



Edison Primary School

Igniting young minds today, for a brighter tomorrow

Special Educational Needs and Disability (SEND) Policy

Consultation with Staff: September 2016

Date for Review: September 2017

Compliance

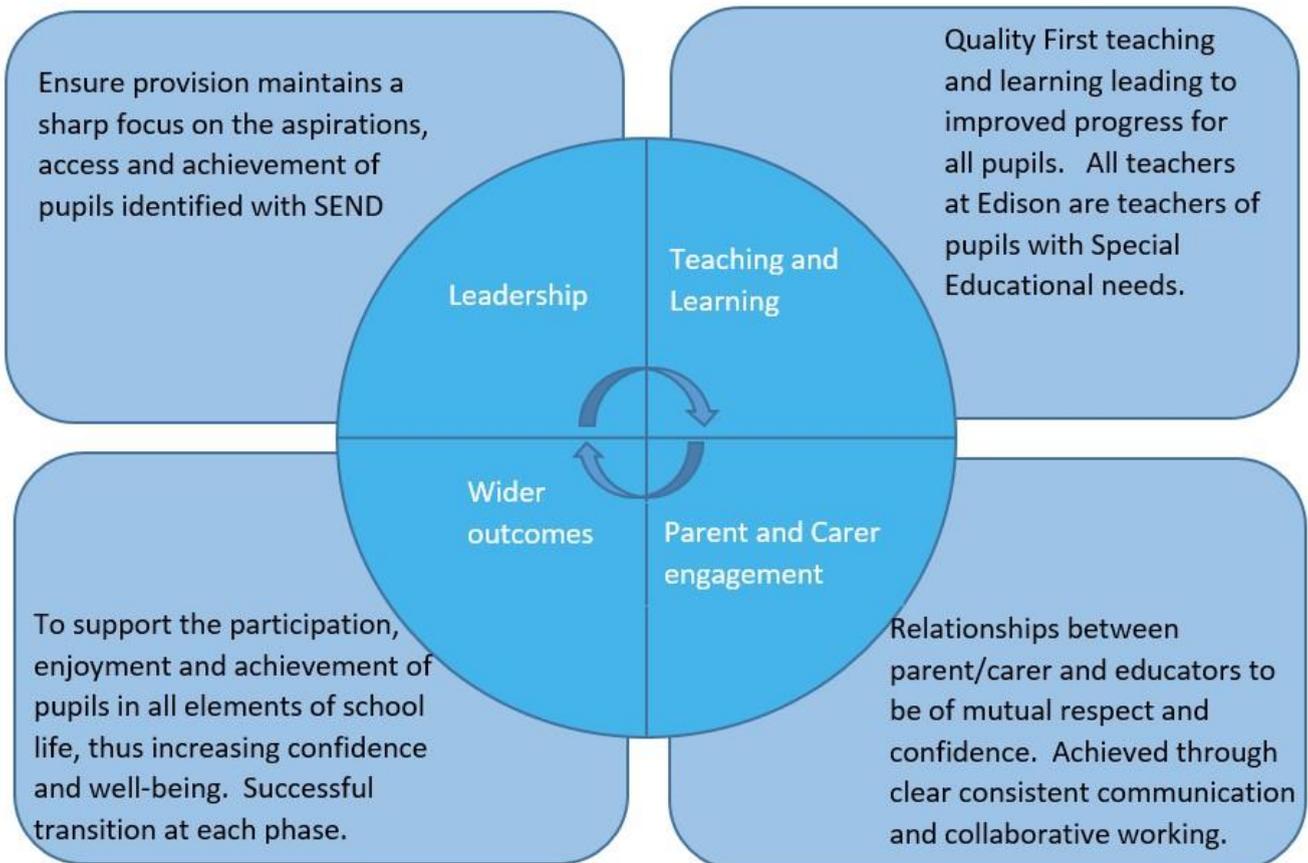
This policy complies with the statutory requirement laid out in the *SEND Code of Practice 0-25* (July 2014), and has been written with reference to the following guidance and documents:

- *Equality Act 2010: advice for schools* DfE February 2013;
- *SEND Code of Practice 0-25* (July 2014);
- *School SEND Information Report Regulations* (2014);
- *Statutory Guidance on supporting pupils at school with medical conditions* April 2014;
- *The National Curriculum in England Key Stage 1 and 2 framework document* September 2013;
- Safeguarding Policy;
- Accessibility Plan;
- *Teachers' Standards 2012*.

Ethos

At Edison our core purpose is to build on children’s curiosity, knowledge, confidence, enthusiasm and all-round abilities towards independent learning. We endeavour to support each individual child in their journey to grow into active, responsible and successful young adults who are able to make the choices necessary to shape their own future. We are an inclusive, welcoming school where efforts are valued, ambition is nurtured and where the potential of every child is realised. Edison is a multi-faith school that celebrates the diversity of its community.

Aims



Objectives

To achieve these aim we will:

- strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feelsafe;
- respond to learners in ways which take account of their varied need and life experiences, rejecting an approach that locates a problem within the child, but means doing everything we can to meet a child's SEND and overcome any barriers to learning.
- identify a pupil's SEND at the earliest point and then making effective provision, as this is known to improve long term outcomes;
- work in close partnership with parents to achieve these aims, as we are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this;
- support pupils themselves to participate in discussions, and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates;
- work in close partnership with a range of specialist agencies to enable us to provide effective, targeted support;
- provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils;
- ensure the named Special Educational Needs Co-ordinator (SENCo) has experience of and understands the responsibility for the day-to-day operation of the SEND Policy. As well as the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care Plans (EHCPs).

All staff and the Trustees of Edison Primary will work within the guidance outlined in the *SEND Code of practice 0-25* (July 2014).

Identifying SEND

The Code of Practice (2014) states that **a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her**. Special educational provision includes that which is **additional to, or different from the provision generally made for pupils of the same age**.

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.

Children may have special educational needs either throughout or at any time during their school experiences. Edison Primary is committed to early identification of special educational needs.

The Equality Act (2010) defines **disability** as:

- 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

It is possible to be disabled and not have SEN, and vice-versa. It is also possible to be both disabled and have SEN.

Broad areas of need as outlined in the *SEND Code of Practice 2014*

The Code of Practice (2014) specifies four broad areas of need. In practice, individual children often have needs that cut across all these areas and their needs may change over time:

1. Communication and interaction:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with Autistic Spectrum Disorders are likely to have particular difficulties with social interaction.

2. Cognition and learning:

Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific learning difficulties (SpLD) including a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties:

Children may experience a wide range of social and emotional difficulties whereby they may become withdrawn or isolated, or display challenging, disruptive or disturbing behaviour. Some children may have disorders such as attention deficit hyperactive disorder.

4. Sensory and/or physical needs:

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school, the needs of the whole child will always be considered in this process, as well as the specific issues that have been raised.

Other factors that may impact on progress and attainment that are not considered SEND:

- attendance and punctuality
- health and welfare
- speaking English as an additional language
- being in receipt of a pupil premium grant
- being a looked after child
- being a child of a service personnel

The graduated approach to SEND support



Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through high quality teaching which happens every day, appropriate differentiation (where learning is matched to ability) and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength.

High quality teaching, differentiated for individual pupils, is always seen as the first step in responding to pupils who may have SEND.

Where a pupil's needs are persistent, the class teacher will complete a **Pupil profile and record of concern** (Appendix 1) and arrange to meet with the SENCo, and where appropriate, the team leader. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school's SEND register at "SEN Support". The parents will be informed if the school is making special educational provision for a child. This SEND support will be planned using a four part cycle (*assess – plan – do – review*), through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **Graduated Approach**. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

Assess

In identifying a child's needs the class teacher, working with the SENCo, will carry out a clear assessment of the pupil's needs, drawing upon the teacher's observations, assessment and experience of the pupil, their previous progress and attainment, plus learning behaviour. It will also draw upon the pupil's development in comparison to their peers, age related expectations and national data, the views and experience of the parents/carers and the pupil's own views. For higher level of need the school may access more specialised assessments from external agencies and professionals.

Plan

Where it is decided to provide a pupil with SEN support, the parents/carers will be notified. The class teacher and the SENCo will agree, in consultation with the parent/carer and the pupil, the strategies, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All staff working with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided will be selected based on reliable evidence of effectiveness and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Provision will be recorded in an Individual Support Plan and produced by the class teacher, in consultation with the SENCo, pupil, parents/carers and, where appropriate, external agencies. The ISP will have a set review date, will contain clear, specific targets/intended outcomes and be shared with all staff concerned.

Do

The class teacher remains responsible for working with the child on a daily basis, for the implementation of the IEP/IBP and for directing support programmes and interventions. The class teacher retains responsibility even where the interventions may involve group or one-to-one teaching away from the

main class teacher. The class teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class teacher in any further assessment of the child's particular strengths and weaknesses.

In consultation with the SENCo, class teachers will make relevant access arrangements for children with SEND undertaking statutory and non-statutory assessments, for example, an application for extra time, or for visually enhanced test papers. Government guidelines will be adhered to.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term at an individual **SEND Support** where all parties, including the parents, will be invited to participate. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with input from the SENCo, parents, support staff and the child will review the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

The school may involve specialists at any point for advice regarding identification and/or effective support. However, where a pupil continues to make less than expected progress despite secure evidence of support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and, in appropriate cases, the child themselves. Specialist agencies will only be contacted where parents are in agreement. It is the SENCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies used by and that are available to be used by the school

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Health and Safety teams
- Autism Outreach Service

In some cases there is a charge for accessing specialist agency support, funding for which will come from the school's SEND budget. The use of such will be monitored by the SENCo and Headteacher.

Where pupils are made subject to an **Educational Health Care Plan** (EHCP), school will work in close partnership with any specialist agencies as named on the plan to provide support and specialist advice.

The SEN Support Plan and ECHP process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider whether requesting a LA Support Plan or an Education,

Health and Care assessment from the Local Authority is appropriate. To inform this decision, the SENCo will have close regard to the Local Authority's criteria for funding through an SEN Support Plan or for an EHCP assessment. This can be found on the Local Authority's Local Offer website along with information on the EHCP co-ordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process is and how they are involved with it.

Removing pupils from the SEND register

In consultation with parents, a child will be considered for removal from the SEND register where he/she has made **sustained, good progress** that:

- Better than the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age; or
- where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;
- SEN support is no longer required to ensure this progress is sustained.

Support pupils at school with medical conditions

The school recognises that pupils at school with **medical conditions** should be properly supported so that they have full access to the curriculum and enrichment activities, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the *Equality Act 2010*.

Some pupils with medical conditions may also have SEND and may have a Statement of SEN (these still stand at present, but are being moved over to EHCPs, using a staggered approach) or EHCP, which brings together health and social care needs, as well as their special educational provision where the *SEND Code of Practice 2014* is followed. Arrangements in place to support at school with medical conditions are detailed within the school's Policy for Supporting Pupils with Medical Conditions and/or Disabilities.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake **training and development**.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an **induction** process on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCo will regularly attend SENCo network meetings in order to keep up to date with local and national updates in SEND.

Funding for SEND and allocation of resources

Each term, in consultation with the Head Teacher and class teachers, the SENCo will map the targeted provision in place for pupils on the SEND register to show how resources are allocated from the school's overall SEND budget, and to monitor the cost of the whole of our SEND provision. This targeted provision is outlined on the school's overall **Provision Map**.

Roles and responsibilities

Class teachers and specialist support staff will:

- Refer to individual pupil SEND provision plans to inform short and medium term planning.

- Implement specific targets and promote appropriate learning strategies aimed at enhancing learning.
- Ensure a consistent delivery of differentiated learning opportunities to enable pupils to improve and consolidate their skills. This will include adapting/modifying learning activities and resources to enable pupils to reach their learning goals/targets.

SENCo

The key responsibilities of the SENCo are taken from the *SEND Code of Practice 0-25 (2014)* and include:

- overseeing the day-to-day operation of the school's SEND Policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduate approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Executive Head Teacher, Head of School and Trustees to ensure that the school meets its responsibilities under the *Equality Act (2010)* with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Trustees and Head Teacher

The Trustees will, in line with **SEND Information Regulations**, publish information on the school's website about the implementation of the school's policy for pupils with SEND. This will be in the form of our "**Core Offer**" and will outline our SEND policies and procedures and will also provide useful links for parents of pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Board of Trustees is appointed to have **specific oversight** of the school's arrangements for SEND and to ensure that the full Board of Trustees is kept informed of how the school is meeting the statutory requirements.

The Headteacher, SENCo and Trustees will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the Pupil Premium.

The Head Teacher will ensure that the SENCo has sufficient time and resources to carry out his/her functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Storing and managing information

All records containing sensitive records relating to the SEND of pupils in school will be treated as **highly confidential** and be securely placed in a locked cabinet when not in use. All staff comply with the guidelines set out in the school's Data Protection Policy.

Supporting parents/carers of children with SEND

The school is fully committed to a meaningful partnership with parents of children with SEND, where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

How the school will do this

The school will do this by:

- always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- making the SENCo available for meetings by appointment through the school office or by email.
- publishing information about how the school implements the SEND Policy on the school website, following the *SEND Information Regulations (2014)*.
- class teachers meeting with parents, in addition to parents' evening appointments, to discuss concerns regarding their child's progress at the earliest opportunity, raised either by the class teacher or the parent themselves, and encouraging them to share their views.
- class teachers inviting parents of pupils with SEND in their class at least three times a year to set and review the outcomes of support at the individual provision meetings, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENCo.
- ensuring that teaching staff are supported to manage these conversations as part of their professional development.
- supporting and guiding parents in ways that they can help with their child's learning and development at home.
- keeping records of the outcomes, action and support agreed through the discussions at Provision Meetings and sharing these records with appropriate school staff and the pupil's parents.
- signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Information Report and the SEND Policy.
- making a paper copy of the SEND policy and any additional guidance available to parents on request.
- planning in additional support for parents at key times, for example when considering and making a referral for a co-ordinated assessment for an EHCP and to ensure smooth and successful transition into the school or to the next phase of education.
- making use of e mail and social media to contact parents and for parents to contact school, in line with the school's Communication Policy.
- seeking parents' view through periodic questionnaires and adjusting practice , where necessary, in the light of analysis of responses.

Pupil Voice and SEND

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to assess, communicate, or negotiate their own interests, desires, needs and rights. We expect pupils to become increasingly able to make informed decisions about their learning and their futures and take responsibility for those decisions.

How the school will do this

- Self-knowledge is the first step towards self-advocacy so, with their parents, we will support

pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.

- Wherever possible and in an age appropriate manner, pupils with SEND will be involved in monitoring and reviewing their progress and will be, as fully as possible, involved in making decisions about future support and provision. Their views will be recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Planning in additional support for pupils at key times, for example when considering and making a referral for a co-ordinated assessment for an EHCP and to ensure smooth and successful transition into school or to the next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires/group interview activities undertaken by the SENCo and or SEND Trust member, considering adjustments to in the light of analysis of responses.

Reviewing this policy

This policy will be formally reviewed **annually by the Board of Trustees**. Representatives of parents of pupils with SEND and pupils themselves will be part of the review process that informs the advice given to the Trust by the Headteacher and SENCo.

Accessibility

We value all our pupils and are committed to providing a fully **accessible environment** which

includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Over time, we plan to increase the accessibility of provision by monitoring and evaluating action plans linked to key aspects of accessibility.

Specialist technological equipment, including laptop computers, interactive whiteboards, iPads and digital voice recorders, will be provided to support access to learning for pupils with learning difficulties. Where appropriate, and in consultation with parents and carers, staff members will take advice from specialist external agencies to procure resources to support pupils with special needs.

We have an **Equality Policy and Accessibility Plan** and where feasible we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy adheres to the *Equality Act 2010* and is available on the school website. We will liaise with the Specialist Teaching Service to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments.

Dealing with complaints

The school's values are concerned with meeting the needs of pupils, parents and others who have a stake in the school. The Board of Trustees believes that constant feedback is an important ingredient in self-improvement and raising standards. Pupils, parents, carers and other adults who have concerns or complaints should feel that they can be voiced and will be considered seriously. All complainants have the right to be accompanied when making the complaint and pupils may be accompanied by a parent or another adult. Please follow the link on the school's website to our **Complaints Policy and Procedure**.

Relevant school policies linked to this policy:

Accessibility Plan
Anti-Bullying Policy
Behaviour Policy
Safeguarding
Policy
Communications Policy
Confidentiality Policy
Equality Policy
Accessibility Plan
Data Protection Policy
Health and Safety Policy
Information Security Policy
Supporting Pupils with Medical Conditions Policy
School Complaints Policy and Procedure

Appendices

Appendix 1 Pupil Profile and
 Initial Record of concern