



Coleshill C of E Primary School

**Special Education
Needs and
Disability Policy**

Beliefs and Values:

Coleshill C of E Primary School is a voluntary aided Church of England school. We recognise that our pupils have a variety of needs and aspirations. All Staff and governors aim to make the school a place where Christian love and commitment are expressed in everyday life. We aim to encourage an enthusiasm for learning that lasts a lifetime. We believe that everyone is created in the image of God and is of infinite worth.

We aim therefore to provide a happy, caring, safe and stimulating school where everyone is valued and there is a high level of expectation in all aspects of school life.

We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. The needs of a minority of the children require consideration beyond that given to other pupils (a Special Educational Need). Government Legislation dictates the framework within which the school operates (the Special Educational Needs Code of Practice 2014, the Children's and families Act 2014), and further guidance is provided by both the Government and Local Authority.

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

(CoP 2014 pgs 15-16)

Aims of this policy:

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities

- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

How the aims will be achieved:

- To have regard to the Code of Practice (2014) on the identification and assessment of special educational needs.
- To follow the guidelines laid down by Warwickshire Education Authority.
- To follow the guidelines laid down by the Birmingham Diocese Multi-Academy Trust.
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- Where a child is identified as not making adequate progress provision that is **additional** to or **different** from that provided as part of the school's usual differentiated curriculum will be given.
- To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- To ensure that pupils who were previously on a Personal Plan are receiving tailored suitable and appropriate intervention within stage 2 targeted support, as part of the Graduated Approach, so that they are able to meet their targets and make good progress.
- Where a child is identified as having special educational needs a 'Personal Plan' will be drawn up tailored to each individual child's needs. Realistic, SMART targets will be set and the plans will be reviewed/evaluated regularly at a parent consultation meeting and involve the child, parent and teacher.
- Enhance self-esteem by setting appropriate targets and celebrating with children when these achievements are met.

- To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- To include all children within the class, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.
- Make full use of all the support agencies that have been made available through the LEA.

SENCO Status:

The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 say that the special educational needs co-ordinator (SENCO) must be:

- A qualified teacher working as a teacher in the school (who has successfully completed his/her induction period, where required), or
- A headteacher or appointed acting headteacher.

Since 1 September 2009, schools have been required to ensure that, in addition to QTS, **new** SENCOs hold the National Award for Special Educational Needs (SEN) Co-ordination, or gain it within three years of taking up the post.

The role of the SEN Co-ordinator:

The SENCO plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants providing intervention
- Overseeing pupils' records (Personal Plans)
- Liaising with the parents
- Making a contribution to CPD for staff

External Support Services:

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists and Occupational therapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The LEA
- Specialist Services
- Education Welfare Officer
- Social Services
- Health Visitors

Admission of pupils with SEND:

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice.

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs

- must not refuse to admit a child on the grounds that they do not have an EHC plan

(CoP pg 26)

Teaching and Learning – The Graduated Approach:

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of assessing, planning, teaching, and reviewing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

The class teacher remains responsible for working with and devising programmes of work for the SEN pupils in their class. At Coleshill C of E Primary School we follow The Code of Practice and this advocates a graduated approach to meeting pupils' needs.

When the class teacher has a concern about a child, the school will intervene through a three tiered response as described below.

Stage 1 – Universal Provision:

Quality first teaching within a classroom setting that includes differentiation where appropriate and use of additional resources.

Stage 2 – Targeted Support:

Wave 2 is characterised by interventions that are different from or additional to the normal differentiated curriculum. Wave 2 intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

These children's needs and targets will be catered for on Teacher's 'Provision Mapping'. Teachers Provision maps are monitored constantly and updated throughout each term in light of assessments and day-to-day observations that help to form a judgement of how much progress has been made.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Stage 3: Higher Needs Provision

Wave 3 is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO. Some children at this level will have a 'Personal Plan', which sets out children's targets. This document is completed by the class teacher, the pupil and the parent at a specific meeting that will take place every term. External support services can advise on new targets and provide specialist inputs to the support process. Stage 3 intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for if external support is required. The resulting targets will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Supporting young children and families:

We try to support all our children and families and we would hope that any child or parent could approach any member of our school team for help and support. If we are unable to provide the support needed we do have access to and benefit from a wide range of support services through Warwickshire Council Education Service together with other agencies with whom we aim to work in partnership, including:

- Educational Psychology Service
- Specialist Teaching Service
- Integrated Disability Service
- Sycamore Counselling
- Social Services
- School medical service (school nurse)
- Speech and language therapists
- Parent partnership
- Assist (trauma counsellors)
- Vulnerable Learners
- Occupational Therapy
- Ethnic Minority and Travellers Achievement Service
- Secondary school liaison
- Local nurseries
- RISE (CAMHS)
- Church
- Police service

Continuing Professional Development:

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEN. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the SENCO, the Professional Development Co-ordinator and headteacher. The school will run training for staff throughout the year in areas linked to SEND with the expectation of increased staff knowledge and skills based practice. Newly Qualified teachers and teachers new to the school will be supported by their mentors who will guide them up to Stage 2, after which the SENCO will provide support.

Funding:

The school receives funding from the LEA for Special Needs, within the general school Budget (notional budget), as an amount for children identified with SEN (referred to as devolved funding) and in individual amounts for children with

Education, Health and Care Plans above a specific threshold. The funding is used to provide the support from classroom assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for SEN, to provide cover to enable review meetings to take place and to provide administrative salary costs. Funds received for a child with an EHCP will be allocated to provision for that child, within the terms of their plan, although where provision for a number of children can be usefully combined, this will happen, in accordance with LEA advice. Under the new Code of Practice funding, schools can also apply to their Local Authority for 'Top-Up Funding' where the cost of special educational provision required to meet the needs of an individual child or young person exceeds the nationally prescribed threshold.

Roles and responsibilities:

Provision for pupils with special educational needs is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school aims by:

- Helping with the development of this policy.
- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- Commitment to a partnership approach to provision.

Dealing with complaints:

We endeavour to deliver an individualised program of provision for children within the school. However if you were to become unhappy with the provision your child was receiving the first person to speak to would be your child's class teacher, who will try to resolve any concerns and work with parents to adapt or change provision given. If this was not resolved satisfactorily the Head Teacher, Mr Edwards, would then listen to your concerns and together with the SENCo to seek an amicable resolution.

Storing and managing information:

The records kept in school are appropriate for all children. It is important that records for all children are accurate, yet as positive as possible.

Class Special Needs Folder:

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within the class. It contains the children's targets and any other relevant information on individual children. A section within the file also contains relevant articles and information about specific SEN topics. If the teacher is away, this information should be offered to the supply teacher. During the year children's needs change. They may cease to need support, and so an appropriate comment can be added.

Other Records:

Some teachers may keep anecdotal records, which are part of their continuous assessment.

- Mark books
- Individual records of support work kept by the support teacher
- Records of children who are working on specific programmes
- Provision sheets and maps
- Examples of work

Most of these records are part of continuous assessment. It is also important that results of formal testing, such as SATs and in-house assessments are carefully scrutinised to see if they highlight a child's difficulties or provide information about how to proceed with support.

Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him/her make progress. They should be passed on at the end of the academic year. Information is vital for the teacher to decide what is the next step forward (and of great importance when a child is referred to an outside agency such as the School's Psychological Service) must be accessible both in terms of its location and its content to parents and all support agencies. (See Assessment Policy.) All information is confidential and will not be shared with anyone unless we have parental, written consent.

Self-evaluation:

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Personal Plan targets
- Use of standardised tests
- Evidence generated from Personal Plan review meetings

The provision for SEN within the school will be monitored by the SENCO in consultation with the Head teacher and governing body.

Reviewing the policy:

The SEND policy can be reviewed or amended at any time but will be reviewed at least on an annual basis to ensure that all the information included is relevant and

up-to-date.

Date of next review: Spring 2022