



Stebbing Primary School Inclusion and Special Educational Needs and Disabilities (SEND) Policy

Created/updated June 2017
Ratified By Gov. Body June 2017
Due for review 2019

INTRODUCTORY STATEMENT

Stebbing Primary School is committed to providing an appropriate and high quality education for all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. They should be equally valued in school without prejudice or discrimination. Stebbing Primary is committed to inclusion.

OBJECTIVES

1. To ensure the Special Educational Needs (SEN) and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENCo, and support staff as appropriate and provide specific provision matched to individual needs.
5. To enable children to leave our school with confidence in their own ability; with the skills to extend and apply their knowledge; and the belief that learning is enjoyable and rewarding.
6. To involve children and parents/carers at every stage in the planning and decision making process ensuring the child's needs are met.

INCLUSION

The SEND policy is part of the whole school inclusion policy which includes the Behaviour policy, Gifted and Talented policy and Accessibility policy.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys.

- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress, including alcohol and drugs.
- Any learners who are at risk of disaffection and exclusion

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best class for each child.

PROVISION

Class based support

The class teacher remains responsible for working with a child on a daily basis. Class-based interventions are planned by the teacher and support staff will be involved in the implementation of these. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

Identification

Teachers make regular assessments of all pupils. Where a pupil is making less than expected progress over time the SENCO will then support the teacher in problem solving, advising the effective implementation of support and ensuring that the work provided is appropriate to the level the pupil has been assessed at. The SENCO informally gathers evidence including views from the pupil and parents and will put into place extra teaching or other rigorous interventions designed to secure better progress, where required.

The following criteria for identification of a child with SEN may be used as appropriate.

- Children who are working significantly below the National Curriculum for their key stage in Maths and English.
- Children identified by outside agencies e.g. Speech therapists, GP.
- Children requiring greater in class support than the majority of their peers due to:

- mild learning difficulties
- moderate learning difficulties
- specific learning difficulties
- severe learning difficulties

The four broad areas of need are:

- communication and interaction

- cognition and learning
- social, mental and emotional health
- sensory and/or physical needs

SEN SUPPORT

Once a child has been identified with SEN the school will inform parents of the special educational provisions and work closely together to formulate a graduated approach to ensure that effective SEN support is in place. This approach relies on the following four actions:

1. Assess
2. Plan
3. Do
4. Review

At this point in the process the child will have a One Plan written in conjunction with the parents, child and any specialists concerned.

One Plan

A One Plan is a document completed by the school with all stakeholders involved (parents, child, teachers, support staff and any specialists). The SENCO may be involved as necessary.

A One Plan sets out a pupil's current level and achievement; what is working and what is not working, the outcomes that everyone has agreed and SMART (small, measurable, achievable, relevant, time-based) short-term targets; specific strategies and provision and any additional information needed.

The One Plan will be implemented by the class teacher and support staff. Additional support is funded from the school's annual budget. A pupil's progress will be continually monitored and assessed. The One Plan will then be reviewed at least once a term and all stakeholders mentioned above will be invited to attend (as necessary).

School request for a Statutory Assessment

For a child who is not making adequate progress, despite a period of support at SEN support level, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make an Education, Health and Care Plan (EHCP).

The school will work closely with parents and the child to produce evidence to submit to the LA. Judgements will be made using the Local Authority's (LA) current criteria for making a statutory assessment and they will decide upon the need for an EHC plan and further funding.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

EHC Plans

A child who has an EHCP will continue with the SEN provision already in place. Additional support will be implemented in line with the EHCP objectives.

We are not expected to meet the full costs of more expensive educational provision from core funding but provide additional support which costs up to a nationally prescribed threshold per pupil per year. The LA should provide additional top-up funding where the costs of the special educational provision required to meet the needs of an individual pupil exceed the nationally prescribed threshold.

Outlined below are details of the EHCP requirements for each child:

- Individual outcomes
- Agreed support from outside agencies (including specialist teachers)
- EHCP outcomes broken down into termly targets and reviewed with all stakeholders (parents, child, specialists, school)
- Annual review/person centred-review of outcomes
- Any specialist equipment needed

The purpose of the Annual Review/Person-Centred Review, chaired by the SENCO, will be to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

OUR STAFF

SENCO

Our SENCO, Suzanne Chamberlain, has been in post for five years. During this time she has achieved the National Award for SEN Coordination of Further Professional Studies from the University of Cambridge.

The role of the SENCO at Stebbing Primary is outlined below:

Responsible for coordinating all of the provision for children with SEN.

This includes:

- Supporting and guiding staff who work with children with SEN.
- Organising specialist visits
- Liaising with parents
- Arranging further training
- Observing and working with children with SEN.
- Monitoring the effectiveness of intervention strategies

- Coordinating meetings
- Reviewing and purchasing further equipment as necessary
- Attending regular cluster meetings and further training to update and revise developments in Special Needs Education and Inclusion.
- Devising and implementing School Development Objectives in line with the school's priorities
- Develop relationships with parents and carers and communicate key information when necessary

LEARNING SUPPORT ASSISTANT (LSA)

LSAs are encouraged to extend their own professional development and receive observations and Professional Development interviews and training where this is appropriate. Adult provision for children with SEN is organised by the Senior Leadership Team in conjunction with the SENCO.

The role of the LSA at Stebbing Primary:

- Support children with SEN in reaching their individual targets
- Support children to ensure they are included in all appropriate class activities
- With support from the teacher, plan, deliver and evaluate suitable activities and strategies
- Monitor progress (in line with targets set) and provide regular feedback for the teacher
- Attend (where possible) review meetings
- Manage specialist equipment
- Develop secure working relationships with all outside agencies, implementing the necessary recommendations
- Develop relationships and communicate regularly with parents/carers

OUTSIDE AGENCIES

The Educational Psychologist

The Educational Psychologist visits the school regularly following discussion with the SENCO as to the purpose of each visit. Parental permission will be sought for these specific visits.

Specialist teachers

The LA Special Needs Support Teacher Service visits regularly to observe children, provide specific information, share resources and provide in-service training. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to One Plans and Annual reviews/Person Centred Reviews. If the need arises a specialist teacher will be requested for any child who needs additional support beyond that of the

support offered in school.

The SENCO liaises frequently with a number of other outside agencies, for example:

Social Services
Education Welfare Service and CAMHS
School Nurse
Police Community officer
Speech Therapy
Physiotherapy
Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Specialist teachers

The LA Special Needs Support Teacher Service visits regularly to observe children, provide specific information, share resources and provide in-service training. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to One Plans and Annual reviews/Person- Centred Reviews. If the need arises a specialist teacher will be requested for any child who needs additional support beyond that of the support offered in school.

Health and Social Services, Education Welfare Services and Voluntary Organisations

The school is proactive in working in a multi-agency approach. The Headteacher/SENCO attends meetings where professionals meet to seek solutions for the most vulnerable children.

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting Education Welfare Officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.

There are many voluntary organisations supporting SEN. The SENCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers notice board.

PARTNERSHIP WITH PARENTS

Staff and parents/carers will work together to support pupils identified as having

additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we always try to make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and we aim to ensure that all parents/carers go away from the meeting clear about the actions and the way in which outcomes will be monitored and reviewed.

We aim to give parents as many opportunities as possible to contribute and share their thoughts and ideas about their child and their needs. In readiness for a review we ensure that parents are prepared in advance of the meeting and know the key headings that will be discussed.

One Plan targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All review paperwork will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Regular parenting and curriculum workshops are offered for parents/carers to attend through the Local Delivery Group and through in-house training.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

We recognise that this may be a challenging time for parents/carers and we want to ensure that parents and children feel supported and listened to. If appropriate, we may help forge links between parents of children with SEN within the school, which enables them to share their knowledge and experience with each other.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

ROLE OF THE GOVERNORS

The SENCO provides Inclusion updates including information to the Governing Body as

to the numbers of pupils receiving special educational provision, as well as any pupils for whom a Statutory Assessment/EHCP has been requested. Senior Leaders will ensure that governors are kept up to date with any legislative or local policy changes.

A Special Educational Needs Governor is appointed and is available to discuss matters and gain a general understanding of the SEN principles and practices which occur in school.

ADMISSION ARRANGEMENTS

Children with additional educational needs are considered for admission to the school on exactly the same basis as children without additional educational needs.

Children identified, prior to joining our school, as having additional needs will also be supported to ensure a balance of both provision and opportunity.

We offer a transition period for children as they start Reception.

Prior to starting school, parents/carers of children with a Statement of SEN/EHCP or Statement/EHCP pending will be invited to discuss the provision that can be made to meet their identified needs and whether we are best placed to meet those needs.

Pupils with a Statement of Special Educational Needs

The admission of pupils with a Statement is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of statements by the pupil's home Local Education Authority. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

Starting at Stebbing Primary

If your child is due to start primary school and already has a statement of special educational needs or an Education, Health and Care Plan (EHCP), the process of selecting a primary school is linked to your child's statement or EHCP.

A consultation with the Statutory Assessment Service, schools and parents will take place and a school will be named in the statement or EHCP.

Year 6 to Year 7 transfer

If your child is in Year 6 with a statement of special educational needs or an Education, Health and Care Plan (EHCP), the process for selecting a secondary school is linked to your child's statement or EHCP.

A statement review takes place during Year 6 in consultation with the Statutory

Assessment Service, schools and parents. A school will then be named in the statement or EHCP. You should not make an application for a secondary school place unless you wish your child to attend a selective (grammar) school.

If your child is in Year 6 and has SEN Support, or is in the process of being considered for a statement or EHCP, you should make an application (either online or by paper) through the Year 6 to Year 7 transfer process.

TRANSITION

Nursery and Reception staff will arrange a home visit prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO who may attend the home visit. Where necessary the Inclusion SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to discuss the child's needs further.

Transition to secondary school is a very significant change in a child's life. This needs to be carefully managed. Staff are on-hand and keen to discuss such arrangements and offer support when selecting a new school for a child. Strong relationships with secondary schools in the area have been forged to ensure a smooth transition for children, particularly those with SEND.

ACCESS ARRANGEMENTS

Access to the Environment – (School Access Plan)

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Access Plan.

Access to Information (see also School Access Plan)

All children requiring information in formats other than print will have this provided.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide

access through peer/extra adult scribing.

Stebbing Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

SEND CODES EXPLAINED:

SEND-SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

SEN – SPECIAL EDUCATIONAL NEED

EHCP-EDUCATION HEALTH CARE PLAN

SENCO-SPECIAL EDUCATIONAL NEEDS COORDINATOR

CAMHS-CHILD AND ADOLESCENT MENTAL HEALTH SERVICES

LA-LOCAL AUTHORITY

LSA-LEARNING SUPPORT ASSISTANT