



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

### Aims and Objectives.

The governors and staff at Handale Primary School are committed to providing an inclusive education to ensure the best possible progress for all its pupils regardless of their abilities, needs or personal circumstances.

The school recognises that all pupils exhibit individual needs and sometimes these needs can be complex and can inhibit their ability to learn. This policy covers all pupils for whom the term 'Special Educational Needs (SEN)' applies as defined below whether their needs are permanent or temporary in nature.

### Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

### Definition of Disabled

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or

young person requires special educational provision they will also be covered by the SEN definition.

Special educational needs and disability code of practice: 0 to 25 years – July 2014, DfE & DoH

The specific objectives of this policy are:

- To identify students with SEN and disabilities and to ensure that their needs are met.
- To ensure that students with special educational needs and disabilities are able to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure parents of pupils with SEN are informed of the provision being made for their child and the progress they are making.
- To ensure that learners are able to express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

Responsibilities

The following staff have responsibilities for the delivery of this policy:

The Governing Body will:

- Have responsibility for the making provision for pupils with SEN.
- Publish information about and report on this policy, including making this policy freely available to parents.
- Consider and report on the effectiveness of the school's work on behalf of children with special educational needs on an annual basis.
- Include in its annual report information on the implementation of this policy on pupils and any changes to the policy during the previous year.
- Allocate a member of the governing body who will take a special interest in SEN.

The Headteacher will:

- Appoint a SEN Coordinator (SENCo) who will be a qualified and suitably experienced teacher.
- Ensure that within the school's budget allocation, provision is made to meet the needs of pupils with SEN.
- Monitor the strategic development of SEN provision through the approval of SEN development plans.
- Report on the provision of SEN in the school to the Governing Body.
- Ensure that the SENCo has adequate resources both in terms of finance and time to effectively manage the school's SEN provision.

The Special Educational Needs Coordinator will:

- Take a lead on the strategic development of this policy and the provision for pupils with SEN.
- Manage the day to day operation of this policy and coordinate the provision for pupils with SEN.

- Provide advice to the Headteacher and to members of staff on issues and developments in SEN.
- Manage the recording of data on pupils with SEN and maintain the schools List of Pupils with Additional Needs.
- Liaise with outside agencies and external providers who are involved in the provision of SEN in school.
- Hold, or be working towards the National Award for Special Educational Needs Coordinators.

Teaching Staff will:

- Be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.
- Plan, deliver and assess educational provision for pupils in their care.

Teaching Assistants (including Classroom Assistants and Early Years Assistants) will:

- Be involved in the development of the school's SEN policy and be aware of the pupil's in their care with SEN.
- Provide provision as directed by the teaching staff on a small group or one to one basis for pupils with SEN

Other Staff will:

- Be involved in the development of the school's SEN policy.

The SENCo for Handale Primary School is Mr Johns.

The member of the Governing Body with a special interest in SEN is Mrs Metcalfe.

Admissions for Pupils with SEN

The school follows the Redcar and Cleveland Borough Council Admissions Policy and Oversubscription Criteria.

Handale Primary School does not discriminate against pupils with SEN or disabilities in accordance with the Special educational needs and disability code of practice: 0 to 25 years (DfE, July 2014) and the Equality Act (2010).

Handale Primary School does not have a special unit for SEN provision.

Identification and Assessment of SEN

Handale Primary School is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. A range of evidence is collected through the school's general assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and/or different provision is necessary.

The school recognises the experience and professionalism of its staff and will respond to any concerns raised regarding a pupil's educational provision, progress or behaviour as a trigger to further investigation/assessment of SEN.

The school will work closely with all other professionals and agencies with a responsibility for the diagnoses of SEN, e.g. GP's, Educational Psychologists, Specialist Teachers.

#### Provision for Pupils with SEN

The Headteacher will allocate resources for the provision of Pupils with SEN.

The provision for pupils with SEN will be recorded on provision maps. There will be separate provision maps for Early Years/Foundation Stage, Key Stage One and Key Stage Two. The provision maps will detail any activities, programmes or specialist support that is additional to the normal routines in each class. The provision maps will include:

- The type, time, extent and duration of the provision.
- The member of staff delivering each different provision.
- The names of the pupils accessing the provision.
- The cost of the provision.

All provision maps will be reviewed every term to ensure they are effectively meeting the need of pupils with SEN.

The SENCo in conjunction with the Key Stage Coordinators and class teachers will ensure that a pupil's additional provision does not compromise their entitlement to be part of a class and to their access to their class teacher.

Handale Primary School uses the three waves of intervention outlined in the Primary National Strategy

- Wave 1 - quality first, class-based, teaching
- Wave 2 - additional, time-limited, small group intervention support programmes.
- Wave 3 - individual support

Provision maps will identify whether a pupil is accessing wave 2 or wave 3 intervention.

Individual provision maps are created for all pupils on the List of Pupils with Additional Needs, identifying what intervention is being made, the objectives of the intervention and the pupil's targets and the extent and duration of the intervention. Individual provision maps will be issued in the first half of the autumn term each year and will be every half term, Individual provision maps will be shared with parents of all pupils with SEN. Parents will be able to comment on the provision being made for their child.

Parents of pupils with SEN may, at any time, discuss with the class teacher, SENCo or Headteacher the provision made for their child.

If a parent is unhappy with any aspect of the provision being made for their child then they will have the right to meet formally with the SENCo to outline their concerns. If this is unable to resolve the

situation then the parent has the right to then meet with the Headteacher and, if desired the member of the Governing Body with an interest in SEN.

#### Evaluating Provision for Pupils with SEN

The SENCo and Headteacher will evaluate the provision being made for pupils with SEN through:

- Use of the schools assessment arrangements for pupil progress.
- Use of specific assessment data compiled as part of the provision.
- Observation of the delivery of the provision.
- Scrutiny of provision planning.
- Scrutiny of pupil's work.
- Discussion with class teachers and teaching assistants.

#### External Assessment of and Provision for Pupils with SEN

Where deemed necessary the school will seek the advice of external agencies and specialist educational professionals to assist in the assessment of and provision for pupils with SEN. The school regularly uses the expertise and assistance of the following agencies:

- Redcar & Cleveland SEN Service
- Redcar & Cleveland Educational Psychologist Team
- Redcar & Cleveland Specialist Teaching Service
- St. Peter's RC Primary School Infant Assessment Class, Brotton
- Redcar Child and Adult Mental Health Service
- Pathways School, Grangetown
- Royal Victoria Infirmary, Newcastle
- Redcar & Cleveland Visually Impaired Service
- Freeborough Academy, Brotton

#### SEN Training

The school has a rigorous procedure for performance management for all staff. Any individual requirement for training and support for SEN issues will be identified through the performance management process.

The Headteacher and SENCo will coordinate any whole school training requirements and where circumstances require a review of skills outside of a performance management cycle e.g. where a pupil with a specific need joins the school.

#### Review of this policy

The Governing Body will review this policy, at least, annually.

#### Related Documents

This is Handale Primary School's Policy for Special Educational Needs & Disabilities. The following documents have a directed impact on its implementation.

#### Handale Primary School

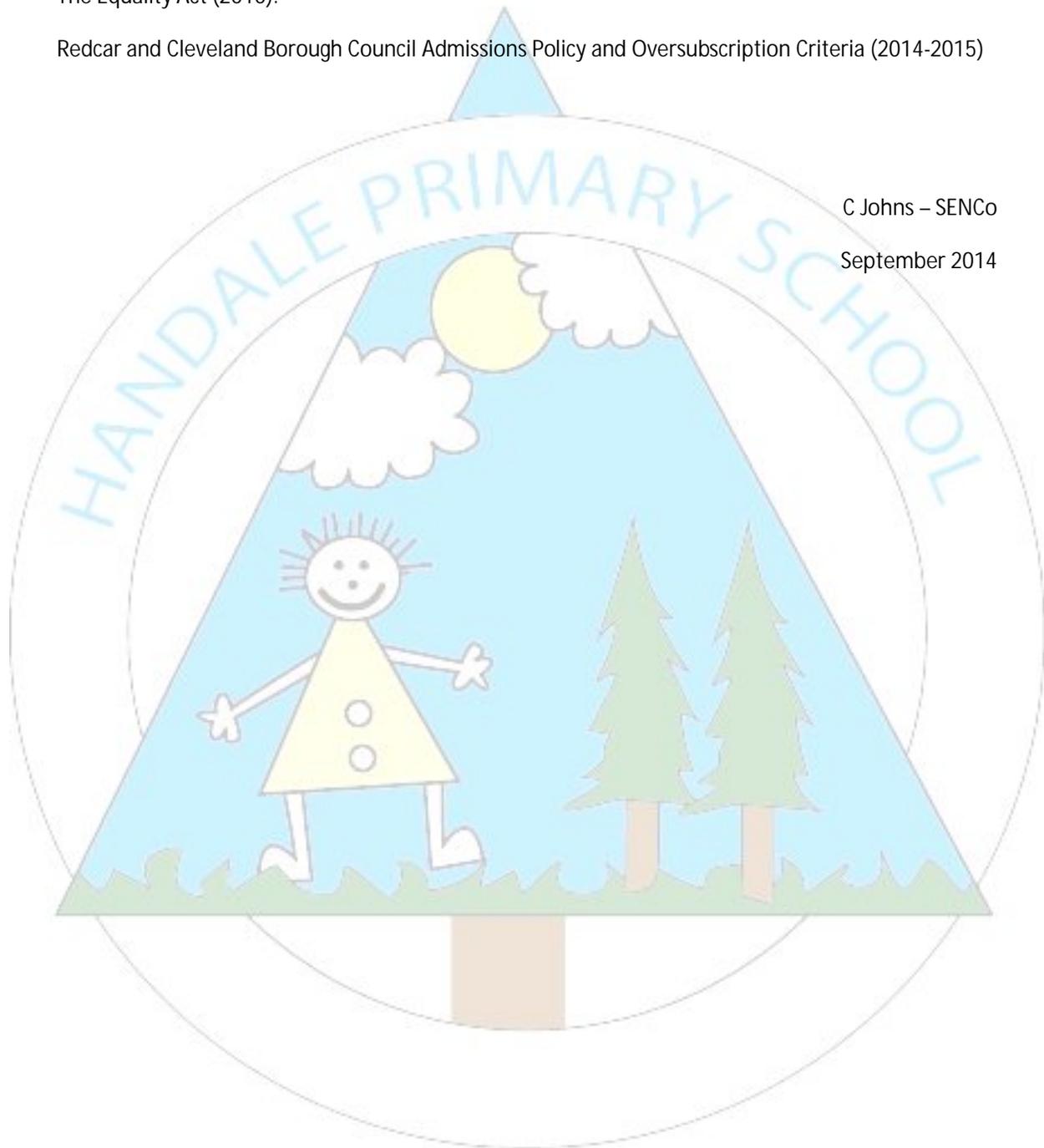
- Inclusion Policy
- Gifted & Talented Policy
- Admissions Policy

- Access Policy
- Assessment Policy
- Subject Specific Policies

Special educational needs and disability code of practice: 0 to 25 years (DfE, July 2014)

The Equality Act (2010).

Redcar and Cleveland Borough Council Admissions Policy and Oversubscription Criteria (2014-2015)



C Johns – SENCo

September 2014