the class teacher and/or the Inclusion Manager will make contact with the child's previous school in order to meet the child's needs.

The **Medical Conditions policy** can be found at: <http://grangefield.gloucs.sch.uk/wp-content/uploads/2013/03/Medical-policy-2015.pdf>

Supporting Pupils 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

In Grangefield School pupils with medical needs have an individual Care Plan which is kept in the School Office.

Monitoring and Evaluation of SEND

Please refer to Appendix 2 – SEND Monitoring Flow Chart

Training and Resources

At present the way SEN Funding is determined is agreed locally, through Schools' Forum and is given to schools under three main headings:

Element 1 – Core Funding

Element 2 – Additional Support Funding

Element 3 – Top Up Funding

We are moving towards an anticipated national funding formula, further information regarding this can be found on the Government website <https://www.gov.uk>

The Inclusion Manager attends local cluster meetings and training courses where appropriate. The school has a programme for all staff, which includes the identification of training needs. Staff attend training organised by the LA and other external agencies such as partnership groups.

Roles and Responsibilities

SEN Governor

The SEN Governor will inform the Governing Body on all aspects of SEN in the school to ensure that SEN work is valued and well supported in the school. SEN Governors will need to carry out these responsibilities in a number of ways:

- informing themselves about SEN systems and practices in school through meetings and school visits
- ensuring that the progress of learners with SEN is closely monitored through reviewing and understanding internal and external data
- understanding how the notional (delegated) SEN budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEN
- understanding the national and local context of SEN support
- using their school visits to inform themselves about the work the Inclusion Manager is leading
- ensuring that the views of pupils and parent/carers in relation to the SEN provision that is being made, are sought
- building a trusting and supportive relationship with their Inclusion Manager
- putting together an annual report on SEN with input from Inclusion Manager and Governing Body Committee (if relevant) which is published on the website and updated annually.

Inclusion Manager

The Inclusion Manager works closely with the Head Teacher and all other staff and is involved in the strategic development of SEN policy and provision. The Inclusion Manager has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils on the SEN register, in order to raise the achievement of children with SEN.

Key responsibilities are:

- contributing to the strategic development of SEND provision;
- overseeing the day to day operation (and periodic review) of the school's SEND policy;
- coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND;
- ensuring the full inclusion of SEND pupils within in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- liaising with and advising other teachers the effective deployment and performance management of learning support staff
- maintaining detailed records of the provision made for children and young people with SEND

- liaising with parents and carers
- contributing to the professional development of staff
- liaising with external agencies
- deploying the SEN budget and reporting on how it is spent
- reporting on the progress of children and young people with SEND

Teaching Assistants

The designated SEN TA time is managed by the Inclusion Manager. TAs and the Inclusion Manager, together with Class Teachers, provide support for children with SEN across the school. TAs maintain records of the children they work with, in accordance with the school procedures, and attend reviews and meetings as requested.

Designated Member of Staff with specific Safeguarding Responsibility

Head Teacher or in her absence, Deputy Head Teacher

Member of Staff responsible for managing funding for Pupil Premium Grants and Looked After Children

Head Teacher

Member of Staff responsible for managing meeting medical needs of pupils

Head Teacher

Storing and Managing Information

All procedures are outlined in the Confidentiality Policy available on the school website.

Review the policy

This Policy will be reviewed annually.

Accessibility

The school's Accessibility Plan 2014 – 17. See link: <http://grangefield.gloucs.sch.uk/wp-content/uploads/2013/03/Accessibility-Plan-2015.pdf>.

Dealing with complaints

The school follows the procedures set out in the Complaints Policy which can be found on the school website.

Bullying

Please see the school Behaviour Policy – Ubacusup on the school website

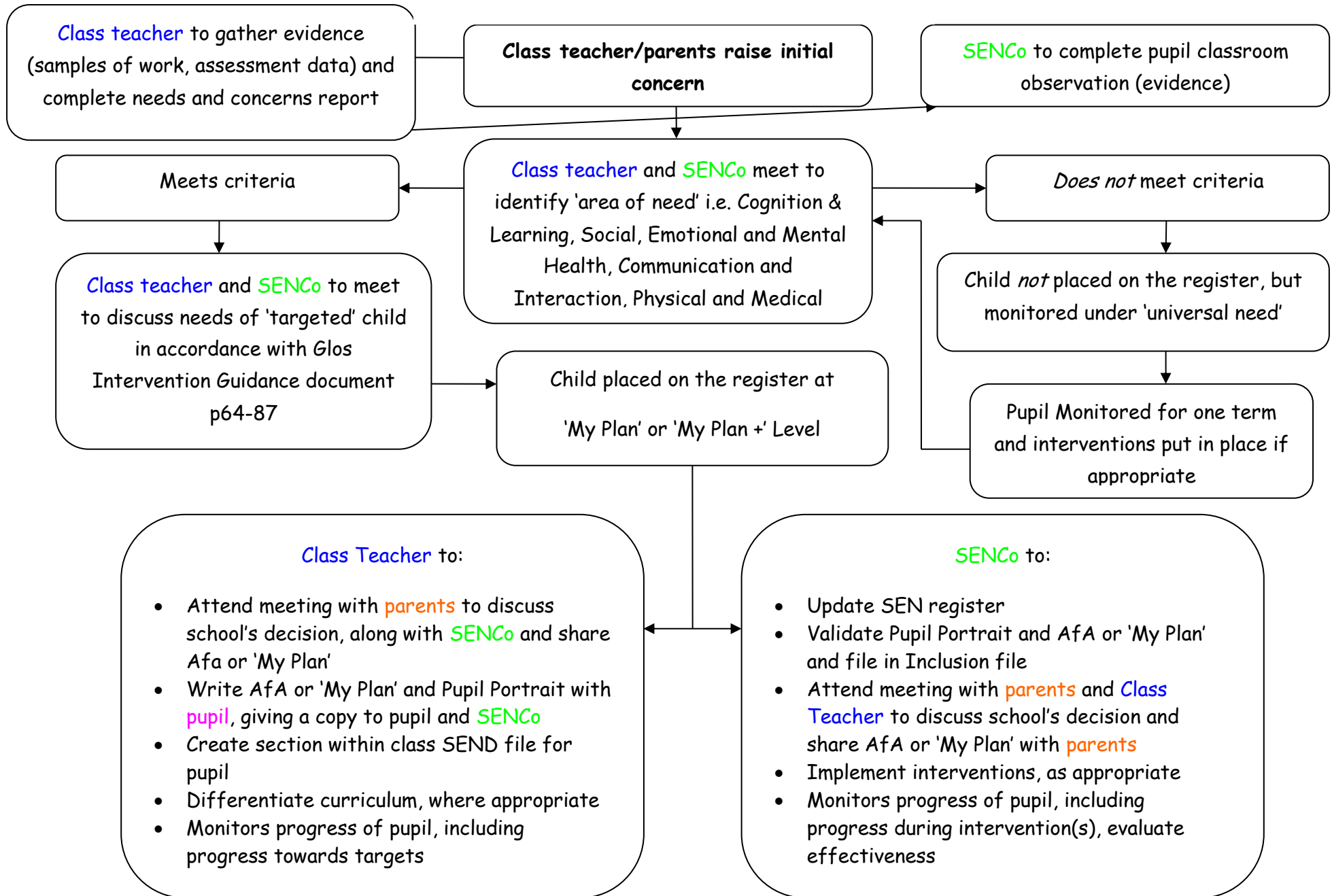
Appendices

Appendix 1 – SEND Identification Flow Chart/Initial report on needs and concerns

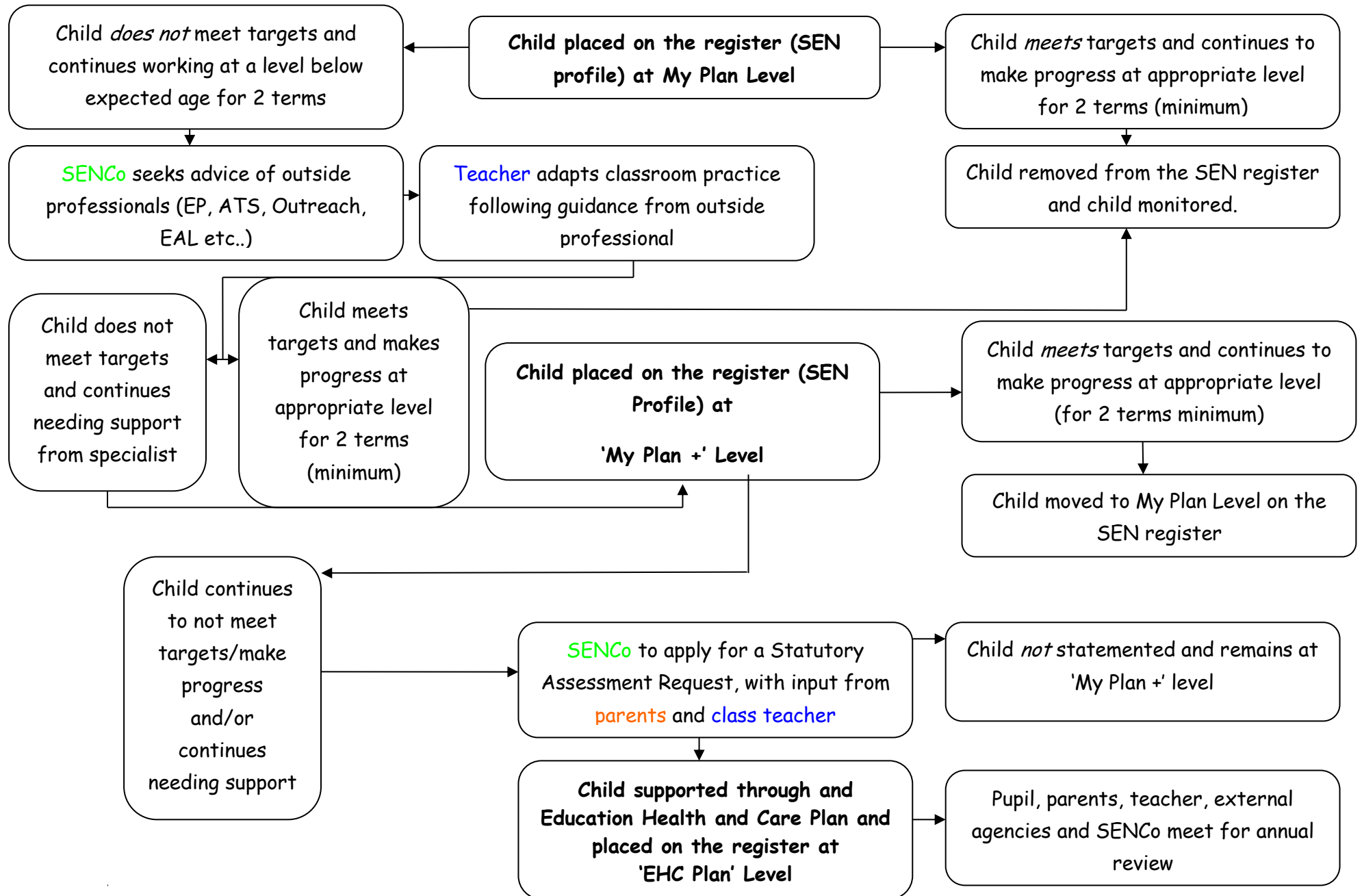
Appendix 2 – SEND Monitoring Flow Chart

Appendix 3 – Transition report on needs and concerns

Appendix 1 – Identification Flow Chart



Appendix 2 – Monitoring Flow Chart



Appendix 3 - Transition report on Needs and Concerns

Name:

Date of Birth

Year Group:

Class:

Teacher:

TA:

Area of Learning	Concerns	Data to Support
Cognition and Learning Literacy		
Numeracy		
Communication and Interaction (includes speech and		

language)		
Social, Emotional and Mental Health		
Physical and Medical (includes hearing and/or visual impairment)		

Date completed: _____

New Class Teacher actions:

SENCo actions: