



Uplands Manor Primary School

2.0 Special Educational Needs and Disability Policy

Date Reviewed by Governors: November 2018

Renewal period: Bi-Annual

Next review: November 2020

This policy complies with the statutory requirement laid out in the:

- SEND Code of Practice 2014
- Equality Act 2010
- Children and Families Act 2014

SEND Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress and enjoyment in learning as the main indicator of success.

Aims and Objectives of this Policy

The aims of our SEND policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure a high level of staff expertise to meet the needs of those children in the Focus Provision through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

The Head Teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Deputy Head Teacher with Pastoral responsibility and Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Head Teacher, Deputy Head Teacher and the governor with responsibility for SEN on the ongoing effectiveness of this SEND policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, **all teachers are teachers of pupils with Special Educational Needs**. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Broad areas of need as outlined in the SEND Code of Practice 2014

These four areas give an overview of the range of needs that the school plans to support. In practice, individual children or young people usually have needs that cut across some or all of these areas and their need may change over time:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

The purpose of identification is to work out what action the school needs to take, not fit a pupil into a category. The needs of the whole child will be considered in the process, as well as the specific issues that are raised.

The graduated approach to SEND support

Identifying and adapting teaching to meet pupil's needs is a process that is in place for all children. The school, through termly pupil progress meetings, identifies pupils who are not making expected progress or working below year group expectations. Class teachers will put in place, if necessary, relevant and timely interventions, alongside quality first teaching. This is done in partnership with the Parents/ Carers.

Where a pupils needs are persistent, the class teacher will complete a learning referral and arrange a meeting with the SENCo. The SENCo will meet with Parents/ Carers to gain their perspective about their child's needs. Where appropriate the child's needs will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the schools SEN register at 'SEN Support'. Consent will be gained from parents for this.

Working together, the SENCo, class teacher, parents and child (where appropriate) will select support and intervention strategies to meet the outcomes identified for

the pupil through the Action Plan. These will be reviewed termly, moving a pupil to securing good outcomes. This is known as the graduated approach.

The school may involve specialists at any point for advice regarding identification and/or effective support. However, where a pupil continues to make less than expected progress despite secure evidence of appropriate support and interventions, the school will consider involving specialists. Parents/ Carers will always be involved in any decision.

SEN Support and EHCP process

Where the special educational provision required to meet the child needs cannot reasonably be provided from within the resources normally available to the school, the school in consultation with parents will consider whether requesting an Education Health Care Plan (EHCP) from the Local Authority is appropriate. To inform this decision, the SENCo will have close regard to the Local Authority's criteria for funding through an EHCP assessment. This can be found on the Local Authority's Local Offer website.

Removing Pupils from the SEN Register

In consultation with Parents/ Carers, a pupil will be considered for removal from the SEN Register where he/she has made sustained, good progress that:

- Better than the previous rate of progress and has sufficiently closed the attainment gap between the child and peers of the same age: or
- Where a child's wider development and/or social needs have improved and progress in the targeted area is considered sustained;
- SEN support is no longer required to ensure this progress is sustained

Roles and Responsibilities

Headteacher

- the Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Head Teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
 - pupil progress meetings with individual teachers

- regular meetings with the SENCO
- discussions and consultations with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with Special Educational Needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with identified special needs
- monitoring the school's system for ensuring that Individual Education Plans/ Provision Plus Reviews, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting termly with each teacher to review and revise targets for children identified at the Provision Plus level or who have an Education Health Care Plan
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's SEN Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

Class teacher

- Liaising with the SENCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a Special Educational Need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Action Plan to address a special educational need (this would include pupils with statements/EHC Plans)

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- 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
- 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 all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the SENDIASS (Action for children) services available as part of the Local Offer.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning, dependent on age and area of difficulty

- identify their own needs
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Action Plan Reviews.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Focus Provision for those children with Speech, Language and Communication Needs (SLCN)

The Local Authority funds an eight place provision for those children with SLCN. Entry to this provision is through SEN provision panels. All children need to have an Education Health Care Plan to gain a place in the provision. As part of the provision there is a Speech and Language Therapist based at Uplands Manor one day a week where she delivers direct therapy, supports training of all staff and works with parents. All staff who work with children in the Focus Provision are trained on delivering targets. Uplands Manor is committed to delivering whole school training on SLCN and promoting a total communication environment.

Criteria for entry to the Focus Provision is:

- Severe speech disorder
- Severe receptive/ expressive language disorder
- Severe receptive and expressive language delay where a child may have other difficulties but speech, language and communication is their Primary need
- Children with hearing impairment who have moderate to severe hearing loss who are going to be oral but who need a language rich environment and intensive SALT

To be able to access the Focus Provision a child must have an Education health Care Plan

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Deputy Head Teacher for Pastoral and then the Head Teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Appendices

SEN information Report 2018

Accessibility Plan 2018 - 2021

Medical and First Aid Policy 2018

Nurture Policy 2018

Intimate Care and Toileting Policy 2015