



ELVETHAM HEATH PRIMARY SCHOOL Special Educational Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014) Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012.

At Elvetham Heath Primary School we believe that:

- all children should be valued equally, regardless of their abilities and behaviour
- all children are entitled to have access to a broad, balanced, relevant curriculum which is differentiated to meet individual needs
- all children should, wherever possible, be fully integrated into the life of the school
- all children should be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being (Every Child Matters agenda, 2004).

Special educational needs means:

A child of compulsory school age or a young person has a learning difficulty 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/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions (CODE OF PRACTICE (COP) 2014 xiv p15).

Special educational provision means:

Educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers (COP 2014 xv p16).

Disability:

A person has a disability.....if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/ her ability to carry out normal day-to-day activities (Section 1 (1), Disability Discrimination Act, 1995).

The Governors, Headteacher and Staff aim to:

1. Ensure that the children's Special Educational Needs (SEN) are met effectively and efficiently.
2. Implement the recommendations of the Code of Practice 2014 (COP) with its staged process of identification, assessment and review procedures for children with SEN. This will include drawing up and implementing Individual Education Plans (IEPs), with specific targets, for all children with SEN to provide differentiated work and appropriate support to meet the child's special educational needs, involving the children, where possible, in their target setting and in reviewing their progress through self-evaluation. Also to ensure that the IEPs and the targets involved are monitored, reviewed and evaluated by the class teacher and the SENCO at least termly.

The school will adopt the graduated approach cycle of 'assess, plan, do, review', as outlined below when making SEN provision.

Assess: The Class teacher, working with the SEN team, should begin by carrying out a clear analysis of the child's needs drawing on teacher assessment, previous progress and attainment, the views and experience of parents or carers, the pupil's own views and if relevant advice from external agencies.

Plan: The class teacher, with the support of the SEN team, should agree in consultation with the parents or carers and pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. All teachers and support staff working with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do: The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve a small group or 1:1 support away from the classroom, they should still retain responsibility for the child. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SEN team should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with agreed date on the IEP. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents or carers. This should feedback into the analysis of the pupil's needs. The class teacher, working with the SEN team should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parents or carers and child.

3. Identify children with SEN as soon as possible through screening, teacher assessment, national test results, standardised tests and information from parents and outside agencies. The class teacher, working with the SEN team will refer to guidance in the Code of practice when identifying a child with SEN and this criteria will be assessed on a regular basis. *Slow progress and low attainment do not necessarily mean that a pupil has SEN and should not automatically lead to a pupil being recorded as having SEN (COP p.96, 6.23).*

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4. Ensure that the needs of children on the school's SEN register are monitored at least termly through evaluating both qualitative and quantitative data and that if it is felt a child is making progress which is sustainable, then they may be taken off the SEN register. When making the decision to take a child off the SEN register, the views of the class teacher, SEN team, pupil and parents need to be taken into account in addition to those of any external professional involved. All records will be kept until the pupil leaves the school at which point, relevant data will be transferred to the new setting. The pupil will continue to be monitored through the school's monitoring processes. If it is felt that the pupil needs additional assistance in the future then the procedures set out in the SEN policy will be followed.
 5. Obtain information from outside agencies to support the school's assessment of educational provision for children as appropriate.
 6. Ensure that children with SEN will receive a broad, balanced and relevant curriculum and will be taught within the classroom environment, only withdrawing them when positive advantages arise. *Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (COP 6.36).*
 7. Integrate pupils with SEND within and beyond the school, so they are as fully included as possible in the school's provision.
 8. Ensure all pupils with a medical condition are fully supported and integrated into all areas of school life (see separate Medical Needs policy).
 9. Ensure that all children with SEND are assessed using statutory guidelines to determine whether extra time or adjustments can be made for the administration of formal tests.
 10. Maintain a strong partnership with parents through both an 'open door' policy and opportunities to meet at regular parents' evenings.
 11. Ensure that key personnel in the provision of SEN receive adequate training and resources. LSAs will be encouraged and supported to attend training relevant to the fulfilment of their individual role. All teachers and support staff will undertake induction on taking up a post and this includes a meeting with the SEN team to explain the systems and structures in place around the school's SEND provision and practise and to discuss needs of individual pupils. The SEN team regularly attend local SENCO cluster group meetings to keep up to date with local and national updates in SEND. The SEN team will be responsible for delivering staff training to keep class teachers and support staff update on key developments and legal requirements relating to SEN provision. Class teachers should complete Inclusion Development Plans (IDPs) relating to SEN provision and refresh their knowledge of these on a yearly basis.
 12. Ensure that key personnel in the provision of SEN carry out their individual responsibilities effectively. The SEN team alongside the SLT will be responsible for setting and monitoring targets for support staff through the IPP process. (Please refer to separate documents for SENCO, Class teacher, SLT, TA, SNA, HLTA, SEN governor roles and responsibilities)
 13. Ensure that data is stored appropriately and securely (please see separate policy on confidentiality).

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14. Ensure that the SEN policy is reviewed annually and that information on the school website and local offer are updated immediately as changes to provision arise.
 15. Ensure that any complaints are dealt with in accordance with school complaints policy (please see separate complaints policy).
 16. Ensure that steps are taken to mitigate the risk of bullying of pupils with SEND in accordance with the school anti bullying policy (please see separate anti bullying policy).
 17. Ensure that all children with SEND have appropriate access to the curriculum, including adaptations to working materials and resources, and all learning environments within the school grounds (please see separate accessibility plan).
 18. Ensure that children with SEN achieve the five areas of the Every Child Matters (ECM) agenda.

The Special Needs Coordinator (SENCo) has an overall responsibility for the school's SEN provision. The SENCo is supported by the SEN Manager.

The SENCo, supported by the SEN Manager, will manage the day-to-day arrangements for ensuring that support is planned, co-ordinated, and monitored. The SENCO and SEN Manager will also liaise with external agencies in meeting the pupils' needs and planning provision.

The SENCo and SEN Manager will liaise with class teachers and SEN Assistants to ensure consistency and quality of provision.

The SENCo will regularly evaluate provision and report to the school's leadership team and Governing Body.

This policy should be read in conjunction with:

- Accessibility Plan
- Anti-Bullying Policy
- Complaints Policy
- Confidentiality Policy
- Medical Needs policy.

This policy was reviewed in November 2016.

*Reviewed and agreed by the full governing body on 24th November 2016
signed (Chair of Governors)*