SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Policy adopted on: *May 2016*
Approved by: *Full Governing Body*
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Interim Review: *March 2017*
Interim Review carried out by: *Jane Morgan*

This policy provides information and guidance for parents, teachers, teaching assistants, non-teaching staff and Governors on Seva School's approach to the provision and additional support required by the SEN Code of Practice 2014 for children with Special Educational Needs. The Code of Practice reflects the changes introduced by the Children and Families Act 2014.

Seva School's Aims and Objectives

'Every Teacher is a Teacher of SEN'.

Aims:

- *To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational needs Code of Practice*
- *To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. Promote independence, equality and consideration for others.*
- *To ensure that we celebrate the wide range of our students' achievement.*
- *To support all students to excel by offering multiple pathways for progression.*
- *To equip students with the skills and attributes necessary for adult life.*

Objectives:

- *Seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health, care services and previous schools prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENDCO*
- *Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential*
- *Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be coordinated by the SENDCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for*
- *Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.*
- *Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Seva School is supported by an Education Psychology service, Speech and Language Therapy service, Child and Adolescent Mental Health Services (CAMHS), MASH, Coventry Autism Support Service (CASS), Coventry Sensory & Physical Support Service*
- *Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each vertical mentor group. The school community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life.*

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1. The SEN Code of Practice 2014

The Department for Education's Code of Practice supports children with special educational needs, aged 0 years to 25 years and includes guidance relating to disabled children, as well as those with SEN.

The way in which provision and support is made has changed for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on the 1st September 2014. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Coventry that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

2. Definition of Special Educational Needs (SEN)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:-

(a) Have a significantly greater difficulty in learning than the majority of the children 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 mainstream schools

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.

3. SEN Provision in Seva School and Allocation of Resources

'Every Teacher is a Teacher of SEN'.

Class Teachers

Class teachers have responsibility for all children in their class.

- The class teacher shows provision for all children through careful differentiation in their planning. Their classroom management ensures that resources such as people, time and materials are used efficiently so that children with SEN can access the National Curriculum.
- All adults supporting SEN children are involved in the review pupil progress. Records are kept of the work done with the children. These records are essential when progress is reviewed.
- Provision for some children will involve other agencies. This is coordinated through the SENDCO in discussion with the class teacher. It is the class teacher's responsibility to implement any specialist programme that has been given to a child in their class.
- When a child has a Statement of Special Educational Needs or an Educational Health Care Plan (EHCP), the SENDCO works closely with all the professionals involved. Statements of SEN and EHCPs are also reviewed annually by all concerned including the pupil, parents/carers and SENDCO.

The Primary and Secondary Headteachers

The Primary and Secondary Headteachers have overall responsibility for all the children in their care.

SENDCO

From 2009 it became law for every new SENDCO in a mainstream school to gain the masters level National Award for SEN Coordination. Our SENDCO has successfully achieved this requirement in 2015.

- The Special Needs Co-ordinator (SENDCO) is responsible for co-ordinating the day-to-day provision of education for children with special educational needs.
- The day-to-day operation of SEN Policy
- Monitoring the movement of children within the SEN system in school
- Co-ordinating provision for children with special needs, including time-tabling support
- Allocating resources for children with SEN
- Maintaining the school database and overseeing record keeping for children with SEN
- Contributing to the in-service training of staff
- Liaising with and advising staff and parents/carers
- Liaising with external agencies
- Organising In School Reviews, EHCP monitoring and other multi agency meetings
- Maintaining records for SEN children and passing them on when pupils leave
- Reporting to Executive Principal and Governors
- Gaining further knowledge skill through attending courses
- Evaluating and facilitating the implementation of new initiatives in consultation with the Executive Principal and Governors
- Reviewing and updating the SEN policy in consultation with staff and Governors

Governors

The governing body has due regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all pupils with SEN. The Governors are kept informed and consider the overall provision and development for children with SEN. The Headteachers and Governors review SEN expenditure annually through the budget setting process. The SENDCO's report to the governing body includes an SEN Update.

There is an identified Governor, who has responsibility for overseeing the schools provision for pupils with special educational needs, who meets regularly with the SENDCO for an update as to the latest developments. The SEN

Governor ensures that all Governors are aware of the schools SEN provision, including the deployment of funding, equipment and personnel. The Governors ensure that the policy for special educational needs is regularly reviewed.

If a child is considered to have a SEN, we will always require the consent from their parents or carers. Once agreed we will make reasonable adjustments to teaching so that the child will be able to fully access the Early Years Foundation Stage or National Curriculum.

When allocating resources for pupils with SEN, the Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEN within the Individual School's Budget
- the availability of additional grants to the school
- priorities identified in the School Development Plan

The SENDCO works within the senior management team of the school to:

- identify the pattern of need across the school
- establish the most cost effective means of meeting these needs
- allocate support to groups of students and individual students, including those with Statements of special educational needs or an EHCP
- ensure that support is allocated to students on a fair and equitable basis
- monitor the progress made by students with SEN
- evaluate the effectiveness of provision for SEN
- ensure that support staff, including teaching assistants, Learning Support Assistants and Learning Support Co-ordinators, work within the framework of school policy and practice

4. Partnership with Parents and Carers

The Code of Practice 2014 emphasises the need for children and their parents/carers to be involved in discussions and decisions about their individual support and about local provision.
This can be achieved by:-

- The class teacher is the initial point of contact for responding to parental concerns.
- Class teachers will ask the child what support they feel they need.
- The SENDCO will be available for meetings with parents and carers who have concerns about pupil progress or about the support they are receiving. At these meetings the SENDCO will record parent views and will inform parents of the level of support they are receiving
- Parents and carers will always be consulted if a child is identified as having Special Educational Needs and may be involved in devising strategies for their child.
- Parents and carers will be asked for their consent for any involvement by medical or other outside agencies

5. Identifying Learning Needs

See definition of Special Educational Needs at start of policy.

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- 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.
- The subject 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.

- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the above actions it can be determined which level of provision the pupil will need.
- If a pupil has recently been removed from the SEN Support Register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN Support Register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Support Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part, cyclical process indicated below:

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual 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

In identifying a child as needing SEN support the subject teacher, working with the SENDCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan
When it is decided to provide a pupil with SEN support, parents will be informed. Planning will involve consultation between the SENDCO, parents and other relevant staff to agree the adjustments, interventions and support that are required; 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
Class teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review
Termly progress checks will be used to review pupil's progress. The review process will evaluate the impact and quality of the support and interventions. The SENDCO will revise the support in light of pupil progress and development. Any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:
If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, and for planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review involving parents, SENDCO and the Executive Principal if applicable.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: www.coventry.gov.uk/localoffer

Or by contacting the Parent Partnership Service on: 024 7669 4307

6. Provision Maps and Evaluating Progress

Provision maps are a detailed account of the provision offered to children, over and above that normally provided in the classroom. It is evaluated termly by the SENDCO and staff involved with the child. Provision maps show interventions in place for children who may not be on the SEN register but who require additional support to narrow the gap.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils during the academic year. Parents and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire at parents evening in addition to discussion at reviews.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The PLC will offer the opportunity for parents to access the SENDCO and HLTA-SEN via email or appointment. Further feedback from parents can be given at any time through email contact available on the school website.

SEN provision and interventions are recorded on student files and within departments. These are updated by staff and monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of the academic year and are adapted following assessment.

7. Statement of Special Educational Needs

Statements of Special Educational Needs have been replaced by Educational Health Care Plans. Existing Statements of SEN are being transferred into Educational Health Care Plans.

8. Education Health Care Plans (EHCP)

In cases where needs are exceptional, the school, parents/carers may request that the Local Authority make an assessment of educational and health needs and consider whether or not to issue an EHCP. If an EHCP is issued the Local Authority may consider the child to require specialist provision for their education. The parents' views will always be part of this decision making process.

9. Reviewing Progress

Any pupils whose progress gives cause for concern will be discussed in a termly meeting with the SENDCO and outside agencies. The discussion will identify ways that these children may require differentiated support and appropriate ways forward will be suggested. It may also suggest the involvement of other professionals and/or agencies.

10. Assessment Procedures

To assist the school in identifying children with SEN and for monitoring progress there are a variety of assessment procedures in place.

- Progress is monitored regularly through teacher assessment of the pupil against their IEPs throughout the year. If a teacher feels a pupil gives cause for concern they may discuss it with a senior teacher, Special Needs Co-ordinator (SENDCO) or parent.
- The SENDCO may use other tests to assess a pupil's needs, when it is felt necessary and can approach external agencies for help.

11. Inclusion of pupils with SEN

The Headteachers and SENDCO oversee the School Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the SLT to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from internal (PLC) and external support services. Where a behavioural incident warrants exclusion the Headteachers and member(s) of SLT will consider the ncident in line with the School's Behaviour for Learning Policy.

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENDCO seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The Learning Support Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENDCO attends relevant SEN courses, and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO and Head of Learning Support who will then inform the child's parents.

14. Links with other schools

Seva School works in partnership with other schools in the local area and across the city.

Transition

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 5, Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENDCO in consultation with external agencies. Transition Plans are drawn up in accordance to parental, pupil and staff views following the actions of a Review Meeting.