

Causeway Green



Primary School

Special Educational Needs and Disability Policy

'Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence'

SEN Code of practice January 2015

Approved by governors:

Reviewed: September 2017

Review date: September 2019

INTRODUCTION

The school believes that all children, whatever their abilities have an entitlement to an accessible, broad and balanced curriculum, tailored to their individual needs. The school will seek to ensure that the special educational needs of pupils are identified, assessed and met in an appropriate and efficient manner. As far as possible, pupils with special educational needs will be fully integrated into the life and the curriculum of the school community, and will be taught alongside other pupils. Parents will be kept fully informed and their views will be valued at all times. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

AIMS

- To encourage aspiration, independence and confidence for children with SEND.
- To ensure that pupils with SEND are included in all school activities.
- To ensure that all pupils have access to a broad and balanced curriculum through differentiation appropriate to individuals' needs.
- To ensure the early identification of all pupils requiring SEND provision.
- To evaluate individuals' needs through the graduated approach.
- To ensure parents and pupils with SEND are kept fully informed of progress and attainment and are involved in all decisions affecting SEND provision through structured conversations.

DEFINITION

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made; if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so special educational provision was not made for the child

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

ADMISSIONS

Causeway Green strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy.

According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in a mainstream school, the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

ROLES and RESPONSIBILITIES

SENCO

- Embedding the principles of inclusion throughout the school.
- Ensure the SEND Code of Practice is carried out.
- Overseeing the day-to-day operation of this policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records and analysing data
- Liaising with parents
- Making a contribution to staff training.
- Liaising with external agencies, LEA services, Health and Social Services, and voluntary bodies.
- Evaluating interventions and ensuring value for money.

CLASS TEACHERS

- Being aware of the school's procedures for assessment, identification and provision for pupils with SEND
- Collaborating with the SENCO to decide outcomes and the action required to support the pupil; including support from external agencies.
- Working with the SENCO to collect all available information on the pupil
- Working with Support Staff through clear and regular communication regarding pupil progress and individual needs.
- Develop appropriate outcomes for pupils with SEND, together with the SENCO where appropriate and choosing interventions to meet individual needs.
- Planning and delivering Quality First Teaching which takes into consideration pupils with SEND individual needs.
- Developing constructive relationships with parents and pupils meeting with them 3 times a year to discuss progress and provision.
- To have high expectations and aspirations for all children; including those with SEND.

SUPPORT STAFF

- Deliver specific programmes of support (including those set by external agencies.)
- Support small groups of children within lessons to scaffold learning leading to independence considering individual needs.
- Working with Teachers and the SENCO to evaluate intervention and inform about pupil progress and attainment towards outcomes and barriers to learning.

- To assist teachers with reviewing, evaluating and updating the school provision map.
- To update pupils individual SEND records
- Seeking advice from the SENCO when needed.
- Developing constructive relationships with parents and pupils; meeting with them if needed to discuss progress and provision.
- To have high expectations and aspirations for all children; including those with SEND.

THE HEAD TEACHER

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO / SEND team
- Ensuring that parents are aware that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensuring the principles of inclusion and the SEND code of Practice is carried.

THE GOVERNING BODY

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to keep them informed about the success of the SEND provision in school.
- Ensuring that pupils with SEND are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved / delegated budget

FUNDING AND ALLOCATION OF RESOURCES

All schools in Sandwell receive funding for pupils with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for all pupils
2. The Notional SEND budget (based on the LEA formula, and generated in part by numbers on the SEND Register) covers the additional support required
3. Any additional funding will need to be acquired through application of an EHCP (Education Health Care Plan).

Additional funding from the school's own budget is used to allow us to maintain a high level of LSA/LSPs support to benefit all groups of children.

The school's provision map outlines interventions and support provided across the school.

IDENTIFICATION OF CHILDREN WITH SEND

AREAS OF SPECIAL EDUCATIONAL NEED

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties.
- Sensory and/or physical

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Identification takes place through the graduated response, through a cycle of assessing pupil needs, planning to meet these needs, putting actions in place then reviewing the effectiveness of these actions. When pupils are identified as having SEND, the school will intervene through class level interventions, then through SEND support. At this point the pupil will be added to the register with consent from parents where advice from external agencies will be requested if needed.

EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation / assessment
- Their performance in E.L.G. & N.C. judged against End of Year descriptions
- Pupil progress in relation to national age-related expectations
- Standardised screening or assessment tools, e.g. Wellcomm language screening.

ASSESSMENT OF CHILDREN WITH SEND

For pupils with identified SEND the SENCO/Class teacher will use the graduated approach of Access, Plan, Do and Review and the school's assessment and tracking system records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess barriers to learning and Identify desired outcomes.
- Ensure on-going observations and assessments provide regular feedback on achievements and learning experiences and use these to plan next steps in learning

SOCIAL, EMOTIONAL AND MENTAL HEATH

The school has a whole school behaviour policy (Behaviour Recovery), which is based on mutual respect, clear boundaries and positive praise. Children are encouraged to reflect on their behaviour choices and teachers and LSPs will support children in this process. The SEAL programme is used for PHSE lessons and the school adopts the principles of the healthy schools initiative. Children's views are valued and acted upon throughout the school.

For children needing a little more focused support, we have a nurture group, run by specially-trained staff in the 'Green Room'. We also have a mentor trained in the National Children's Mentor qualification to support small groups or individual children. Children may be referred to Inclusion Support, CAMHS or Shield if additional help is needed. The school have staff trained in MAPA (Management of Actual or Potential Aggression), this training is used to help children recover their behaviour in a safe way. Staff are trained to mediate and

diffuse situations as they arise. Staff will assess risk on an individual basis and physical intervention will only be used as a last resort, when all other options have been exhausted.

‘Reasonable force can only be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.’

(DFE, Use of reasonable force: Advice for Head teacher, staff and governing bodies, 2013)

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. This does not in itself constitute a special educational need. However, children with EAL who do not make progress may need to be provided with SEN support if it becomes clear that they also have learning or other needs.

THE RANGE OF PROVISION

The vast majority of children are taught in their own classes through the delivery of a differentiated curriculum (Wave 1 – Quality First Teaching) and for English and Maths with additional classroom support from LSA / LSPs. There are occasions when other arrangements may be made to give focused support. (Wave 2 or Wave 3 interventions) There are a range of programmes carried out in school that are matched to children’s particular needs (see provision map).

MONITORING PUPIL PROGRESS

Progress is the main factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil’s previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the way a pupil may manage emotional, social or mental difficulties.

The progress of all pupils is monitored closely on a termly basis within a cohesive whole school approach. Where additional or different provision is required, it will be provided through contact with outside agencies. Where concerns remain, despite sustained intervention, and the pupil’s needs are complex, the school will consider requesting additional funding from the L.A. to enable us to meet the pupil’s needs through Statutory Assessment (EHCP). Parents will be fully consulted at each stage. Each of these intervention stages are detailed in appropriate sections of this policy. The school also recognises that parents have a right to request a Statutory Assessment.

RECORD-KEEPING

The school will record the steps taken to meet pupils’ individual needs. The SENCO will maintain records of children who are on the SEND register and ensure access to them. In addition to the usual school records, the pupil’s profile will include:

- Detailed and regular assessment of progress in basic skills (as appropriate to the pupil's needs)
- IPM (Individual Provision Map)
- Correspondence concerning the child's SEND
- Information from parents
- Information from outside agencies

STAGES OF SEND

SEN OR SEND SUPPORT

SEND support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEND support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering differentiated work and being aware of any individualised programmes that may be taking place. Parents will be closely informed of the action and results, and provision will be decided upon between parents, school staff and the pupil.

PROVISION

LSA/Ps and the teacher will usually focus on children at SEND support for a significant amount of time when supporting in class, to scaffold independent learning.

INTERVENTION

The class teacher, with support from the SENCO as required, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of learning support staff to work with the pupil in class
- Provision of alternative learning materials / special equipment
- Group or 1:1 interventions
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

INDIVIDUAL PROVISION MAP (IPM)

When other interventions are provided then strategies for pupils' progress will be recorded on an IPM containing information on

- Outcomes
- Interventions
- Entry and exit data showing impact of interventions
- Evaluation
- Pupil comment
- Parent comment

For children at SEND support the Teacher & LSA/P supporting the child are responsible for setting appropriate outcomes that will be shared with the child and his/her parents. Outcomes should be measurable, attainable, realistic and time related. The IPM provides a teaching plan to support the LSA/P. It also keeps the class teacher updated about work done outside the class. IPMs record only provision which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual outcomes that closely match the pupil's needs.

REVIEWS

Progress and interventions are reviewed once each term (December, March and June) and new interventions will be set that have been jointly decided upon between teacher, parents and the pupil. The child's and parents' views on their child's progress will actively be sought.

SEN OR SEND SUPPORT (EXTERNAL SUPPORT)

SEND support with external agency support is characterised by a sustained level of support and the involvement of external services. Placement of a pupil at this level will be made after a period of consultation with staff from Inclusion Support (or other specialists such as sensory support or speech and language therapists) and then with their agreement a request to Inclusion Support will be made by school (I.S.1). Parents are informed and decisions about any provision are made together. External support services will advise on targets / outcomes and provide specialist input.

SEND support with external agency support intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at NC levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/social problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

STATUTORY ASSESSMENT

A Statement of Special Educational Need is in the process of being phased out. Children who have Statements will continue to receive the provision stated within their Statement.

Pupils will have the provision stated in their Statement of SEND reviewed each year. Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCO of the Secondary school will be invited to attend. The Chief Educational Psychologist recommends that transfer arrangements be discussed at the end of Y5, the beginning of Y6. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with secondary colleagues

With due regard for the time limits set out in the Code, the head teacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend or cease a Statement of SEND.

EDUCATIONAL HEALTH CARE PLAN (EHCP)

Statements will be replaced by EHCP. The purpose of EHCP is the same as that of a Statement. The main difference is the emphasis on education and health professionals working closely together with parents and the child to develop a plan that will effectively meet the needs of a child until the age of 25. The LEA will consider a child for an EHCP if their provision is considered to be beyond what the school can offer. However, the school recognises that a request for an EHCP assessment does not inevitably lead to the child receiving an EHCP.

CAM

If the school, parents and external agencies feel a child's needs cannot be met through the school SEN budget then a Community Assessment Meeting will be held (CAM). This is an informal meeting where all professionals involved with the provision for the child, parents and the child will discuss the child's strengths, aspirations for the future, difficulties and barriers. Then all parties will agree on any next steps. If all people present agree that further assistance is required to meet the child's needs and that the cost of this provision exceeds £6,000 the decision to proceed with the formal request for an EHCP will be taken. The information gathered from the CAM will be used to complete the necessary paper work, with reports from external agencies, a medical document and a parent comment document.

TIME PERIOD

Once the CAM has been completed the SENCO will submit the relevant paper work to the LA within 6 weeks of the CAM. The process the review the paper work leading to a decision should take 20 weeks. Once complete the EHCP will have stated outcomes to support the pupil's individual needs. These outcomes will be used to create the pupil's IPM to ensure appropriate and effective costed provision is put in place throughout all areas of school life. IPM's like with SEND support are reviewed with parents 3 times a year.

ANNUAL REVIEWS OF EHCP

EHCPs must be reviewed annually. The LEA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The head teacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the head teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes stated on the EHCP
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new outcomes for the coming year
- Cost provision for the year.

EVALUATION

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO / SLT
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Progress data for pupils on the SEND Register
- Consideration of pupils' success in relation to IPMs.
- School self-evaluation
- The Governors' Annual Report to Parents
- The LEA SEND moderation process
- The School Development Plan/SEND Development Plan

Specific aims and targets will be detailed in the SEND Action Plan each year.

LEARNING SUPPORT STAFF

We have an efficient and dedicated team of LSA/LSPs who work throughout the school to effectively meet the needs of our children.

Learning support staff are encouraged to develop specialist expertise, for example, members of staff currently have particular knowledge of: ASD (autism), Nurture / SEMH (social, emotional and mental health) needs, visual impairment and DCD (developmental co-ordination disorder).

OUTSIDE AGENCIES

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with SEND. When it is considered necessary, colleagues from these services will be involved with pupils receiving SEND provision:

- Inclusion Support (SENAT-L, SENAT-B, Educational psychologists, SpLD advisory teacher)
- Inclusion Support – Complex Communication support.
- Sensory Support (hearing & visual impairment)
- School Nurse
- Speech and Language therapists
- CAMHS

PARTNERSHIP WITH PARENTS

Causeway Green firmly believes in developing a strong partnership with parents, and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's interests, needs and abilities. We have an effective Parent Support Worker who liaises closely with parents.

CHILD'S VOICE

At Causeway Green we encourage pupils to participate in their learning by sharing their outcomes and progress. They are consulted about their opinions and feelings at each review.

LINKS WITH OTHER SCHOOLS / TRANSFERS

We have well developed transition arrangements between home and Early Years at the start of the child's education, between Reception and Year 1 and between Year 6 and our local High Schools. Special transition events take place as children move between each class in the school in the summer term. This benefits all pupils but especially those with SEND as changes to their everyday routines can be very stressful. Additional transition support can be provided if needed. All information and records are passed to receiving staff.

COMPLAINTS PROCEDURE

As a school we work closely with parents. However if a concern fails to be resolved then the parent is given the name and contact details of the Chair of Governors.

Charlene Degg, SENCo

Review Date: SEPTEMBER 2017

