



The Meadows
Primary School

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

January 2018
To be reviewed January 2020



THE MEADOWS PRIMARY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

1 INTRODUCTION

- 1.1 This policy was updated in 2018, in line with:
- the revised Special Educational Needs Code of Practice (2015);
 - the Education (Special Educational Needs) (Information) (England) Regulations (1999);
 - the Children Act (2004);
 - the Government's National Framework for Change for Children, as set out in 'Every Child Matters: Change for Children' (2004);
 - DfES Guidance, Inclusive Schooling (Children with SEN) 2002.

2 RATIONALE

- 2.1 At The Meadows Primary School we believe anything is possible. We know that children have the right to be provided with a creative, innovative and exciting education that will inspire them to become lifelong learners who are enthusiastic and proud of everything they do. We want every child to excel in all aspects of their learning within an immersive, imaginative, expressive and inclusive environment. We want children to become confident discoverers, explorers and creators. We keep children as the focus of everything we do.
- 2.2 Our school is committed to ensuring that all its pupils are fully included in all aspects of school life, and given every support to achieve the five outcomes of "being healthy", "staying safe", "enjoying and achieving", "making a positive contribution", and "achieving economic well-being" as adults. (*Every Child Matters: Change for Children.*)
- 2.3 We "actively seek to remove the barriers to learning and participation that can hinder or exclude children with special educational needs". (*Section 7, DfES Guidance, Inclusive Schooling (Children with SEN) 2002.*)

3 AIMS

- 3.1 At The Meadows Primary School we recognise that some children may have special educational needs, and will require support and interventions additional to and different from those of the majority of pupils, in order to realise their full potential and gain equal access to the curriculum. We aim to:
- create and sustain a learning environment that encourages all children to feel included, to aspire, and to achieve;
 - support each child to have a positive experience of school, to actively engage in their own self-development, and to achieve their full potential;
 - ensure that the special educational needs of children are identified as early as possible;
 - provide a comprehensive, up-to-date network of interventions to cater for all children's identified special educational needs, additional to and different from class-based differentiation.

4. OBJECTIVES

4.1 We will achieve our aims through:

- **a graduated process of identification and intervention** that is clearly understood by all staff, easily accessed, and adequately documented (see section 8 for details);
- **a school provision map** setting out all available interventions to support children with special educational needs, which is carefully planned, monitored and updated by the Inclusion Leader, together with governors, the Head Teacher, Class Teachers and Teaching Assistants, on an annual basis;
- **inclusive, differentiated class-teaching**, facilitated by a shared approach whereby Class Teachers and Teaching Assistants have opportunities to share ideas and expertise across year groups and for different types of need, and to access a central store of resources for children with special educational needs;
- **relevant training and advice** provided for Class Teachers and Teaching Assistants in order to ensure appropriate differentiation and to implement relevant interventions;
- **parental involvement** to ensure they are consulted throughout the graduated process of identification and intervention, fully informed of their child's identified needs, and able to play their part in supporting their child's education and development;
- **children's involvement** to ensure they are actively engaged in their program of support, and clear about their targets for achievement.

5. DEFINITION OF TERMS

5.1 Special educational need

"Children have special educational needs if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for him or her". (*Special Educational Needs and Disability Code of Practice 2015*)

5.2 Learning difficulty

"Children have a **learning difficulty or disability** if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions." (*Special Educational Needs and Disability Code of Practice 2015*)

Learning difficulties can be defined as **moderate** (MLD), **specific, severe** (SLD), or **profound and multiple** (PMLD). See appendix I for detailed definitions of each level of difficulty.

5.3 Four areas of need

The Special Educational Needs and Disability Code of Practice defines four key areas in which a child may experience learning difficulties. These are summarised below. See appendix II for definitions of children falling within each area of need.

- Communication and interaction (included in this category are children with a diagnosed autistic spectrum disorder (ASD) – see appendix I for details);
- Cognition and learning (included in this category are children with a diagnosed specific learning difficulty such as dyslexia, dyscalculia and dyspraxia – see appendix I for details);
- Social, emotional and mental health difficulties (included in this category are children with a diagnosed Attention Deficit Hyperactivity Disorder (ADHD) – see appendix I for details);
- Sensory and/or physical needs (included in this category are children with visual and hearing impairments or physical disabilities – see appendix I for details).

5.4 Special educational provision

This refers to "educational provision that is additional to, or different from that made generally for children of the same age in mainstream schools." (*Special Educational Needs and Disability*

Code of Practice 2015”) For details of appropriate provision for children based on area of need, see appendix II.

6 THE ROLE OF THE GOVERNING BODY

6.1 Policy

The governing body, together with the Head Teacher, decide the school’s general policy and approach to meeting pupils’ special educational needs for those with and without statements.

6.2 Staffing and funding

The governing body, together with the Head Teacher and the Inclusion Leader, set up appropriate staffing and funding arrangements to meet the aims and objectives set out in the special educational needs policy and the School Development Plan, giving due consideration to level of need reviewed on an annual basis, or more frequently in certain situations.

6.3 Provision of support for children with an Education, Health and Care Plan

The governing body appoints a ‘responsible person’ to ensure that all those likely to teach a pupil with an Education, Health and Care Plan are informed about the plan.

6.4 Oversight of the school’s arrangements and provision for meeting special educational needs

Under section 317 of the 1996 Education Act, the governing body has a duty to ensure that the necessary provision is made for pupils with special educational needs. The governing body ensures that:

- the necessary provision is made for any pupil who has special educational needs, and that those needs are made known to all who are likely to teach that pupil;
- the identification of, and provision for, pupils who have special educational needs is recognised for its importance and given high priority;
- quality of provision is high, and children with special educational needs make progress;
- inclusion in all aspects of school life is promoted and facilitated for pupils with special educational needs.

6.5 Reporting to parents

The governing body is required to report to parents on the implementation of the school’s policy for pupils with special educational needs.

6.6 SEN governor

The governor appointed to have specific oversight of our school’s arrangements and provision for meeting special educational needs is Mrs Sian Tucker.

7 THE ROLE OF THE HEAD TEACHER

7.1 The Head Teacher is Mrs Joy Mounter.

7.2 The Head Teacher has overall responsibility for leadership and management of the staff team, and the achievement and progress of all pupils, including those with Special Educational Needs.

7.3 The Head Teacher has specific oversight of the school’s arrangements and provision for meeting special educational needs.

7.4 The Head Teacher informs the governing body of all matters relating to provision for meeting special educational needs within the school, and communicates key information about children at EHCP or SEN Support level, whilst ensuring confidentiality is maintained.

7.5 The Head Teacher is formally identified as the 'responsible person' who makes sure that all those who are likely to teach a pupil with an Education, Health and Care Plan are informed about the plan.

8 THE ROLE OF THE INCLUSION LEADER

8.1 The Inclusion Leader is Louise King

8.2 The Inclusion Leader is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at The Meadows. Mrs King can be contacted through the school office by telephone or email. If the Inclusion Leader is not available, issues related to special educational needs will be dealt with by the Deputy Head Teacher or Head Teacher.

8.3 Line management

The Inclusion Leader manages the team of Teaching Assistants who deliver programs of support to children at Boost and SEN Support levels of intervention (see section 9 for definitions of terms). She ensures appropriate training and advice is made available in line with the needs of the school, the Teaching Assistant team as a whole, and individual needs. Together with the Head Teacher, she meets regularly with Teaching Assistants both collectively and individually, to ensure they are acting within current policy, effectively delivering current provision, aware of current issues that affect them, and fully supported in their roles. She allocates Teaching Assistants to support specific individuals, groups or classes, and to deliver specific programs of support, in line with the school provision map.

8.4 Identification and intervention

The child's class teacher is the first point of contact for any concerns about a child's needs. They will liaise with the Inclusion Leader to agree appropriate action or provision.

The Inclusion Leader will oversee the graduated process of identification and intervention (described in section 9 of this policy). She co-ordinates appropriate advice, actions and resources at each stage of the graduated process.

8.5 Facilitation

The Inclusion Leader ensures programs of support are delivered appropriately to children identified as part of the graduated process. Together with the Head Teacher and governors, she allocates funds targeted for SEN support in line with the provision map of need. She mobilises a range of resources from within and outside of school, in response to the needs of the children in line with Best Value principles.

8.6 Partnership management

The Inclusion Leader is critically engaged in multi-agency working: mobilising and deploying professionals from multi-agency services within the school in effective and efficient ways to improve targeted children's learning, behaviour, personal and social development and wellbeing. She is responsible for integrating para-professionals into school organisation, ensuring they are familiar with school culture, policy and practice. She clarifies and agrees targets and goals with external agencies.

8.7 Advice and training

The Inclusion Leader provides advice and training to teaching staff in all aspects of special educational need, both in formal staff meetings and INSET sessions, and through informal discussions as needed.

8.8 Quality assurance

The Inclusion Leader monitors and evaluates the implementation of SEN policy and provision. She supports staff to write and implement effective and appropriate Individual Educational Plans and/or Pupil Inclusion Plans at EHCP and SEN Support level (see section 9 for definition of terms). Together with Class Teachers and Teaching Assistants, she devises and oversees appropriate programs of support in line with the school provision map, and allocates Teaching Assistants to deliver these. She advises Class Teachers on appropriate ways of differentiating for children with special educational needs, and including them in all aspects of the curriculum and whole-school activities.

9 THE GRADUATED PROCESS OF IDENTIFICATION AND INTERVENTION

9.1 The graduated process of identification and intervention recognises that there is a continuum of special educational needs. It sets out the school's policy on the identification of learning difficulties across the four areas of special educational need. It systemises the way in which programs of support that form part of our school provision map are targeted and delivered. It ensures full use is made of classroom and school resources and personnel, and identifies the stage at which it becomes necessary to seek specialist expertise and outside resources.

9.2 Cycle of planning, do and review

This school places great importance on the early identification, assessment and provision for any child who may have special educational needs. Assessment of need is not regarded as a single event, but as a continuing process. If a child's difficulties prove to be transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to initial interventions, then additional help will be considered. Thus, children will receive appropriate interventions for their needs, based on regular review as described below.

9.3 Exceptional circumstances

Although the graduated response set out below is school policy for the majority of our pupils, there will always be exceptions where the level of need means a child moves more rapidly through the levels of intervention, and may even need to receive support at the highest level from the very beginning. The steps set out below should not be regarded as a rigid framework that can only be accessed from the bottom rung. When initial concerns are raised, the class teacher will decide what level of provision is appropriate based on the needs of the child in collaboration with the Inclusion Leader. This will particularly apply where a child is new to school other than during the Reception year, and may already have been receiving support at a certain level in a previous school.

9.4 New concern

- A Class Teacher with concerns about a child who appears to be experiencing learning difficulties should initially discuss this with the parents (or may indeed have been approached by parents with concerns), and then meet with the Inclusion Leader to add their details to the School's Profile of Need.
- The Inclusion Leader and the Class Teacher will agree an appropriate level of intervention. If this is to be intervention at Boost level, agreed actions will be recorded on the Profile of Need.
- All new concerns will be reviewed annually following end-of-year assessments in May, with a view to setting up provision for the new academic year.

9.5 Curriculum differentiation

For children identified as new concerns, actions recorded on the Profile of Need identify strategies used to differentiate the curriculum, and/or any behaviour management strategies to

be employed. These may be sufficient to address concerns, or it may be felt on review that further measures are needed.

9.6 **Boost support**

For children identified as Boost level, interventions, additional differentiation and targeted teaching will be used to boost confidence and reinforce learning, with in-class and/or small group TA support targeted towards those children. Children identified at Boost level will have their support plotted on an **Individual Provision Map** at Boost level. Support will be on an individual or small group basis, and children may be withdrawn for programs of support, and/or have a Teaching Assistant assigned to them for some sessions in class. Parents are provided with an **Individual Provision Map** for their child during Term One, which is formally reviewed annually, following end-of-year assessments. If a child receiving Boost support is assessed as not making progress despite appropriate support, it will be necessary to explore whether they have a specific Special Educational Need as described in Section 5.

9.7 **SEN Support**

For children identified as having learning difficulties that require individualised interventions additional to and different from those usually provided as part of the school's usual differentiated curriculum and 'boost' support, parents will be consulted with a view to instigating support at SEN Support level. The majority of children identified at SEN Support level will have their support plotted on an **Individual Provision Map** at SEN Support level. Support will be on an individual or small group basis, and children may be withdrawn for programs of support, and/or have a Teaching Assistant assigned to them for some sessions in class. Parents are provided with an **Individual Provision Map** for their child during Term One, which is formally reviewed annually, following end-of-year assessments. Each Class Teacher is given the equivalent of 4 staff meeting hours during the school year to meet with the Inclusion Leader and discuss the progress of their children at SEN Support level or higher.

9.8 **Individual Education Plans**

Where a child has complex or more significant levels of need, an **Individual Education Plan** may be required, giving details of strengths, difficulties and assessment data. It sets out specific targets for the child to work towards, with details of methods to be used to achieve those targets, people and time involved, and how success will be measured. IEPs will be reviewed twice annually. Reviews may be more frequent in individual cases.

9.9 **Pupil Inclusion Plans**

It may also be felt, in exceptional circumstances, that a child needs a Pupil Inclusion Plan to identify general, long-term strategies for inclusion in classroom and whole-school activities. PIPs will be reviewed annually, during a child's first term in a new class.

9.10 **Outside Agency Involvement**

At a child's Provision Map/IEP review, a decision may be made to consult an outside specialist regarding appropriate support for that child. The specialist will consult with staff, and may also do some or all of the following:

- meet with parents;
- observe the child in class, with a Teaching Assistant or at play as appropriate;
- carry out specialised assessments of the child in the area of concern;
- advise on IEPs and PIPs for the child, and on the review and update of these over time;
- prepare a report on the child's needs;
- support school in making a referral for statutory assessment in the circumstances outlined below.

9.11 Referral for statutory assessment

In very exceptional circumstances, a decision will be made to refer for statutory assessment by the Local Authority, with a view to obtaining an **Education, Health and Care Plan**.

An EHCP carries an allocation of top-up funding. This allocation reflects the level of funding the Local Authority deems appropriate to meet the child's special educational needs.

- School are expected to provide support to the value of £6000 before an EHCP is issued.
- The Local Authority will provide funding for provision above £6000, subject to annual review.
- In either case, school will be required to implement the objectives and provision specified in the child's statement, with the support of appropriate outside advisors, subject to **annual review**.

10 ASSESSMENT CRITERIA

In all cases detailed below, the Inclusion Leader will consider the Class Teacher's concerns, and those of parents, alongside assessment data.

10.1 SEN Support

The class teacher and Inclusion Leader will consider the following factors when identifying a child at SEN Support level:

- Difficulties addressed through Boost provision persist after a year of support at this level, and the child has made little or no progress.
- Formal testing against level age-related expectations and standardised scores, analysis of projected targets, and teacher appraisal identify a persistent and widening gap in attainment or underachievement between the child and his/her peers.
- The child shows signs of difficulty in developing basic literacy or mathematics skills.
- The child presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school.
- The child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- The child has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of specialist equipment and/or support strategies.

10.2 Outside Agency Involvement

The Inclusion Leader will consider the following factors when identifying a child requiring outside agency involvement:

- The child continues to make little or no progress over a long period.
- The child continues to work at substantially below the age-related outcomes for a child of their age.
- The child continues to have difficulties developing basic literacy and mathematics skills.
- The child has emotional or behavioural difficulties which substantially and regularly interfere with his/her own learning or that of the class group, despite the use of strategies to address this.
- The child has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- The child has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

10.3 Referral for statutory assessment

The Inclusion Leader will consider the following factors when making the decision to refer a child for statutory assessment by the Local Authority with a view to obtaining an Education, Health and Care Plan:

- At a review meeting involving any outside advisors involved, as well as parents, all agreed this was the appropriate course of action.
- The child demonstrates considerable cause for concern despite all measures employed.
- Strategies and programs of support have been implemented for at least four terms.

11 PARENTS IN PARTNERSHIP

- 11.1** At The Meadows we seek to fully involve parents in our response to their child's special educational needs, ensure they are in agreement with interventions and programs of action, that they fully understand these, and that they are aware of the parent partnership service. We seek to encourage active partnership with parents.
- 11.2** Through the parent/school agreement, we encourage parents to support their children's education, and to communicate effectively with staff, alerting us to any concerns they have about their children's learning or provision.

12 PUPIL PARTICIPATION

At The Meadows we actively encourage pupils to be involved in their own learning, and to work towards targets for improvement. Children with individual programs of support for special educational needs are given opportunities to discuss their targets for progress, and encouraged to reflect on ways to improve and participate actively in working towards their targets. Achievements are celebrated and rewarded on an individual basis.

13 LIASON WITH OTHER EDUCATIONAL ESTABLISHMENTS

- 13.1** The Foundation Stage Leader is Mrs Carver. She manages regular liaison with the main pre-school facilities from whom children transfer to The Meadows, sometimes in conjunction with the Inclusion Leader where appropriate. As far as possible, children with special educational needs prior to beginning school are identified at this early stage.
- 13.2** Both the Inclusion Leader and the Year Six Class Teachers meet with senior staff and Special Needs Co-Ordinators from secondary schools during Terms Five and Six, to pass on detailed records and hold discussions regarding all our transferring Year Six pupils, with particular attention to those with special educational needs. Where a child has an Education, Health and Care plan, additional arrangements are made for the child to visit his/her new school and to meet key staff who will be supporting him/her.