



The Forest CE Federation

Special Educational Needs

Inclusion

Disabilities Policy

Date Reviewed – September 2016

Date to be Reviewed – September 2017

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

The vision for our Federation:

The Forest CE Federation is an educationally inclusive school. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

Purpose of this policy:

To outline the special educational needs provision for pupils.

We aim to:

1. To ensure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice July 2014.
2. To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their full potential and develop their abilities to the full.
3. To ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
4. To ensure that all our pupils are involved in decisions made about them and their education.
5. To ensure that we involve our parents in school life and keep them informed about their children's progress.

Definition of Special Educational Needs:

- a) have a significantly greater difficulty in learning than the majority of children of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

For the purposes of this policy SEN does not cover gifted and talented children which is dealt with by a separate policy.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Staff in school who work with pupils with Special Educational Needs and their parents:

All teachers in school teach pupils with special educational needs.

The following people have particular responsibilities:

- The Head Teacher Mrs Eliza Hollis and SENCO Mrs Kate Broadaway ensures that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. The SENCO meets with the SEN Governor on a regular basis to discuss programmes of support and individual needs.
- SEN Governor monitors and evaluates provision and reports to the governing body.
- Class teachers provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENCO any child that may be causing concern and are responsible for reviewing and updating children's IEP's on a regular basis.
- Teaching assistants provide specified work and carry out planned programmes of work according to children's IEP's.
- Midday supervisors and other ancillary staff are aware of children who may require more support and they are given strategies to support children at lunch time when required.

Identifying when a pupil has special educational needs:

Early Identification: We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

The ways in which we identify pupils have special educational needs are:

1. Before a child starts at the school (for Primary phase):

Our foundation stage teacher will work closely with pre-school settings to identify children who may need more support before their join our school.

2. In School:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Screening or assessment tools used including P scales where appropriate
- Information passed on from previous schools
- Information from parents.

The class teacher will meet with the SENCO. The SENCO will gather information about pupils and will work with the staff involved to decide on any action that needs to be taken.

Children who enter mid year:

- SENCO liaises with staff from leaving school.
- Teaching assistant may visit the child in leaving school.
- All paper work is transferred on admission of SEN pupil.

The provision we make for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support pupils with special educational needs by:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Signing and assisted communication
- Using specialist intervention programmes within the Waves of Provision
- Social skills programmes
- The role played by school in social services' assessments
- Seeking support and involvement from Outside Agencies.

Special Needs Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Educational Needs Register. The criteria we use to identify children as having a special educational need is detailed below:

- A child is working 2 or more years behind their peers and not making adequate progress.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
- Children who receive Higher Level Needs Funding.

All children in school have educational targets set regularly. If the class teacher and SENCO feel that a child needs targets in addition to the targets already given in school which address their specific Special Educational Needs then they may be given an Individual Education Plan (IEP).

The targets on the IEP are based on collaboration between all the parties involved i.e. the child, parent, SENCO, Teacher and Teacher Assistant. An assessment also informs the target setting. Staff work hard to ensure that the targets are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime limited

Parents are involved in putting together this plan and in reviewing it three times a year.

Prior to September 2014, there were two levels to the SEN Register (School Action and School Action Plus). The new code of practice in July 2014 adjusted this so there is now just one level to the SEN register following the criteria described in section 1 (The definition of Special Educational Needs).

Education Health Care Plan

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings. Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant changes arising from the new code of practice is the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education, Health and Care Plan. This will be supported by an Education, Health and Care Plan pathway. Children with existing statements will be transferred onto an Education Health and Care Plan. This will usually be completed through the annual review process. The new plan will provide the same statutory protection and rights as the Statement.

Further information about this is available on Northamptonshire County Council and school website:

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/special-educational-needs-disability-support/pages/default.aspx>

The local offer:

As part of the new Code of Practice July 2014. Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and service providers in its development and review.

The Local Offer should cover:

- Support available to all children with SEN or disabilities from universal services such as schools and GPs
- Targeted services for children with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- Specialist services for children with SEN or disabilities who require specialized, longer term support

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.

Further information regarding the Local Offer is located on the school website under the Parents Area. Or please see the link below.

<http://www.northamptonshire.gov.uk/localoffer>

Record Keeping:

We record all the steps taken to meet pupil's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records are kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behavior
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had
- Personal Profiles
- The child's own views of their needs
- Information from Health/Social Services
- Information from outside agencies e.g. Speech and Language Reports, Paediatrician Reports.

Assessment

We assess all the children on the SEN register twice per year using SMART. This information is then used to inform the IEP targets. The data is also entered onto an online database which is used to track children, data analysis and inform future SEN provision.

We also have other tools we use in school to assess children.

Children's progress is assessed by the SENCO and intervention programmes put in place. Pupil progress meetings also take place between the SENCO and class teacher when appropriate.

Information management:

It is important that information about a pupil's special educational needs is shared with all staff who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

- We ensure that all staff in school, including auxiliary staff are made aware of individual pupils' special educational needs and what provision is made. This is through the use of a Pupil Profile or provision map.
- We ensure that all information is passed on to new class teachers including supply teachers and that all classes have a folder that makes them aware of any children with special educational needs and the strategies the school uses to ensure their needs are met.
- We ensure that children's needs are reviewed regularly. Their targets are reviewed and new targets are set every term. Children who have more complex needs are reviewed with a separate meeting with all parties involved. The children are fully involved in setting their own targets.

Working with Parents:

We believe that parents know their children best and that working with parents as partners is vital in helping children with SEN get the most out of their education. In our federation we involve parents with:

- Review meetings that follow the 'Structural Conversation' format for more complex SEN children or on request or when appropriate for other children on the SEN register
- Developing the child's pupil profiles
- Homework policies and arrangements
- Sharing information through the SEN section on our website
- Parents evenings
- Parent support groups
- Organised training courses for parents
- Developing an 'open door' ethos towards parents which welcome and values their views

- A support assistant available to speak with parents
- Sharing information about their child.
- Sharing information with other people on their own experiences and knowledge of aspects of SEN
- Linking with support organisations.

Working with Children:

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our federation we:

- Involve pupils in their target setting
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies
- Encourage pupils to be involved in the wider life of the school
- Involve pupils in peer mentoring schemes.

Working with LA Support Services:

We have a range of Support Services in Northamptonshire that we can call upon to give us advice, support and training on SEN. In our schools we have involvement from:

- Schools and Families Specialist Services
- Speech and Language Service
- Autism Outreach Team
- Education Psychology Service
- Specialist teachers for sensory impairments
- Special schools.

The Health Service and Social Service:

Many pupils with SEN have support from or involvement with Health and/or Social Services. These pupils are helped best when professionals work closely together.

In our federation we:

- Liaise with professionals from the Health Service such as GP's, Paediatricians and Health Visitors and school nurses to seek advice and support for pupils.
- Ensure information on pupils' needs is shared amongst professionals
- Involve professionals in reporting on pupils' needs and progress and in attending review meetings
- Implement the advice of health professionals, including the drawing up of Health Care Plans.

Admissions to School:

Our schools admission policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

Our School Access Plan:

Under our duty of care we draw up a plan that describes how we intend to improve access to learning in our schools for pupils who have disabilities. This plan is reviewed and updated every three years.

Our Access Plan describes how we intend to do this and is available for inspection.

How we develop staff knowledge and skills:

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.

How provision for special educational needs is funded:

The Age Weighted Pupil Unit and pupil premium (AWPU) is the sum of money provided to school for every pupil on roll. Some of this money goes towards providing for children with special educational needs as well as for all other pupils. The school also receives a Notional SEN budget to help schools identify and support pupils. In some cases the school is able to request High Needs funding to help support targeted pupils with special educational needs.

How we evaluate our SEN policy:

The schools Governing Body has a duty to evaluate the provision school makes for pupils with SEN.

- Parents views are sought through questionnaires and the Parent's Forum
- The progress of pupils with SEN is measured, e.g. year by year data analysis, including 'P' level data where applicable
- External support services are used if a need is identified
- Pupils' views are sought on what helps them to learn effectively through discussions with teachers, the SENCO and governors
- The school is constantly striving to improve its provision for SEN through performance management and the continuing professional development of all its staff to meet the full range of SEN within the schools
- All pupils are encouraged to participate fully in the life of the school and federation.

How we deal with complaints:

We are always happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaint procedure. A copy of this can be found under the policy section on the schools website.