

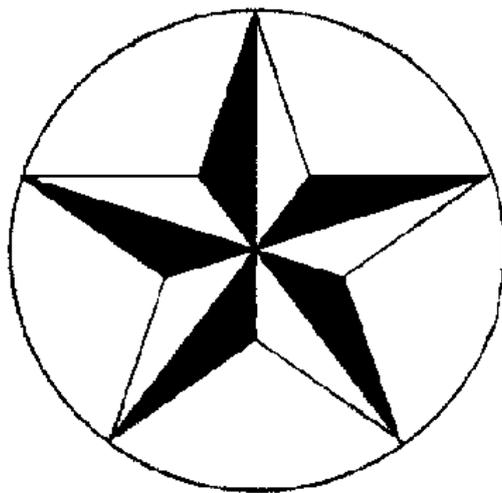
Scantabout Primary School

Special Educational Needs

And Disabilities

Policy

2018-2019



Contents

Section 1: Introduction	Page 3
Section 2: Aims and Objectives	Page 3
Section 3: Identifying Special Educational Needs and Disabilities (SEND)	Page 3
Section 4: A graduated Response to SEND Support	Page 5
Section 5: Managing Pupils' Needs on the SEND Register	Page 5
Section 6: Criteria for Exiting the SEND Register	Page 6
Section 7: Supporting Pupils and Families	Page 6
Section 8: Supporting Pupils at School with Medical Conditions	Page 7
Section 9: Monitoring and Evaluation of SEND	Page 7
Section 10: Training and Resources	Page 8
Section 11: Roles and Responsibilities	Page 8
Section 12: Storing and Managing Information	Page 9
Section 13: Reviewing the Policy	Page 9
Section 14: Accessibility	Page 9
Section 15: Dealing with Complaints	Page 10
Section 16: Bullying	Page 10
Section 17: Additional Information	Page 11

The Special Educational Needs Coordinator (SENCo) is **Alison Lloyd**. She is also a member of the Senior Leadership Team. Alison Lloyd has been a SENCo for four years. She has a Bachelor of Education degree and a Post Graduate Certificate in Special Needs.

The Inclusion Governor is _____

This policy has been produced by the SENCo in consultation with teachers, Learning Support Assistants, the Senior Leadership Team and governors. It is shared with parents and carers via the school website and a paper copy can be obtained via the school office. This policy has been written to reflect the Special Educational Needs and/or Disabilities (SEND) Code of Practice, 0-25 guidance.

Section One

Introduction

Scantabout Primary School is a caring and inclusive school, which values the abilities and achievements of all its pupils. At Scantabout, we recognise that every child has strengths and difficulties and that some children have Special Educational Needs and/or Disabilities (SEND).

Every teacher, through careful assessment and planning, skilled teaching and well deployed resources, ensures that each child achieves their full potential and enjoys their learning.

Section Two

Aims

We aim to raise the aspirations of and expectations for all pupils with SEND. We focus on outcomes for each pupil rather than hours of provision and support.

Objectives

1. To identify and provide for pupils who have special educational needs and/or disabilities.
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 special educational needs and disabilities.
4. To employ a Special Educational Needs Coordinator (SENCo) who will coordinate SEND Policy.
5. To provide support and advice for all staff working with pupils with SEND.

Section Three

Identifying Special Educational Needs and Disabilities

Pupils are only identified as having SEND if they do not make adequate progress once they have had high quality, personalised teaching, interventions and adjustments.

The SEND Code of Practice, 0-25 Years, describes four broad areas of SEND. These are:

Communication and Interaction:

Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with

mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

A child with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child has a SpLD, - although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people 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. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Scantabout Primary School we identify and consider the needs of the whole child. The purpose of identification is to establish what actions we need to take, to best support a pupil, not to fit a pupil into a category.

We also recognise other factors which are not areas of SEND, but which may impact on progress and attainment. These are:

- Disability (although reasonable adjustments must be made for disabilities under the Disability Equality legislation, these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being in receipt of the Service Premium Grant
- Being a Looked After Child or Previously Looked After Child

Behaviour is not an area of SEND. A pupil's behaviour is seen as a response to underlying needs which will be considered and identified.

Section Four

A Graduated Response to SEND Support

At Scantabout Primary School, high quality teaching, adapted for individual pupils, is the first step in responding to pupils who have, or may have, SEND. All teachers are responsible and accountable for the progress and development of all pupils.

The quality of teaching for all pupils is regularly monitored by the Senior Leadership Team. This includes reviewing and improving, where necessary, teachers' understanding of strategies used to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

The school undertakes an Assess – Plan – Do – Review cycle when deciding whether to place and keep children on the SEND register. The teacher and SENCo consider school's formative assessments, alongside national data and expectations of progress. Parents and children are involved at every stage.

For higher levels of need we draw on more specialised assessments from external agencies and professionals.

For more detailed information please see the Scantabout Special Educational Needs Information Report.

Section 5

Managing Pupils' Needs on the SEND Register

Children on the SEND Register receive support that is additional to and/or different from the other children in their year group. Pupil progress meetings take place every term. The teacher, LSA and SENCo meet to review and plan interventions. Teachers write child-friendly Individual Education Plans (IEPs) each term in consultation with the child. These state targets and actions and are used to celebrate progress and achievements. They are also shared with the parents.

The SENCo may decide that additional support from outside agencies is necessary. Agencies which currently support children at Scantabout include:

- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist
- School Nurse
- Physiotherapist
- Physical Disabilities Adviser

Parents, teachers, LSAs, children and the SENCo attend meetings with outside agencies as appropriate. Reports are distributed to all adults who support the child and targets are shared with the child.

The SENCo can request an Education and Health Care Plan (EHCP) if they feel that a pupil requires additional, specialised support. This requires an assessment by the Educational Psychologist and reports detailing the pupil's, parents', school's and outside agencies' views. Where an EHCP is in place, annual reviews are held to evaluate and plan outcomes and approaches.

Section 6

Criteria for Exiting the SEND Register

If children achieve their targets and make good progress with their learning, they may no longer require individual daily support that is different from and/or additional to that needed by other members of the class. These children may come off of the SEND register. They will continue to receive high quality teaching that is differentiated and personalised within the classroom setting. Parents will be fully involved in this decision.

Section 7

Supporting Pupils and Families

The school works in a collaborative partnership with parents, who have a critical role to play in their child's education. Teachers will discuss each IEP with parents and give them a copy. Often parents' roles will be specified alongside the targets. If a parent has a query about their child's progress, they should contact the class teacher.

The school's SEN Information Report can be accessed via the school website and office. Information on admissions arrangements can be obtained in the same way.

The Local Authority has a Parent Partnership Service - Support4SEND - which provides impartial advice, information and support to parents and carers of children and young people with SEND throughout Hampshire. This service can be accessed by telephone on 01962 845870 or via the internet on

www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send

Hampshire County Council's Local Offer can be accessed on line at

<https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>

Pupils may be supported during the transition between classes, teachers or schools in a variety of ways. These may include:

- Staff discussions
- Social stories
- Photo books
- Visual timetables
- Transition visits
- ELSA (Emotional Literacy Support Assistant) Groups
- Inclusion Partnership Agreements
- Transfer meetings

Where additional support may be needed for tests, national guidance is consulted by teachers and the SENCO to inform decisions, which will be shared with parents.

Section 8

Supporting Pupils at School with Medical Conditions

At Scantabout, we recognise 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 SEND and some may have an EHCP which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

The school will work closely with parents and outside agencies to support pupils with medical conditions and will ensure that staff are given appropriate training to support the pupil with their needs.

The supporting pupils with medical conditions policy can be found on the school website or obtained from the school office.

Section 9

Monitoring and Evaluation of SEND

The progress of pupils with SEND and the effectiveness of interventions is constantly monitored and evaluated by the class teacher, SENCo and subject leaders. The Senior Leadership Team regularly observes class teachers and LSAs and considers their support for pupils with SEND. Pupil views and parent views are also taken into account when evaluating the provision for SEND. Each child has an 'In and Out' book which contains their IEP and any tracking documents we are using. These are completed weekly and handed into the SENCo who can monitor and make any adaptations needed. Half termly reviews are taken place with the SENCo, class teachers and the LSAs. During this time books are monitored alongside any observations and IEPs are updated accordingly.

The SENCo reviews the School Action Plan with the SEND governor each term. They summarise these discussions in termly reports to governors. The governors agree spending priorities and review policies.

Section 10

Training and Resources

The School Development Plan incorporates action plans and evaluations relating to raising the achievement of pupils with SEND.

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.

In-house SEND training and development is arranged to ensure that provision for pupils experiencing SEND is appropriately delivered.

All teachers and support staff undertake induction on taking up a post, and this includes meetings with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCo regularly attends the LA's SENCo network meetings in order to keep up to date with local and national developments in SEND.

Section 11

Roles and Responsibilities

The SEND Governor is responsible for meeting regularly with the SENCo to discuss the position of SEND in the school. They summarise this information in termly reports to the governing body.

LSAs are managed by the leadership team and deployment is based on pupils' needs across the school. The role of the LSAs is to work alongside the class teacher to support children and deliver interventions. LSAs are directed by the class teacher with whom they work. It is the responsibility of the class teacher to plan for all pupils and vary the lessons according to pupil's needs and resource appropriately. Class teachers carefully mark all pupils work and adapt their planning where it is felt a pupil needs additional support or can be extended on to the next area of their learning. Our HLTA delivers additional support to focus groups and individuals.

The Headteacher has overall responsibility for Safeguarding within the school.

The Headteacher with the support of the leadership team manages funding for Pupil Premium Grants and Looked After Children.

The administration alongside the SENCo manages the school's responsibility for meeting the medical needs of pupils.

Section 12

Storing and Managing Information

The school has robust systems to ensure that any information about a pupil with SEND is stored securely. All confidential meetings and observations are logged on CPOMS. Any additional confidential information is kept in a locked cabinet. Computerised information is kept within the school network. Information is only accessible to school staff, the child's parents and agencies directly involved in the support process.

We are legally required to keep information about pupils with SEND until the child is 25. This is in line with the SEND Code of Practice (2014), 0-25 years.

The School's Data Protection Policy can be found on the school website or obtained via the school office.

Section 13

Reviewing the Policy

The school SEND policy will be reviewed annually by the SENCo in conjunction with governors, LSAs, the headteacher, teachers, parents and pupils. Any information which changes within the year will be amended where necessary.

Section 14

Accessibility

As an inclusive school, we strive to ensure that every child has full access to the curriculum including the wider school curriculum which includes after-school clubs, leisure and cultural activities and school visits.

Site accessibility:

- Each classroom has an external door which is used as a fire exit.
- We have an accessible toilet and shower within the school.
- Where there are constraints everything possible is done to remove them.
- Parents are asked to be aware of potential constraints when considering Scantabout Primary School for their child.

Curriculum accessibility:

- Children with SEND are carefully considered when teachers are planning.
- All learning activities are planned so children can access them whatever their specific needs. We also ensure they are sufficiently challenging to ensure progress.
- Specialist equipment and resources are obtained as necessary.
- Progress is monitored and teachers' planning is adjusted accordingly.

- Advice from external agencies is sought and acted upon where appropriate.

We are always happy to meet parents. Each term there are opportunities for parents to meet with class teachers at parents' evenings. Between times parents are welcome to contact the school office to arrange a meeting with a teacher or member of the leadership team.

The school will, when needed, deliver written information (for example information about school events) to disabled pupils. The information presentation will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

The school accessibility plan can be accessed on the school website and via the school office.

Section 15

Dealing with Complaints

If parents have any concerns about their child's progress or provision, they are encouraged firstly to see the class teacher. The next step would be contacting the Special Educational Needs Coordinator, who would be happy to discuss any issues. If questions still remain parents should arrange to consult with the Headteacher. Finally, the governing body can be contacted.

Please see the school's Complaints Policy & Procedure for further information. This can be viewed on the school website obtained in hard copy from the school office.

Please see the school's complaints procedure for further information. This can be viewed on the school website or obtained via the school office.

Section 16

Bullying

We believe that Scantabout Primary School is a caring and inclusive environment. Our school values of happiness and respect foster positive interactions. We safeguard the needs of pupils with SEND whilst promoting their independence and building their resilience.

Bullying at Scantabout Primary School is taken very seriously and any matters are dealt with promptly by class teachers and the senior leadership team, where necessary.

The anti-bullying policy can be accessed on the school website or obtained via the school office.

Section 17

Additional Information

Scantabout Primary School documents referred to in this policy include our:

- Accessibility Plan
- Administration of Medicines Policy
- Admissions Arrangements
- Anti-bullying Policy
- Complaints Procedure
- Data Protection Policy
- SEN Information Report
- Supporting Children at School with Medical Conditions

These can all be found on our school website or obtained via the school office.

Hampshire County Council's Local Offer can be accessed on line at
<https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>

Hampshire's Parent Partnership Support4SEND Service can be accessed by telephone on 01962
845870 or via the internet on
www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send

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Approved by Full Governing Body :

Date of next review : **July 2019**