



Forest Town Primary School

**Special Educational Needs and
Disabilities Policy**

2018-2019

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014, came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Forest Town Primary School celebrates the differences between all of our children and young people and value the contribution which every member of our school makes to the school community and our community as a whole.

We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training is vital to unlocking their potential. (*CoP 2014 1.24*)

Whilst many factors contribute to the range of difficulties experienced by some children and young people, we believe that much can be done to overcome them by close cooperation between all the services that support children and young people and their families through the joint planning and commissioning of services.

This policy is a statement of the aims, objectives, principles and strategies for supporting children with Special Educational Needs and Disabilities in our schools. All procedures for identifying Special Educational Needs follow the New Code of Practice (2014).

1. Aims and objectives

Aims

We aim to provide every child and young person with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- For children and young people to be at the heart of our systems where they are treated as individuals and their views and opinions are taken into account
- To create an environment to enable each child/young person to develop their full potential
- To provide a broad and balanced curriculum for all children and young people according to their needs
- To set high expectation for all children/young people, including those who experience special educational needs and disabilities
- To provide and deliver high quality teaching and learning experiences for all children and young people

Objectives

- **Identify the needs of pupils/students with SEND as early as possible.** Schools will gather information from parents, education, health and care services and feeding schools or early years settings prior to the child's/young person's entry into the school
- **Monitor the progress of all pupils/students in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by the Leadership Team (including the SENCO), class teachers and support staff which will help to ensure that each child/young person is

able to reach their full potential through aspirational target setting and high expectations

- **Make appropriate provision to overcome all barriers to learning and ensure pupils/students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for
- **Work with parents to gain a better understanding of their child/young person and involve them in all stages of their child's/young person's education.** This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's/ young person's progress and providing information up to three times yearly on the provisions for pupils/students within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work
- **Work with and in support of outside agencies** when the pupils'/students' needs cannot be met by the school alone
- **Create a school environment where pupils/students feel safe to voice their opinions of their own needs.** This means providing regular opportunities for discussions between pupils/students and their teachers, support staff or SEND/Inclusion Team because pupil and student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life as a whole e.g. Assessment for Learning (AFL), school councils, pupil/student questionnaires, team feedback, target setting and reviews i.e. EHC, EHAF, Pupil Progress meetings and Multi Agency Meetings (MAM).

2. Responsibility for the coordination of SEND provision

All teachers and support staff in school are responsible for the identification, teaching, target setting and assessment of children and young people with special educational needs and disabilities and are trained and supported in doing so.

The responsibility for the coordination of SEND provision in our school is the Special Educational Needs Co-ordinator (SENCO) with support from the head teacher and the leadership team. Key responsibilities of this role include:

- Working closely with the Governing Body and Leadership Team to determine the strategic development of the policy
- Overseeing the day-to-day operation of the policy
- Together with the class teacher, co-ordinating the provision for pupils/students with SEND
- With the Head teacher, maintain an over-view of the budget available for special educational needs and the deployment and quality of resources
- Preparation of HLN and AFN bids for additional funding and documentation for Education and Health Care Plans and other required services
- Liaising with and giving advice to others
- Managing a range of resources, including Teaching Assistants, to enable appropriate provision to be made
- Overseeing and ensuring access to pupils'/students' records
- Liaising with parents

- Making a contribution to CPD and training
- Liaising with external agencies such as LA support services, Health and Children's Social Care and voluntary bodies
- Ensuring with the Headteacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The Headteacher/SENCO plays a key part in planning for children and young people with SEND transferring between schools and phases of their education including entry to a college or a provider for further education. Early planning is essential. The SENCO will need to liaise with those responsible for admissions, curriculum and support for children and young people with SEND.

3. Arrangements for coordinating SEND provision

The Head teacher and SENCO hold details of all SEND Support records such as provision maps, Pupil Profiles, Individual Education Plans (IEPs) or alternatives, planning and review meeting documentation, correspondence from other agencies or services such as Health and target setting and achievement data for individual children and young people.

All staff can access:

- The School's SEND Policy and any additional documentation to support this policy such the SEND Information Report
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)
- Information on individual pupils'/students' special educational needs via documentation such as Pupil Profiles and Pupil Learning Plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer (www.nottinghamshire.sendlocaloffer.org.uk)

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils/students with special needs and their requirements which will enable them to provide for the individual needs of all pupils/students.

4. Admission arrangements

The admission arrangements for *all* pupils/students are in accordance with national legislation, including the Equality Act 2010. This includes children and young people with any level of SEND; those with Education, Health and Care Plans and those without.

Our Governing Body believes that the admissions criteria should not discriminate against children and young people with SEND and have due regard for the practice advocated in the Code of Practice. Wherever possible, our schools will endeavour to ensure that arrangements are in place to meet children and young peoples'

needs and not refuse to admit a child or young person to school simply because they have special educational needs.

Effective and robust transition plans, which consider the many transitions within school life such as year to year transition, transition to primary from an early years setting or different school as well as transitions to secondary schools and colleges, are in place within each school. Further details can be found within the individual school's SEN Information Reports, available on individual school websites.

5. Specialist SEND provision

Forest Town Primary School make specialist provision for pupils with special educational needs and disabilities, being committed to whole school inclusion. The numbers of children and young people in our school varies and changes regularly, as do the numbers of staff specialising in SEN provision and support.

6. Facilities for pupils/students with SEND

We are accessible for children and young people with special educational needs and disabilities. Please see our school's Accessibility Plan and SEND Information Report for further detail.

Any additional facilities that a child or young person may require are carefully considered by school, with an effort made to ensure that facilities can meet needs as effectively as possible.

7. Allocation of resources for pupils/students with SEND

All pupils with SEND will have access to school Place funding from Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by our Family of Schools, known as Additional Family Funding (AFN). For those with the most complex needs, additional high-level needs funding (HLN) is retained by the local authority, which is accessed through the Family of Schools. The Family SENCO will refer individual HLN applications to a multi-agency panel which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Further relevant sources of funding and resources may also be obtained from Pupil Premium funding which is allocated to raising the achievement of all children and young people who receive free school meals or have been registered for free school meals within the previous 6 years. Children within school who are Looked After by the local authority may also receive additional funding which is planned for within their Personal Education Plan (PEP).

There is a clear system within the school for organising and allocating funding, including any additional family or local authority funding, to meet the needs of children and young people with special educational needs and disabilities.

8. Identification of pupils'/students' needs

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutes
- c) a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(Clause 20 Children and Families Act 2014 and CoP 2014 xiii)

Definition of disability

A child or young person is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

(Section 17 (11) Children Act 1989)

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

(Section 6 Equality Act 2012) (CoP 2014 xviii)

The school will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children and young people with special educational needs and disabilities and ensure that parents are notified when SEND provision is being made for their child/young person.

Identification

The school follows the LA's suggested 'Graduated Approach and Response' for identifying and responding to SEND, which is built into the overall approach to monitoring the progress and development of all pupils.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school

- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference
- i) Review meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the school's data system. The aim of formally identifying a pupil/student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil/student grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the

pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on: **0115 9774012 or 0115 9773323**

or by contacting 'Ask Us' Notts (formally the Parent Partnership Service) on: **0115 804 1740**

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This includes extra-curricular activities and off-site educational visits.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Pupils will have full access to the National Curriculum and our school will endeavour to ensure that children and young people with SEND are fully included in the school community and all its activities. This is supported by the duties that local authorities, early years providers, school and colleges have towards disabled people under the Equality Act 2010.

The school is responsible for:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space within school
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated and personalised where necessary
- Making sure that individual or group teaching is available where it is felt that pupils would benefit from this provision
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Governing Body, Headteacher and SENCO will oversee this family policy and are responsible for ensuring that it is implemented effectively throughout the schools.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

SENCOs from each school meet through termly 'Springboard' meetings, which include the involvement of the Family SENCO, the Mansfield Area Partnership (Behaviour support), Educational Psychology Service (EPS) and Schools and Families Specialist Service (SFSS). The schools will seek advice, as appropriate, around individual pupils from this range of expertise and other specialist agencies and services – see the Links to support services section of this policy.

11. Evaluating the success of provision

The Governing Body will report annually on the success of the SEND policy and to facilitate this, we have identified specific objectives which are given at the beginning of this policy. The success of the SEND policy will be analysed through the careful monitoring of the impact of interventions and whether adequate progress has been made. Where sufficient progress has not been made, settings should consider increasing the intensity and frequency of the support and review the need for increased expertise. Where sufficient progress has been made they should consider tailoring support to reflect the progress made and review whether additional SEND support for the child or young person should be continued.

In evaluating the success of this policy and in order to make consistent continuous progress in relation to SEND provision, we encourage feedback from staff, parents and pupils throughout the year.

12. Complaints procedure

Forest Town Primary School is dedicated to ensuring that every child benefits from the best possible education. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they may contact the school according to the general complaints procedures which can be accessed on the school website.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Training for staff is provided in various ways according to the needs of the school and its pupils/students. For full details of how school support and offer CPD and training to their staff, please see the schools SEND Information Report, available on the school website.

14. Links to support services

We continue to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion.

Our school may involve specialists at any point to advise them on early identification of SEND and effective support, or often when a child continues to make little or no progress, or continue to work at levels substantially below those expected of children of a similar age, despite well-founded SEND support that is matched to the child's area of need.

Expertise, advice and support can be accessed from:

- Mansfield Area Partnership (Behaviour support)
- Educational Psychology Service (EPS)
- Schools and Families Specialist Service (SFSS)
- Speech and Language Therapy Service
- Physical Disability Support Service (PDSS)
- GPs and Paediatricians, or specialist nurses
- Primary Mental Health Team and Child and Adolescent Mental Health Services (CAMHS)
- Healthy Families Programme
- The Early Help Unit and Family Service
- Multi-Agency Safeguarding Hub and Children's Social Care Services
- Local Children's Centres
- Registered charities and voluntary organisations such as APTCOO, Ask Us Nottinghamshire

The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parent and teaching staff supporting the child or young person in the same way as other SEND support. When the involvement of specialists has

been agreed by all stakeholders, the SENCO will write a referral with the help of the class teacher to be presented at one of the termly Springboard meetings.

The class teacher and SENCO, together with the specialists, may consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's/young person's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support can be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our schools. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Headteacher or SENCO who will then inform the child's parents.

15. Working in partnerships with parents

Forest Town Primary School believe that a close working relationship with parents is vital in order to ensure:

1. Early and accurate identification and assessment of SEND leading to the correct intervention and provision
2. Continuing social and academic progress of children with SEND
3. Personal and academic targets are set and met effectively

Within each of our schools, parents are regularly informed about their child's progress by the class teachers in a range of ways, such as pupil progress meetings and reviews, meetings with external agencies, parents evenings and end of year reports.

Parents may request to speak to the SENCO in conjunction with the class teacher should the need arise. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

All communications between home and school should be regular, informative and centered around the needs of the child.

16. Links with other schools

Forest Town Primary School works closely together with Garibaldi Family of schools using Nottinghamshire County Council's 'family' model of schools for effective working and collaboration. Two of our seven schools in the Garibaldi family became Academy schools from September 2017, part of Multi-Academy Trusts promoting additional links from The Nova Education Trust and Diverse Academy Learning Partnership (DALP). All of our schools are members of the Mansfield Area Partnership Company, providing access to behaviour support and training.

All links with other schools, Trusts and services enables our school to build a bank of joint resources and to share advice, training and development activities and expertise. We ensure that all transitions between our schools and beyond are carefully planned and considered as outlined in this policy under the Admission arrangements section.

Signed _____ *[Name]* (Headteacher)

Date _____

Signed _____ *[Name]* (SENCo)

Date _____

Signed _____ *[Name]* (SEN Governor)

Date _____

This policy will be reviewed annually.