

Athersley South Primary School

Special Educational Needs and Disability (SEND) Policy

Introduction

Athersley South Primary School has two named SENDCOS:

- Miss Jodie Pell (responsible for SEND within the Early Years Setting)
- Mrs Rebecca Gollick (responsible for SEND from Year 1 to Year 6)

The named Governor responsible for SEND is Mrs **Claire Nock**

Together, they ensure that the Athersley South Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within school.

In our school we believe that all children have the right to a broad and balanced curriculum. We strive to provide the best possible education for all children in our school. Our aim is the “personal best” for every child. We use our best endeavors to secure special educational provision for all pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four broad areas of need identified in the new Code of Practice (January 2015).

- Communication and interaction
- Learning and cognition
- Social, emotional and mental health
- Sensory/physical

Aims and Objectives

The aims of the policy are to:

- address the needs of ALL children by entitling them to a broad, well-balanced and differentiated curriculum including National Curriculum at a level appropriate to their needs.
- ensure that the school environment meets the special educational needs of each child.
- ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career.
- ensure SEND pupils take as full a part as possible in all school activities.
- encourage parents of SEND pupils to share their knowledge and understanding of their child to help school support their needs.
- ensure that SEND pupils are involved, where practicable, in decisions affecting their provision.
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- ensure effective support for pupils with medical conditions are fully involved in all school activities by ensuring consultation with health and social care professionals.
- work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, including parents to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- outline the free, independent support available to parents of children with SEND.

What are Special Needs?

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

A child has a learning difficulty 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 either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.

- *A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.*

- *Special educational provision means:*

a) for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

b) for a child under two, educational provision of any kind.

A child is a person who is under the age of nineteen and is a registered pupil at a school. (Code of Practice 2015).

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning

- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Identification, Assessment and Provision

Assessing and Identification

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the other setting and the class teacher and SENDCOs will use this information to provide starting points for the development of an appropriate curriculum.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue by inviting parents into school to discuss their child's development/needs, possibly with SENDCO present. The school will then take the graduated approach to support the child's needs which will be reviewed on a regular basis to ensure the child is accessing learning. This will be documented on a Cause For Concern form (CFC) which will outline the strategies the class teacher has used to support the child's need(s). A discussion will then be had with the relevant SENDCO depending on which year group the child is in. This then may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. As a result the child would be put onto the SEN register.

Reasons for a child being added to the SEND register may include the fact that they:

- Shows signs of difficulty with their attainment after quality first teaching has been embedded.
- Presents persistent emotional or behavioural difficulties which are not improved by a range of different behaviour management techniques.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and interaction difficulties and continues to make little or no progress in accessing provision within the learning environment.

If the decision to put a child on the SEND register is made, the class teacher and SENDCO will decide what appropriate intervention/s (which are additional to those provided as part of the school's differentiated curriculum) will be needed to best support their needs and the class teacher will create SMART targets to move the child's progress forward. All of this information will be outlined on a School Focus Plan (SFP) which is the responsibility of the class teacher to create. These targets will be monitored by; the class teacher, Learning Support Assistants (LSA's) and the relevant SENDCO. It is the class teacher's responsibility to ensure that the targets are reviewed on a regular basis.

In order to help children with special educational needs, Athersley South will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of the SFP (School Focus Plan) and the vulnerable register and the SENDCOs will have responsibility for ensuring that records are kept up to date and available when needed.

Provision and Access to the Curriculum

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teachers, the SENDCOs and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers respond to children's needs by:

- using quality first teaching.
- providing clear learning objectives and differentiate work appropriately, and use assessment to inform the next stage of learning.
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities helping children to manage and own their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

EAL Pupils

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. There will then be a discussion with the SENDCO and leaders of Reading, Writing and Maths to determine if the children has special educational needs.

The Role of the SENDCOs and Outside Agencies

The Special Educational Needs Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Working closely with all staff to follow the policy and practice to ensure a consistent approach.
- Overseeing the records of all children with SEND.
- Working collaboratively with parents of children with SEND.
- Contributing to the in-service training of staff.
- Discussions and meetings with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Work with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
 - Co-ordinating and developing school based strategies for the identification and review of children with SEND.

The Use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or deliver whole staff training. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the SFP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the whole class.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impact the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

School Focus Plans and Education Health and Care Plans

What is a School Focus Plan?

A school focus plan is a document which supports children on the Special Educational Needs and Disability register. On it, is all the information parents and the child's current class teacher know about that child. It will outline strategies and provision that should enable the child to progress with their learning. Below is the information that would be collected to write an SFP:

- Strengths and Needs Analysis to better understand the barriers to the child's learning
- Parent's views
- Child's views
- Provision Map
- Breakdown of the cost of interventions
- Short term targets for the child
- Review of targets throughout the year

School Request for Education Health and Care Plans

What is an Education, Health and Care (EHC) Needs Assessment?

An Education, Health & Care Plan or EHCP is a document which sets out the education, health and social care needs of a child or young person aged up to 25, and the support that is necessary to help them achieve their outcomes. For an EHCP to be issued, there must be special educational needs that cannot be met through ordinarily available provision within education settings.

Who needs an EHCP?

EHCPs are for children and young people (age 0-25) who have a special educational need or disability that cannot be met by the support that is already available at their educational setting.

What is an Education, Health and Care (EHC) Needs Assessment?

An Education, Health & Care Plan or EHCP is a document which sets out the education, health and social care needs of a child or young person aged up to 25, and the support that is necessary to help them achieve their outcomes. For an EHCP to be issued, there must be special educational needs that cannot be met through ordinarily available provision within education settings.

Who needs an EHCP?

EHCPs are for children and young people (age 0-25) who have a special educational need or disability that cannot be met by the support that is already available at their educational setting.

How do I get an EHCP?

An EHCP will only be issued after a child or young person has gone through the process of an EHC needs assessment. At the end of that process, the local authority makes a decision whether to issue an EHCP or not.

When applying for an EHCP, parents, teacher, SENDCO and any outside professionals will work together to ensure that the Needs Assessment is filled out accurately and pulls together everyone's knowledge of the child.

This process is now completed by an online service called the EHC Hub. Please find the link below.
<https://ehchub.barnsley.gov.uk/>

By using this service, parents can submit theirs and their child's views online and see the information that any professionals involved with their child have shared that will be submitted towards the EHC Assessment.

Monitoring and Evaluating

The SENDCOs monitor the movement of children with SEND in school and provide staff and governors with regular summaries of the impact that quality first teaching and interventions is having on their progress in school.

SENDCOs are involved in supporting teachers closely, for example help creating school focus plans, sourcing training or help understanding a particular need of a child in their class.

The SENDCOs, headteacher and deputy headteacher hold regular meetings to review the work of the school in this area and a SEND report is included in the termly governing body report. In addition to this, a SEND Report is also available on the school website, which is updated annually.

The Role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teachers reports the outcome of the review to the full governing body.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the

shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school works closely with parents through regular meetings to support their child appropriately within school. We also encourage parents to access the range of support services outside of school such as the Local Offer and SENDIASS service (please refer to the 'Further Help' section below).

We encourage parents to make an active contribution to their child's education and they have access to the SENDCOs by ringing the school office or contacting them via email.

Parents will be invited to meet regularly with the class teacher and/or SENDCOs and they will have the opportunity to discuss individual learning targets and progress with the class teacher.

Further Help

The Local Offer

Barnsley's Local Offer is a single access point for information about services and support for children and young people from birth to 25, with a special educational need or disability (SEND), and their families.

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/home.page>

The Barnsley SENDIASS Service

This service offers free, confidential and impartial advice, guidance and support on a range of topics relating to SEND. Please see their website for more details.

The service is available to all children, young people & parents and carers of children and young people who have a Special Educational Need and or Disability (SEND); are between the age 0-25 years and; live in the borough of Barnsley.

Parents and carers of children and young people are encouraged to refer themselves to this service, although they can also give consent to professionals, that they are already working with, to contact the service on their behalf.

Here are different ways in which the service can be reached:

- Barnsley SENDIASS website <https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/sendiaass-advice-and-support-service/>
- www.facebook.com/BarnsleySendiaass
- <https://twitter.com/BnySENDIASS>
- Contact the Team: 01226 787234

- Email the Team: sendiass@barnsley.gov.uk