

FLETEWOOD SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

AND DISABILITY

Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs and disabilities at Fletewood School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles underpinning all the work of the school.

Fletewood School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting.

Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school, including the Early Years.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for Special Educational Needs and Disabilities- SEND.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all and can minimise others.
- d) We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the Special Educational Needs and Disability Co-ordinator- SENDCO (Samantha Dainty) and the Headteacher. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of

learning tasks, in personal target-setting and in evaluating their outcomes. Our SEND provision aims to actively involve children in this process in the light of their age and understanding.

g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning and development. We will fully inform them about SEND provision for their child(ren) and take their views into account in respect of their children's needs.

h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs and Disability provision at Fletewood School are:

- ☐ to recognise that some children have difficulties which call for special educational provision and may require an Individual Education Plan -IEP, or EHC Plan – Education, Health and Care Plan.
- ☐ to apply a whole school policy to meet each pupil's individual needs following the guidelines of The Code of Practice for SEND and Children and Families Act 2014
- ☐ to give every child with SEND the best possible access to our broad and balanced school curriculum;
- ☐ to acknowledge the role parents and carers have in their child's learning and to encourage input from the child as appropriate;
- ☐ to continue to develop staff training;
- ☐ to make clear the expectations of all partners in the process

Definitions

Definition of SEN [SEN Code of Practice, 2001, p.6]

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 they:

- a) have a significantly greater difficulty in learning than the majority of children the same age, or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LEA.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do if special educational provision was not made for that child.

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

SEN can be categorised into:

- ☐ general learning difficulties;
- ☐ behavioural and emotional difficulties;
- ☐ speech, language and communication difficulties;
- ☐ physical and sensory impairment; and
- ☐ specific learning needs which can include being gifted and/or talented.

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class.

The school has a separate policy for gifted and talented pupils.

Definition of Disability [Disability Discrimination Act, 1995, Section 1(1)] 'A person has a disability if –

- (a) Person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on Person's ability to carry out normal day-to-day activities.'

Equality Act 2010 Chp. 1 para 6.

Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the school's head teacher, the SENDCO and all other members of staff have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Paragraph 5.2 SEN Code of Practice 2001

Financial implications linked to an individual child's special educational needs may need to be met by the parents as there is no funding available either through the school or through the Local Authority.

Special needs provision is planned in co-ordination with, monitored and reviewed by the Special Needs Coordinator (Miss Samantha Dainty), who reports to the Headteacher.

The SENDCO and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil. Part-time/specialist teachers may need to be informed/consulted to ensure continuity of approach.

The class or form teacher and the SENDCO will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision.

The role of the SENDCO

SEND arrangements are coordinated by the SENDCO whose role includes:

1. overseeing the day-to-day operation of the school's SEN policy;
2. carrying out observations and assessments of individual pupils to help support and provide for them;
3. liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. coordinating 1:1 and group learning support, and where appropriate, delivering this;
5. keeping the headteacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
6. tracking pupils' progress using IEPs and other records;
7. maintaining the school's SEND register and overseeing other records for all pupils with SEND;
8. identifying and monitoring areas of need and provision across the school, reporting to the headteacher;
9. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
10. liaising with parents of children with SEND in conjunction with class teacher, keeping notes of these meetings;
11. contributing to and promoting in-service training of staff both in-house and external.
12. liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;

13. ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
14. ensuring appropriate use is made of classroom assistants, support staff/teachers to enable delivery of IEPs;
15. ensuring each class teacher has completed an up-to-date provision map, highlighting SEND needs if appropriate.

The role of the teachers

1. identify pupils of concern and liaise with SENDCO;
2. keep notes on SEND pupils in the system;
3. plan work for pupils at school action level;
4. liaise with SENDCO to plan work for pupils on school action plus level;
5. to review and write IEP's when required (supported by SENDCO);
6. direct support from learning support assistants if appropriate;
7. each member of staff is expected to keep up-to-date with information about SEND children that they teach;
8. liaise with the parents of identified pupils;
9. complete a provision map outlining the needs of the class, including any individual SEND needs, updating this as appropriate.

The role of the head teacher

1. ensure that the SENDCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. liaise with SENDCO regularly regarding individual children;
3. discuss staff training needs with SENDCO;
4. in discussion with SENDCO arrange sharing of good teaching practice.

A graduated response to learning difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action

to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour. (SEN Code of Practice 2001)

Identification

Early identification and assessment of a child with SEND is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENDCO will discuss the child's needs and information will be gathered.

At Fletewood School we have due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act 2001.

The Code of Practice states:

"It is for individual schools to decide the procedures they should adopt for meeting the needs of all children, for observing and assessing their progress, and for deciding the nature of the special educational provision that they should make. It is essential that these procedures are carefully managed and monitored, and that there are effective internal communication and liaison arrangements between staff."

COP 5:38

Fletewood School SEND provision follows the following stages and children may be moved on or off the register at any point.

Alert/class observation

A pupil is placed on alert if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities.

The class tutor/teacher will then inform the parents of the concerns and ask permission for any assessments that have been deemed advisable.

After assessment has taken place, parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so. At this point the child will be placed on the SEND Register.

Special Educational Needs and Disability Register

A child is put on the register if it is identified that he or she has special educational needs which require support beyond that which is provided through the differentiated provision within the class. Parents/carers must be informed about such support.

An Individual Education Plan (IEP) is then drawn up by the class teacher in consultation with the SENDCO which is reviewed and rewritten termly in consultation with the parents/carers of the pupil.

IEPs

An IEP is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;

- three or four (no more) short term targets set for or by the pupils, with a review date specified for each target;

- the teaching strategies to be used and how these are to be delivered.

- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be SMART:

- short;

- measurable;

- achievable;

- realistic; and

- have a defined time.

Reviewing of IEP's

IEP's are based on a cycle of planning, intervention and review. As far as possible needs are met within the classroom, in some instances provision can be made for TA/Learning Support Assistants to work alongside children.

Each IEP is formally reviewed termly. As appropriate the child will be asked to assess his/her progress. Opportunities are also available on an informal basis for parents/carers to discuss their child's progress with the class teacher. Parents are able to discuss further concerns with the SENDCO.

Where significant progress is made, the class teacher and SENDCO will decide whether to continue, modify or cease the IEP in consultation with the parents/carers. The child will continue to have targets set and be monitored by the class teacher and continue receiving any necessary differentiation of strategies, including using different tasks as well as varied support provision and revised outcomes, adapting these, in consultation with the support teacher and/or SENDCO, so that together they meet the child's needs.

If, despite receiving an individual programme, a child continues to make little or no

progress, the SENDCO will work with the class teacher to complete forms for referral to outside agencies and the SENDCO will provide documentation to support the referral. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is a good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any assessments that are not covered by local authority action and will be asked to inform the school of the outcome of assessment. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class teacher, SENDCO and any support staff/assistants, must work closely together to provide a comprehensive support programme for the child. The class teacher and SENDCO should revise the IEP in consultation with any other professionals involved with supporting the child in school. Support must remain in place and all those involved must keep clear records. IEP's will continue to be written on a regular basis.

Where a report from an outside consultant has been provided the school must have regard to this guidance for up to three years, after which the report is no longer valid. Either a new report should be obtained, or the pupil's needs should be re-assessed, or the pupil should be removed from the Register.

Where such intervention proves successful, the child may revert to support within school. Again, the views of the pupil and parents/carers will be taken into account and parents/carers wishes will be respected.

a) Statutory Assessment and Education Health and Care (EHC) Plan

For a very small number of pupils, even with the support of outside agencies, their needs might still not be being met. At this point parents can request a Statutory Assessment from the Local Education Authority, preferably with the support of the teachers and SENDCO and following consultation with the Head Teacher. The SENDCO, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation. Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible, the SENDCO or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during IEP review meetings.

This may result in a EHCP. A pupil with an EHCP will have their progress reviewed with teachers/SENDCO/ parents/outside agencies and the LA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENDCO to collate these records and to maintain the pupil's file.

Record Keeping

The SEND provision records are as follows:

Records of Concern are kept by the SENDCO in the school office and in the pupil's file.

Assessment and progress files are kept by the SENDCO in the office, in the pupil's file and the class file.

Initial Parent Contact forms are kept by the SENDCO and in the pupil's file.

IEPs are kept by the SENDCO. Copies are kept in the pupil's file.

School based assessments are stored in the pupil's files. It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENDCO has made.

It is the responsibility of the SENDCO to draw the attention of the teachers to the assessments.

It is the responsibility of the class/subject teachers/key worker to familiarise themselves with the reports and IEP's.

Any other records, Educational Psychologist's reports, Speech therapy, etc., are kept by the SENDCO in the school office with copies in the pupil's file.

At the beginning of each term, staff discuss the SEND register and it is updated. All staff have access to the current SEND Register including the Alert stage list. For every pupil on the register with a current IEP, this is kept in the file which may be electronic or paper copy. IEP's are working documents and used when planning – they are accessible in a file or on the school system but remain confidential. The IEP might include arrangements for withdrawal support.

Strands of Action to meet special educational needs

Alert/ class observation; Differentiated learning in class

In School

Differentiation + individual help +small group support

School plus agency Individual help + advice from an external agency

Assessment and planning

Teacher assessment; Screening tests

In-school individual assessment inc. teacher assessment, screening tests, GL Assessments, in-school whole class assess

External assessment by Ed Psych or other therapist(s)

Grouping for teaching purposes

Grouping strategies used flexibly within the classroom

Individual tuition to support IEP targets. Small groups used for out of class activities with group targets

Individual/small group tuition to support IEP targets or programme drawn up by the school with support from external therapist(s)

Human resources

Class teacher and teaching assistants (TAs) with advice from the SEND/Learning Support Team as necessary

Learning support staff in liaison with class/form teacher and parents/ carers

Learning support staff in liaison with external therapist, class/form teacher and parents/ carers

Examples of Curriculum and teaching methods

Differentiation for curriculum access using multi- sensory (VARK*) teaching methods and suitable adjustments within the classroom. Behavioural target/ charts

Individual programming to support specific targets;

Access to ICT

*VARK visual auditory, reading/writing, kinaesthetic

Curriculum access for pupils

Behaviour and SEND

Pupils with behavioural difficulties are included as having special educational needs even if they do not have learning, or physical or sensory difficulties.

Integration

Children with SEND are fully integrated within the school as a whole, all staff and children may know which children receive support, but the atmosphere is one of encouragement and understanding.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Future Schools

The Head Teacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEND, advice is given to parents as to the amount of continuing support the pupil may need, and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

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