



# Special Educational Needs and Disability (SEND) Policy

Date written: November 2019

Written by: Mrs Victoria Boole (SENCO)

## **SENCO details**

**Name of SENCO:** Mrs Victoria Boole

**Qualification:** B.Ed (Honours) and National Award for SEN (NASENCo award)

**Advocate for the SLT:** Mrs Kate Mason (Head Teacher)

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## **Introduction**

Everyone at Richardson Endowed Primary is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life.

The new SEN code of practice defines SEN in 4 broad areas of needs and these are:

- Cognition and learning
- Social, Emotional and Mental Health Difficulties (SEMH)
- Communication and Interaction
- Sensory and Physical needs

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has 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 the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

## **Policy objectives**

In order to meet the special educational needs of our children at Richardson Endowed Primary School we must:

- identify those children who have SEN as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEN.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- use resources effectively to support children with SEN.
- assess and keep records of the progress of children with SEN.
- work with outside agencies who provide specialist support and teaching for children with SEN.
- inform and involve the parents of children with SEN so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEN.
- support the Every Child Matters agenda within the school.

## **Co-ordinating provision**

The SEN team at Richardson Endowed Primary School

### **The SEN Governor**

Mrs Marilyn Walton is the current Governor with responsibility for SEN at Richardson Endowed Primary School. She has regular contact with the SENCO and the Senior Management Team of the school to keep up-to-date with, and monitor the school's SEN provision. School must make an annual report to parents on the school's current SEN provision.

### **The Special Educational Needs Co-ordinator (SENCO)**

Mrs Victoria Boole is responsible for the arrangements for SEN provision throughout the school. Mrs Boole works 3 days a week and is a class teacher.

- has responsibility for the day to day operation of the SEN policy.
- maintains a register of children with SEN, and ensures that the records on children with SEN are up-to-date.
- works closely with the Headteacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.
- manages the Teaching Assistants at Level 3 employed to work with individual children with SEN throughout the school.
- manages those Teaching Assistants attached to individual children with an EHCP or other additional top up funding.
- liaises with the staff in school who have responsibility for child protection, attendance and family support issues
- liaises with others for medical needs.
- Works closely with the parents of children with SEN.
- liaises with outside agencies to gain advice and support for children with SEN.
- contributes to in-service training for staff on SEN issues.

The SENCO will maintain a provision map for each year group which gives an overview of the provisions made for the children with SEN. These will be reviewed termly.

## The Graduated Response

If a class teacher has concerns about a child in their class the SENCO will support them with a graduated response which is as follows.

### **Wave 1**

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share concerns with the SENCO and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCO of the concerns. The SENCO will make a record of the child in the category, "Identified Concerns".

### **Waves 2 and 3**

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

An Individual Education Plan (IEP) can be written by the class teacher and the SENCO for the child should it be deemed necessary. This sets out the learning or behavioural targets (usually up to 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and the IEP is sent out to the parents. Progress towards the targets is discussed at Parent's evenings, or by request at other times through discussions with the class teacher or SENCO.

At the IEP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

If a child continues not to make adequate progress the SENCO will ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, Speech and Language therapists, SSSSEN service, Behaviour Support etc. With their help, strategies which are **additional to or different from** normal provision will be the basis of future IEPs.

At this stage a request for Graduated Response for Individual Pupils funding (GRIPS funding) may be made. This is for pupils who have significant barriers to learning, requiring funding above element 2 funding. Pupils with or awaiting an Education Health Care Plan will not be eligible.

Parents play a particularly important role at this level of intervention whereby outer agencies are involved. Their permission is essential when asking for specialist help or applying for GRIP funding. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCO.

### **Request for Statutory Assessment for an EHC Plan**

If the child continues to not to make progress, the school, through the Head teacher and SENCO, requests the Local Education Authority to make a statutory assessment of the child's SEN. If the LEA agrees, it collects information from all the people who have been involved with the child. From this the LEA SEND Officer decides whether the child needs an Education Health Care Plan.

## **Education Health Care Plan (EHCP)**

An EHCP is a legally binding document which sets out the provision the child **must** receive to meet his/her SEN. The LEA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. IEPs are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists either from the LEA or the medical services.

## **Monitoring the success of the SEN Policy**

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- up to date Year Group provision maps reviewed termly to assess progress and interventions
- evidence of progress towards targets at the IEP reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress
- successful requests for additional funding

## **Evaluating the success of the SEN Policy**

***The success of the policy will result in the needs of all children with SEN being met by:***

- Having the systems in place to identify children with SEN as early as possible.
- Making use of good practice in planning for, teaching and assessing children with SEN.
- Regularly reviewing of the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Receiving appropriate funding from the LEA to support the child's needs at top up element 3 levels.
- Considering the wishes of the child at an appropriate level.
- Having a positive and effective partnership with parents.
- Encouraging a multi-disciplinary approach whenever possible.

**Signed by:**

**Chair of Governors:**

*Mrs Louise Rowland*

Date: 21.11.19

**Head Teacher:**

*Mrs Kate Mason*

Date: 21.11.19