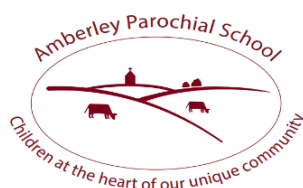


SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



*becoming
reflective, independent and aspirational learners for life*

Review date: Spring Term One 2020 by the FGB Committee

Confirmation of ratification by Governing Body:

Governor: C.Atherton

Date: Autumn Term 2019

Headteacher: S.Cale

**AMBERLEY PAROCHIAL SCHOOL
POLICY FOR
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Aims

At Amberley Parochial School, we believe that every teacher is a teacher of every child, including those with special educational needs and/or disabilities. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. At Amberley, we strive to raise the aspirations and expectations for all children with SEN, providing a focus on outcomes. We believe in providing every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate, and full access to the National Curriculum. All children are valued and their self-esteem promoted and we work in close partnership with parents/carers who play an active and valued role in their child's education.

As a church school, we identify Christian Values that underpin the whole school of our community. These values inform our school's vision, aims, and ethos. The values that relate particularly to this policy are trust, respect, responsibility, compassion and friendship.

Objectives

The objectives of our policy are:

- to work within the guidance provided in the SEND Code of Practice (2015)
- to maximise outcomes for children with SEN and their families
- to plan an effective and differentiated curriculum to meet the needs of children with SEN and to help them overcome their barriers to learning
- to involve children and parents/carers in the identification and review of the targets set for individual children
- to work in close partnership with parents/carers of children who have special educational needs
- to ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities;
- to work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.
- to provide a Special Educational Needs Co coordinator (SENCO) qualified as mentioned in the Send Code of Practice (Role of SENCO 6.84-6.94)
- to ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND
- to take the views and wishes of the child through pupil voice
- to publish a SEN information report on the school website to be included in the Local Authority Local Offer.

Definition of Special Educational Needs (Section 156 Education Act 1993)

A child or young person has Special Educational needs (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 a mainstream school.

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. Disability, attendance, health and welfare, being in receipt of a Pupil Premium grant, being a looked after child and being a child of service personnel is also not a SEN but may have an impact on progress and attainment. The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas. These areas are:

Communication and Interaction

This covers difficulty with different aspects of speech, language or social communication. Pupils with speech, language and communication needs (SLCN) may have difficulty with one, some or all the different aspects of SLCN. Pupils with Autistic Spectrum Disorders are likely to have particular difficulties with social interaction. They also may have difficulties with language, communication and imagination, which can impact on how they relate to others.

(6.28/29 SEND COP 2015)

Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

(6.30/31 SEND COP 2015)

Social, emotional and mental health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

(6.32/33 SEND COP 2015)

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision, hearing or a multi-sensory impairment will require specialist support and/or equipment to access their learning, or habilitation support. Children with a multi sensory impairment may have a combination of vision and hearing difficulties. Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

(6.34/35 SEND COP 2015)

Special Educational Provision

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, including formative assessment. For higher levels of need the SENCO and teacher can draw on more specialised assessments from external agencies and professionals. This information gathering will include an early discussion with the pupil and their parents.

A Graduated Approach to SEN **Quality First Teaching**

Pupil Progress Meetings are held each term. Here, the class teacher meets with the Senior Leaders to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- a) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) 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.
- c) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.
- d) Through (b) and (c) it can be determined which provision the child will need going forward.
- e) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary
- f) Parents will be informed fully at 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.
- g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. These concerns are recorded on a Cause for Concern register. Any concerns will be discussed with parents informally or during parents' evenings.

In line with the *SEND Code of Practice* and the *Gloucestershire Guidance Booklet for Professionals* working with Children and Young People (0-25yrs) with Additional Needs including SEND, Amberley Parochial School will follow the pathway for graduated and integrated approach to identify additional needs and put appropriate support in place. This can either be part of a My Plan, My Assessment and My Plan + or Educational Health and Care Plan. The emphasis is on a person centred approach and pupils are encouraged to provide information about themselves and what helps them, forming the My Profile.

Early Help

Early Help is about providing help to pupils and families as soon as problems begin to emerge or when there is a strong likelihood they may start in the future. It is also about providing support at any and every stage of a child's life. Children and families are entitled to Early Help if and when they need it. This graduated response is outlined below:

My Plan

Once a child has been identified with additional needs they will have a My Plan written in conjunction with the class teacher, SENCO, pupil and parent to meet the additional needs. This will be reviewed on a regular basis and adjustments made to enable the outcomes to be met. If the review of the My Plan shows that the child is not achieving the outcomes then further agencies may be involved and the child may move to a My Assessment and My Plan +. Support will be offered depending on the needs of the child.

My Assessment and My Plan +

Where a child or family have more complex needs a My Assessment may be needed to aid understanding of the needs and inform effective planning. My Assessment focuses on listening to the family to understand what is needed to help make positive changes. My Assessment draws together assessments and information from different practitioners into one single plan so that a detailed analysis can be made and an action plan developed. The plan attached to My Assessment is called MY Plan +. The Lead Practitioner coordinates gathering all the information together and arranges a Team around the Child meeting to regularly review the My Plan+. Parents/carers will be involved in the meetings to help

identify the needs and support needed. Information from the My Plan + will be needed to inform the constructing of an Education, Health and Care Plan should that be appropriate.

SEN Support

If a child has been identified as having a special educational need, they will be placed upon the Special Educational Needs Register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2015). This recommends a graduated approach to SEN support. 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 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. More detailed assessments may be administered by the SENCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Planning will involve consultation between the teacher, SENCO, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding 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 teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again. Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Speech and Language therapy, etc. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home. If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHCP). This document will describe a child's SEN and the provision recommended. EHC plans can involve the Local Authority (LA) providing extra resources to help a child. These could include money, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, LA representatives and other professionals as required.

ROLES AND RESPONSIBILITIES

SENCO - Sharon Cale

SEND Governor - Clare Atherton

Designated Teacher for Safeguarding - Sharon Cale, Sam Russell and Sarah Holden

Role	Responsibility
Head teacher	<ul style="list-style-type: none"> Is responsible for the day-to-day management of SEND policy Will keep the Governors fully informed and work closely with the SENDCO Designated responsibility for Safeguarding.
Governors	<ul style="list-style-type: none"> Will do their best to ensure that the necessary provision is made for any child with SEND Will ensure that, where the 'responsible person' (the Head Teacher or the SEND Governor) has been informed by the LA (Local Authority) that a pupil has SEND, those needs are made known to all who are likely to teach them. Will appoint a SEND Governor to take an interest in and monitor the school's work on behalf of children with SEN, with close regard to The Code of Practice. Will ensure that parents are notified of any decision by the school that SEND provision is being made for their child. Will consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole. Will ensure that a pupil with SEND, so far as is reasonably practical and compatible with the efficient education of pupils who do not have SEND, are integrated and included in the activities of the school.
SENCO	<ul style="list-style-type: none"> The SENCO has an important role to play with the head teacher and governors in determining the strategic development of the SEND policy and the provision in the school. <p>The key responsibilities of the SENCO may include:</p> <ul style="list-style-type: none"> Overseeing the day-to-day operation of the school's SEN policy and co-ordinating provision for children with SEN, including those with an EHC Plan The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. Liaising with the relevant Designated Teacher where a looked after pupil has SEN Advising on the graduated approach to providing SEN support Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively Liaising with parents of pupils with SEN Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies Being a key point of contact with external agencies, especially the local authority and its support services Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements Ensuring that the school keeps the records of all pupils with SEN up to date

	(SEN Code of Practice Jan 2015)
Teachers	<ul style="list-style-type: none"> Teachers are responsible and accountable for the progress and development of pupils in class, including where pupils access support from teaching assistants and specialist staff To ensure high quality (Wave 1) teaching and provide accessible differentiation for SEND pupils. To work within the guidance in the SEND Code of Practice.
Teaching Assistants	<ul style="list-style-type: none"> Will work with individuals or groups of children in order to support, enhance or extend their learning with regard to the child's own personal target. Will work under the direction of the Class Teacher or SENDCO or SENSS (Special Educational Needs Support Services). Will monitor progress and help to maintain records and assessments. Will attend review meetings if appropriate, when they may be asked to report to parents under the direction of the SENDCO.

Supporting pupils and families

At Amberley, we believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision;
- continuing social and academic progress of children with SEN;
- personal and academic targets are set and met effectively.

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- discussions with the class teacher;
- liaison with the Pastoral Team;
- parents evenings;
- discussions with the SENCO or other professionals;
- Parents are encouraged to comment on their child's Plans with possible suggestions that could be incorporated.
- Views of the pupils are also included in discussions.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the Local Authority Parent Partnership service where specific advice, guidance and support may be required. In accordance with the Equality Act (2010), parents can access the school's SEN Information Report.

www.amberley.gloucs.sch.uk

Supporting pupils with medical needs

At Amberley Parochial we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010). If a pupil has a medical need then a detailed Health Care Plan is compiled with support from other practitioners, where appropriate, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

(Refer to Medicines in School Policy)

(6.11 COP 2015)

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The success of SEN provision and interventions for children on the SEN register are recorded at pupil progress meetings, which are updated on a termly basis. The SENCO will have an overview of the

progress of all pupils with SEN and will make adjustments of provision throughout the year accordingly. This helps to identify whether provision is effective. In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. SEN progress is reported at Full Governing Board meetings.

Accessibility Plan

At Amberley we aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to all. Reasonable adjustments to physical and other arrangements of the school are considered where necessary, taking into account the nature of any impairment, pupil and parent views and advice from teachers and other professionals. Continuing communication between parents and staff is vital to ensure that reasonable adjustments can be considered where necessary, whether impairments were apparent when the child entered the school or developed at a later stage. The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEN. Relevant SEN focused external training opportunities are made available to all teaching and support staff where appropriate. The SENCO regularly attends relevant SEN courses, network meetings and family SEN meetings, disseminating relevant information to staff and the Headteacher.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint. Please refer to the school's Complaint Procedure.

Bullying

This school will not tolerate harassment or bullying of children with SEN or disabilities. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The school will make every effort to eliminate all forms of discrimination and inequality. Please refer to the school's Anti-Bullying Policy for further information.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The school acknowledges its responsibility to admit children already identified with SEND.

Transition arrangements (Secondary school)

Many strategies are in place to enable a pupil's smooth transition to and from Amberley Parochial School, as well as transition between year groups and key stages. These include:

- discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving;
- all pupils attend a transition session where they spend some time with their new class teacher;
- additional visits are also arranged for pupils who need extra time in their new school/class;
- New schools are always willing to meet parents/carers prior to their child joining the school;
- Class teacher and SENCO liaise with the SENCOs from the secondary schools to pass on information regarding pupils with SEND.

Funding

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual child's needs. Children who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement.

Useful Links

Information on the Gloucestershire Local offer

www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page

Date of Review

This policy will be reviewed in Spring Term 1 2020