

Policy for Special Educational Needs and Disability (SEND)



Policy:	SEND Policy
This Policy was approved:	December 2021
This Policy will be reviewed:	December 2022
Governor committee responsibility:	Full Governing Body

This policy has been written with due regard to the following documents:

- The SEN Code of Practice (2015)
- The Equality Act (2010)
- Schools SEN Report Regulations (2014)
- Children and Families Act (2014)

As a Rights Respecting School, our curriculum content will also involve making pupils aware of:

- **Article 2** - You have the right not to be treated unfairly on any basis.
- **Article 3** - Adults should do what is best for you.
- **Article 12** - You have the right to an opinion, and to have it listened to and taken seriously.
- **Article 23** - You have the right to special education and care if you have a disability.
- **Article 28** - You have the right to a good quality education.
- **Article 29** - Your education should help you use and develop your talents and abilities.

Introduction

As a Rights Respecting School, our school ethos is built around Article 28 → All children have the right to a quality education. Our school environment is a safe place where all children are made to feel valued, so they are able to become confident, independent learners. We encourage them to take risks with their learning and develop skills of perseverance and resilience. We aim to develop the understanding that coping with life's difficulties and becoming resilient is a vital part of life.

We also believe that inclusion begins in the classroom, where we ensure that we provide all children with high quality teaching experiences within a curriculum that is engaging, relevant and inclusive to all. We have planned a very 'hands on' and practical curriculum with whole afternoons devoted to creative arts, health and well-being, outdoor education and STEM. In this way we provide a curriculum that allows all children to develop their skills and talents (CRC Article 29).

We are committed to providing equal opportunities to all groups of learners regardless of their age, gender, ethnicity, disability, attainment and background. We are aware that we may need to adapt our provision and provide appropriate support for different groups of learners, for example,

- ✚ Children with Special Educational Needs or those that have a disability (SEND)
- ✚ Children learning English as an additional language (EAL)
- ✚ Children with behavioural, emotional and social difficulties.
- ✚ Children who are academically 'more able.'

Categories of Need

Special Educational Needs usually falls into four broad categories. In practice, children may have needs across more than one of these categories.

- ✚ **Communication and Interaction** - Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or in following the social rules of communication. Children with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction.
- ✚ **Cognition and Learning** - Support may be required when pupils learn at a slower pace than their peers, despite differentiation. Learning difficulties covers a wide range of need including MLD (Moderate Learning Difficulty), SLD (Severe Learning Difficulty) and PMLD (Profound and Multiple Learning Difficulty). Specific Learning Difficulties (SpLD) affect one particular aspect of the curriculum and include dyslexia, dyscalculia and dyspraxia.
- ✚ **Social, Mental & Emotional Health** - Children and young people may experience a range of social and emotional difficulties, which manifest themselves in different ways. Pupils may be withdrawn or isolated as well as displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming or eating disorders. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.
- ✚ **Sensory and/or Physical Development** - Some children require special education provision because they have a disability which affects their access to education. This may be a visual impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI). Some children with a physical disability require additional support and equipment to access education.

Aims and Objectives of our SEN Provision

- ✚ To work in partnership with children and their families at every stage of the SEND process;
- ✚ To create an environment that meets the special educational needs of each child;
- ✚ To ensure that the special educational needs of children are identified, assessed and provided for;
- ✚ To make clear the expectations of all partners in the process;

- ✚ To enable all children to have full access to all elements of the school curriculum.

SEND Stages

Pupils with SEND will have their needs met according to a graduated response as follows. Pupils will be identified and supported using 'Assess, Plan, Do, Review.'

Identification and Assessment

If a child's needs are identified prior to entry to Glasshouses, provision will be put in place to ensure a smooth transfer from the onset. The admission of children with disabilities is discussed at a transfer meeting that will be held prior to the child starting school. Liaison may be made with the Local Authority for support to ensure the facilities are in place for easy access arrangements and a care plan is written and shared with parents.

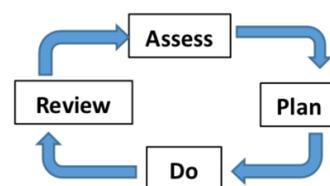
We recognise that there is a continuum of SEN and where necessary we will seek specialist expertise for support with barriers that a child may be experiencing.

The SEND Process

The process:

- ✚ Encourages the participation of pupils and their families;
- ✚ Integrates the work of education, health and care providers
- ✚ Follows a cyclical, graduated approach.

The school uses the following graduated approach to respond to children's special educational needs after the initial assessment:



ASSESS

In school, we believe that early identification of special educational needs is vital. The class teacher will alert the SENCO to any concerns that they may have about a child. The child will be placed on a 'Causing Concern' list and the start date noted. The class teacher and the SENCO will meet with parents to explain their concerns and to discuss an appropriate programme of intervention or support. This meeting with parents will also include a timescale for the intervention and a planned outcome.

PLAN

Following an initial assessment of a child's needs, the class teacher will meet with the SENCO to decide how best to provide support. We have a range of strategies in place to meet a child's needs. Teachers and support staff will look carefully at classroom organisation, teaching materials, teaching styles and support resources available to decide how these can be developed so that a child can access learning effectively.

DO

High quality teaching of an engaging and motivating curriculum, TA support, specific resources, extra phonics, support in reading, writing and maths, interventions, recommendations from specialist reports (such as Speech and Language etc.) are all ways in which our teachers provide extra support for our children to overcome barriers to their learning.

REVIEW

All children with identified SEN will have their progress carefully tracked and monitored by both their class teacher and SLT. Many children make excellent progress and only need extra support for a short or specified period of time. Some children may require different forms of extra support throughout their time at Glasshouses and the success of each type of support will be monitored and measured for its impact on progress. It may then be necessary to change the provision. If, despite receiving supported learning opportunities and interventions, expected progress has not been made, further school based action is sometimes necessary. The teacher will discuss the progress made and any identified barriers with the SENCO and the child's parents. Further programmes of support or intervention may be decided and put in place with specific targets for progress set. The SENCO and teacher will continue to review the child's progress and adjust the support as needed. For some children it may be necessary to place them on the SEN list for further support.

SEN SUPPORT

This is the first formal stage. The triggers for intervention through SEN support could be the class teacher's or others' concern, underpinned by evidence about a child who, despite receiving high quality teaching and differentiated learning opportunities:

- ✚ Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- ✚ Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas (specifically below or well below there ARE).
- ✚ Presents persistent social, emotional or mental health difficulties which are not improved by their behaviour management techniques usually employed by the school.
- ✚ Has sensory or physical problems, and continues to make little or no progress despite the provision of a supported curriculum.
- ✚ Who need a curriculum which is different from and additional to the usual differentiated teaching?

AT SEN SUPPORT

- ✚ The class teacher/SENCO will inform parents that their child is receiving additional support in school.
- ✚ Individual targets and interventions are devised for the pupil, with input from the SENCO.

- ✚ Targets are made explicit on a Glasshouses IEP (Individual I Education Plan) or an IBP (Individual Behaviour Plan) which is devised in consultation with the child and their parents.
- ✚ Progress is reviewed at pupil progress meetings, parents' evenings and other arranged review times when decisions are made about future provision. Targets are reviewed at least termly.
- ✚ Support is provided in class by teachers and support staff, but there will also be involvement from the SENCO.

If, despite significant support and intervention at SEN support, the school has evidence that a pupil is making insufficient progress, or if the SENCO believes that the nature of the pupil's difficulties requires it, we may seek further advice and support from external professionals.

The triggers for referral to outside agencies could be that, despite having received additional support under SEN support, the child:

- ✚ Continues to make little or no progress in specific areas over a long period.
- ✚ Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- ✚ Continues to have difficulty developing literacy or numeracy skills.
- ✚ Has social, emotional, mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group. despite having an Individual Behaviour Plan.
- ✚ Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- ✚ Has ongoing communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning.
- ✚ Requires regular speech and language therapy and follows a Speech and Language Therapy programme in school.

Where school seek the help of external support services, those services will need to be noted in the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Individual Education Plan and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example Educational Psychologists may be required for this. The SENCO will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues.

The SENCO, class teacher, and external specialists, will consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity,

or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the Individual Education Plan continues to be the responsibility of the class teacher.

MY SUPPORT PLAN

A 'My Support Plan' will be considered when a pupil is working with a number of external agencies or when it is through that a request for an Education, Health and Care needs assessment is needed.

Application for an Education, Health & Care (EHC) Plan

The majority of children with SEND will have their needs met within Glasshouses School. However, some children may need an EHC needs assessment in order for the local authority to decide whether it is necessary to make provision in accordance with an EHC Plan.

A request will be made for an EHC assessment, when the outcomes set out in the 'My Support Plan' are not met, despite the best efforts of the school and the involved agencies. In some cases, this assessment will result in an EHC Plan. It should be noted that an EHC needs assessment will not always result in an EHC Plan, but may indicate ways in which school can meet the child's needs without an EHC plan.

A request can be made by:

- ✚ The child's parent
- ✚ A young person over the age of 16 but under the age of 25
- ✚ A person acting on behalf of a school.

In the latter case at Glasshouses Primary School, this would be the SENCO and would always be with the knowledge and agreement of the parent. The assessment process is lengthy, and from the date of submission, can take up to 20 weeks.

An EHC Plan is a forward looking document that helps to raise aspirations and outlines the provision required to meet the assessed needs to support the child in achieving his or her ambitions.

ECHPs are reviewed at least annually. The parents and child will always be invited to these reviews, but there is no requirement to attend.

Provision and Resources

Each pupil identified as needing additional support will have strategies employed to enable them to make progress. The range of strategies includes the following:

- ✚ Extra individual or group support within the classroom.
- ✚ Sessions of extra support in literacy, numeracy, social skills or other specific skills, individually or within a small group outside the classroom.
- ✚ Special resources or equipment for children with sensory or physical needs.
- ✚ Assessment and advice from external professionals.

- ✚ Special; individual reward and/or sanction systems.
- ✚ Support from the SENCO
- ✚ Support at playtimes
- ✚ Nurture groups

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEN in their own class and liaise with the SENCO, who co-ordinates SEN within the school. The SENCO in turn keeps the Governing Body fully aware of SEND issues.

The Special Educational Needs Co-ordinator (SENCO):

At Glasshouses School, the appointed SENCO is Mrs. N. Wilkinson. It is the role of the SENCO to;

- ✚ Manage the day-to-day operation of the policy; co-ordinates the provision for and manage the responses to children's special needs;
- ✚ supports and advises teachers and support staff;
- ✚ maintain the school's SEN register;
- ✚ contribute to and manages the records of all children with special educational needs;
- ✚ manage the school-based assessment and completes the documentation required by outside agencies and the LA;
- ✚ act as the link with external agencies and other support agencies;
- ✚ act as the link with parents;
- ✚ maintain resources and a range of teaching materials to enable appropriate provision to be made
- ✚ monitor and evaluates the special educational needs provision and reports to the governing body;
- ✚ manage a range of resources, human and material, linked to children with special educational needs.

The Role of the Governing Body

Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs and/or disabilities.

The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has decided that children with special educational needs will be admitted to the school in line with the County agreed admissions policy.

Partnership with parents

Our *School Information Report* can be found on the school website www.glasshouses.n-yorks.sch.uk this report contains information about our provision for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Monitoring and evaluation

- ✚ The SENCO monitors the movement of children within the SEN system in school.
- ✚ The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- ✚ The SENCO is involved in supporting teachers involved in drawing up the School Provision Map and Individual Education Plans for children.
- ✚ The named governor with responsibility for special needs is kept informed of developments.
- ✚ The Governing Body reviews implementation of the policy regularly.

SENCO: Nicola Wilkinson

Appointed Governor: Christine Skaife