



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence

Special Educational Needs and Disabilities Policy.

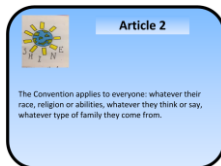
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Signed A. M Boyd

C. Barclay COG



At Shotton Hall Primary School we aim to help all children reach their full potential and we take our responsibility towards the identification and assessment of special educational needs very seriously. We aspire to offer an inclusive education, offering support to all children including those with special educational needs.

At Shotton Hall Primary School we provide an environment which enables pupils to progress to the best of their ability, to encounter success through careful planning and effective teaching.

We do our best to remove all barriers which adversely affect the learning of pupils with Special Educational Needs. All children will have access to all facilities which are appropriate to their development. This entitlement will extend throughout the school and include extra-curricular activities.

Definition of SEND

'A child has a special educational need if he or she has a significantly greater difficulty in learning than the majority of children at the same age, or has significant talents above children of the same age: or a disability which makes it difficult to use the educational facilities generally provided; or is under 5 and falls within the above definitions.'

(Excellence for all Children: Meeting Special Educational Needs)

The Governors and staff at Shotton Hall Primary School believe that early diagnosis and appropriate intervention improve the prospects of children with Special Educational needs, and that for some children, giving more effective attention to early signs of difficulties can prevent the development of SEN.

We have high expectations for all children: we will celebrate diversity and maximise the opportunities for all children to experience success.

We believe that parents are crucial to a child's education. We strive to work in partnership with parents and other statutory and voluntary agencies, e.g. social and health services etc. - in order to make appropriate decisions regarding early identification of SEN and appropriate intervention.

We believe that all children should be educated in accordance with their age, ability and aptitude and that they should all have access to a broad and balanced curriculum.

We are fully committed to the active promotion of equal opportunities in our work and we will ensure that all children have equal access to the whole curriculum. Assessment of children with SEN will be an extension of the school's work with all pupils and information from assessment will inform teaching and learning. We undertake systematic assessment, monitoring and target setting processes to help prevent underachievement.

Expectations

All staff are responsible for meeting pupils' special educational needs and ensure the graduated approach is followed (Assess, Plan, Do, Review).

Each class teacher will have access to support, advice and training available within and beyond the school. Class teachers express initial concerns about individual pupils with the SENCO and parents, before placing the child on the Special Needs Register.

The coordinator, and where appropriate other professional personnel, will offer support and guidance to all colleagues in making appropriate provision to meet identified needs.

The Special Educational Needs Co-ordinator will:

- Work in collaboration with the head teacher and Governors to determine the strategic development of the SEN Policy and provision in the school in order to raise achievement of children with special educational needs.
- Take responsibility for the day to day operation of the special educational needs policy and coordination of the provision made for individual children with special educational needs, working closely with staff, parents, carers and other agencies.
- Provide related professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs.
- Monitor the quality of teaching and standards of achievement through analysis of children's work and set new targets for improvement where applicable.
- Monitor allocation and availability of resources to ensure equal access for children with special educational needs and ensure resources are used to maximum effect.
- Contribute to in-service training and seek to encourage continued professional development amongst staff.
- Liaise with parents of children with special educational needs, LEA support services, Educational Psychology Services, Health and Social Services and voluntary bodies
- Support staff in completing Support Plans and oversee records of

- all children with special educational needs.
- Provide support for learning support assistants within the school to maximise learning opportunities for children with special educational needs.

Governing Body

The governing body will have the following responsibilities. They will:

- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher.
- Ensure that there is a qualified teacher designated as SENCO.
- Cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Head Teacher

The head teacher will have the following responsibilities. They will:

- Take overall responsibility for implementing the code of practice.
- Ensure that the SENCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child.
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.

Identification of pupils with special educational needs:

At Shotton Hall Primary School we believe that early identification and appropriate intervention improves the prospects of all children with special educational needs. For some children, giving more attention to early signs of difficulties can prevent greater difficulties later.

We aim to identify a child's special educational needs as soon as possible on entry to the Foundation Stage, monitoring progress and achievement in line with EYFS Profile assessment criteria. Concerns may also be expressed from parents, or other outside agencies, on or before entry to school.

Children can be identified as having special educational needs through the following criteria:

- Significantly low or unusual EYFS Profile Assessment
- Significantly below expected attainment for their year group
- Significantly below age related expectations in numeracy and literacy requiring work that is different from that of any group within the class.

- Identification of need from nursery, Health, Social or Speech and Language Services.
- Problems identified from health screening
- Having undergone formal assessment by EP Service
- Having received a statement of special educational needs
- On entry to school at any time, if previously been registered at another school as having Special Educational Needs.
- At any time if the parent or carer expresses concern which is not all allayed by the class teacher, Head or SENCO.
- If there is substantial discrepancy between pupil attainment and capability.
- At any time the teacher feels that the child requires individual materials and resources to access the curriculum.

Support Plans and Short Notes

The class teacher will remain responsible for the day to day planning and delivery of the Support Plan targets. A Support Plan incorporates the action to be taken to help the child's progress in light of their previous assessment. This may incorporate materials, resources, support within a group or individually. Targets will be SMART, (specific, measurable, appropriate, relevant and with a timescale). The targets should include that which is different from, or additional to, the differentiated curriculum.

Targets should be linked to the the four areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Physical and Sensory.

Support Plans should be written in collaboration with the learning support assistants, pupils and should be reviewed termly with parents.

A Support will include:

- Three or four short term targets
- Teaching strategies to be used
- Provision to be put in place
- Date of review
- Intervention programme.
- Outcomes dated when achieved
- Reviewed three times a year

If necessary the school will involve external support services following a decision made by the SENCO, class teacher, support teacher, child and parent. The triggers for could be that, despite an individualised programme, and/or concentrated support under the child:

- Continues to make little or no progress in specific areas over a period of time.
- Continues working at National Curriculum Levels significantly lower than that expected of children of a similar age.
- Continues to have difficulty in developing numeracy and literacy skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- Has sensory or physical needs, and requires additional specialist equipment, advice or visits from specialist services.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

- Meets the referral criteria set out by the LEA.

When seeking help from external support services the school will provide records, Support Plans and Short Notes, (to establish strategies already applied by the school and progress achieved), work samples, (where appropriate).

Outside specialists may be required to complete classroom observations, and specialist assessments to measure progress of individual pupils.

The SENCO, class teacher, numeracy and literacy co-ordinators will work with specialists, where appropriate, to consider a variety of teaching strategies and approaches, specialist equipment or resources to reduce the child's special educational needs.

The Support Plan will set out fresh strategies supporting the child's targets and progress. Although these targets may be set with the support of other agencies they will be implemented, in the main, within the classroom setting.

The delivery of interventions recorded in the Support Plan remains the responsibility of the class teacher. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Needs Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school.

Referral for Education, Health and Care Needs Assessment

The school will ensure-

- Records of regular reviews and their outcomes are recorded.
- The pupil's health including the child's medical history where relevant is included.
- Early Learning Goals and National Curriculum levels of attainment in Literacy and Mathematics are accurate.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals such as health or social services.
- Costed provision maps.

Parent or School are the only partner who can request an Education, Health and Care Needs Assessment.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth.
- Details of all of the pupils special needs, including health needs.
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs.
- Short term targets for the child to work towards.
- Identification of the type and name of the school where the provision is to be made.
- Relevant non-educational needs of the child.
- Information on non-educational provision.
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

ASSESSMENT AND MONITORING PROGRESS

The progress of children with SEN is monitored in a number of ways. These include:

- Reviewing of support plan targets.
- Discussion at review meetings.
- Regular Reading and Spelling tests.
- Half term class assessments.
- Optional SATs.
- Key Stage 1 and 2 SATs
- Record Sheets for specific Intervention Programmes.
- School tracking systems.

Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers.
- prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.

At Shotton Hall Primary School we place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

It is important that children with SEN are aware of their targets and the additional support that is being put in place for them and why. We ensure that children are given regular feedback about their progress and are also given the opportunity to give their opinions about the progress they are making and the provision/intervention they receive. Where appropriate we encourage children to help to set new targets for themselves.

Children with SEN support plans or an EHCP will have regular review meetings.

We ensure we have strong links with other schools, which allows staff to share information effectively and result in a smoother transition for children with SEN and their parents/carers.

We also maintain links with special schools to access training opportunities and seek advice relating to specialist SEN areas. The SENCO and Head Teacher attend COL meetings and SENCO network meetings to meet with other SENCOs from nearby

mainstream schools in order to share expertise and keep up to date with new and current issues.

Medical Register

The SENCo maintains a copy of the Medical Register as the responsible person. Copies will be kept in the medical room which is easily accessible by first aiders and is available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with their team leader. The SENCO will become involved should a child's medical attention present a barrier to their learning.