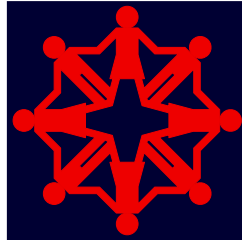


All Saints' C of E Primary School



SEN and Disability Policy

**Reviewed: March 2017
Next review: March 2018**

Introduction:

This policy is based on the Special Educational Needs Code of Practice (2014) and is reviewed annually and updated in line with any changes in statutory requirements.

It is a key document to ensure that our school delivers high quality provision for all our pupils with SEND. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential to engage successfully in all aspects of the wider school community.

This policy ensures that we comply with the statutory requirements and guidance set out in relevant legislation and documents.

All Saints' C of E Primary School is committed to providing an appropriate and high quality education for all our children. We believe that all children, including those identified as having Special Educational Needs (SEN) have a common entitlement to a broad and balanced academic and social curriculum that they can access and to be fully included in all aspects of school life.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse and individual learning needs.

Some children have barriers to learning because they have SEN. We endeavour to support children in overcoming any identified barriers to their learning and participation by taking particular actions. They may need additional to or different from support from that given to other children of the same age to enable them to participate effectively in curriculum and assessment activities.

Section 1: Our values and vision in relation to SEN Provision

- At All Saints' C of E Primary we aim to offer excellent provision to all our children, taking into account their individual abilities and needs.
- There is a shared expectation that all pupils, regardless of their specific needs, should be offered high quality teaching which will enable them to make the best progress in school.
- We want all of our children to feel that they are a valued part of our school community.
- We respect that children have different educational and social/emotional needs; require different strategies for learning; acquire, assimilate and communicate information at different rates and that they need a range of different teaching approaches and experiences.
- We have high expectations of all our children.
- We endeavour to promote independence and resilience in all our pupils so that they are prepared for the next phase of their education.

Policy Aims:

- To ensure that responsibility for the provision for pupils with SEND remains an integral part of the whole school provision.
- To create an environment that meets the special educational needs of each child in order that they can achieve and successfully engage in all school activities their alongside pupils who do not have SEN.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully identified and there is a collaborative and coordinated approach to planning and reviewing provision on a regular basis.
- To identify the roles and responsibilities of staff in providing for any child with SEND.
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training and continued professional development.
- To ensure equality of opportunity, entitlement and access to all elements of the school curriculum.
- To ensure that our children have a voice in this process as appropriate.
- To ensure that The Equality Act (2010) and the Special Educational Needs Code of Practice (2014) and other statutory guidance are implemented effectively across the school.

Section 2: Admission Arrangements for Pupils with SEN

- The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.
- The Code of Practice requires schools to admit all pupils who have an educational Health Care Plan where it has been requested by parents as their school preference and named by the Local Authority.
- The LA must comply with this request and name the school in the EHC Plan unless:
 - it would be an unsuitable for the age, ability, aptitude or SEN of the child OR
 - the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.
- The school will liaise closely with Croydon's SEN team to ensure that any decisions on placement and provision for a pupil with an EHC Plan are in the best interests of each child and the wider school community as outlined above.
- The SENCo in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEN entering the school.

Section 3: Identifying Special Educational Needs

The school uses the definition of SEN and disability as set out in the SEND Code of practice 2014 and the Equality Act 2010.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision different from or additional to that normally available to pupils of the same age.

A child has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age OR
- Have a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in a mainstream school.
- A disability is a physical or mental impairment which has a long term and substantial adverse effect on the child's ability to carry out normal day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long term health issues.

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are not making expected progress or who are facing difficulties with any aspect of their learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Our in school termly assessment procedures to monitor pupil progress and attainment – including our termly pupil progress review meetings with SLT.
- On-going teacher assessment and observation.
- Concerns raised directly by parents/carers or other agencies.
- Other in school standardised screening or assessment tasks.
- Results from Statutory Assessments (i.e. end of Y2).
- A review of the skills and attainment when pupils join the school, including information from previous settings and/or agencies and from parents/carers as appropriate.

As well as progress in the core subject areas, progress in other areas will also be considered including social and emotional development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting a pupil's achievement including:

- Attendance and/or punctuality.
- Family circumstances
- Economic circumstances
- English as an additional language

-(Resource 5: Croydon SENCO Toolkit).

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may be SEN.

Before deciding whether a pupil has SEN and to make special educational provision, the class teacher and the Inclusion Lead/SENCo (and where appropriate subject leaders and SLT) will consider all of the information gathered. They will review current arrangements to meet the child's needs within the daily class teaching and identify any further modifications and adaptations that should be put in place to support good progress.

The class teacher will seek parent/carer views and where appropriate the views of the pupil. This will alert the parent/carer to the school's concerns and enlist their active help and participation at the earliest possible opportunity. We encourage an active partnership through an on –gong dialogue with parents.

The agreed adjustments to arrangements which focus on the key area(s) of concern(s) will then be implemented. These adjustments are on a time limited scale (usually a half term to a term) and focus on the key areas of concern. A review meeting to evaluate the impact of the new arrangements will then follow.

-(Resource 4: Croydon SENCO Toolkit).

Section 4: Meeting the Needs of Pupils with Special Educational Needs

“Where there are longstanding difficulties schools should consider whether the child might have SEN” (SEN Code of Practice 2014).

If despite adjustments to high quality teaching there is limited or no progress and/or concerns remain it likely that the pupil has SEN.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer additional SEN support as appropriate. (The trigger for this intervention is underpinned by the evidence which has been collected since initial concerns were raised).

Children's SEN are generally thought of in the following four areas of need and support :

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

- SEN code of practice 2014

We recognise that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

Special education provision is matched to the child's identified special educational needs.

Parents will be formally notified that their child will receive this additional support and placed on the school's SEN Register where their progress and provision can be closely monitored and reviewed on a regular basis. The school's SEN referral forms will also be completed at this stage in discussion with the parent/carer and an individual SEN file opened.

The SEN Register provides an updated record of all pupils receiving additional SEN support and provides an overview of the range and level of need across the school.

Once identified as requiring additional SEN support, pupils will access a specific intervention(s) to target their key area(s) of difficulty.

This will be managed through a 4 part cycle of assessment, planning and intervention and review. This cycle is known as the Graduated Response and follows the model described in the SEN Code of Practice.

Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent reviews and referrals and input from external agencies.

The Graduated Response

Assess:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and as appropriate the pupil. This may also include referrals to external agencies such as the Educational Psychology or Speech and Language Therapy Services. The SENCo/Inclusion Lead and where appropriate other key staff may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the 4 broad areas of need (SEN Code of Practice 2014).

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

Plan:

The school will use the information from the assessment to draw up a plan to outline the support which will be introduced. The plan will:

- identify the specific targets/outcomes for the pupil
- identify the additional interventions and approaches that will be made available to support progress towards these targets/outcomes
- highlight the ways parents and pupils as appropriate will work in partnership with the school to support progress towards these targets/outcomes
- give details of the role and input of external agencies as appropriate

The plan will be recorded on class provision maps, individual educational plans and class SEN action plans.

The plan will be shared with all key staff working with the pupil so that they are fully aware of the sought targets/outcomes and any particular teaching strategies and approaches and resources that have been agreed. This enables staff to support the child appropriately in their role. All information pertaining to children who have a special educational need is kept confidential class inclusion folder.

The plan will also be shared and discussed with parents/carers and as appropriate the pupil.

Do:

The class teacher, with support from the SENCo/Inclusion Lead will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum and maximize opportunities to reinforce and consolidate key skills within the classroom setting.

This will be particularly important when the intervention takes place outside of the classroom. Class teachers still retain responsibility for the pupil and will regularly liaise with staff delivering interventions in order to monitor impact and to promptly make any refinements to the support if required.

Review:

The impact of any additional support will be reviewed at least termly at pupil progress review meetings. These meetings are attended by class teachers, members of SLT and as appropriate the SENCo and subject leads.

In addition to this the class teacher and SENCo will also meet on an at least termly basis to review pupil progress and to evaluate the impact of any interventions.

This review will be included in the general school cycle of parental consultation meetings.

However, where pupils' needs are more complex and they receive support from a range of specialist agencies additional review meetings may be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

- impact of the intervention(s) towards the identified targets/outcomes
- pupils response to the support and view of their progress where this is applicable
- views of parent/carer and engaged specialist agencies
- next steps with refinement and adjustments to the support as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision matches the nature and level of the child's needs. If not already engaged referrals, with parental consent, will be made to a specialist agency.

Removal from the SEN Register:

Where evidence shows that a pupil has made good progress and achieves the targets/ outcomes set they will no longer require additional SEN support and they will be removed from the school's SEN register. Parents will be notified of this decision. Progress will continue to be regularly monitored as part of the school's termly tracking and assessment procedures for all pupils.

Support for Pupils with Significant Needs:

- Educational Health Care Plans

The additional needs of most of our pupils with SEN can be met by the interventions and resources which are currently in place.

However, in a few cases for pupils with the most significant needs (and despite the school making purposeful and relevant interventions), it may become apparent that they will require more comprehensive and individualised support to help them achieve their outcomes and to remove barriers to their learning which cannot be funded long term from the school's own resources and budget.

Where this is the case the SENCo, in consultation and agreement with parents/carers and other specialist agencies will make a request to the LA for an Education Health Care Plan assessment.

An extensive range of written evidence and relevant documentation about the child is required to support such a request. Croydon's LA SEN panel will only consider an EHCP for a child if there is detailed evidence that their special educational needs are severe, complex and long term.

In preparing for a request for an Education Health Care (EHC) Plan needs assessment to be submitted to the LA, the school will include the view of the parents/carers, the child and outside agencies that are involved. The school will refer to Chapter 9 of the SEN Code of Practice (2014) when making a request for an EHC plan.

The LA must give their decision in response to any request for an EHCP needs assessment within a maximum of **six weeks**. The whole process of EHC plan needs assessment until the final EHC plan is issued, must take no more than **twenty weeks**. The EHCP must then be reviewed annually and at school transfer times, such as transition to secondary school.

More information about EHC Plans, including the criteria for requesting an assessment for an EHC Plan can be found on the Croydon SEND Local Offer:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Section 5: Meeting the needs of pupils with medical condition

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their learning potential.

These arrangements are set out in an Individual Health Care Plan as appropriate. The IHC plan will detail the type and nature of the medical need and the support that will be available. It is written in consultation with parents and health professionals and pupils as appropriate. It is shared with all relevant staff and is reviewed on a regular basis to reflect any changes in terms of needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to educational special provision so that there is a coordinated approach.

The school also has a medical register which details specific needs of children across the school.

Section 6: Transition Arrangements

The school is very proactive in seeking to ensure that any transition whether it is pupils joining our school or moving to a different school including transferring to Y7 is a successful one.

For new pupils the SENCo will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve information sharing meetings with the child's family, the previous school/setting and other key agencies supporting the child. This may involve setting up a Transition Plan which will set out clearly how the transition will be managed.

For our pupils moving to secondary school or to a different school, the SENCo will make contact with the new school to share relevant information; this will include forwarding the child's individual SEN file. We actively encourage colleagues from receiving schools to visit the pupil whilst they are still attending our school. If the child has significant needs or an EHCP a transition meeting may be arranged where all key parties can discuss and plan the support required to ensure there is continuity in the range and level of support offered.

Section 7: Training

Our school is committed to an ongoing programme of training and support to enable teachers and support staff to have the understanding and the skills required to differentiate and scaffold learning for the pupils with a range of SEN within everyday teaching.

We do this through INSET sessions, staff meetings, and 1:1 staff consultations and where appropriate individual and group staff consultations with specialist agencies. Staff are signposted to relevant SEN focused LA training opportunities as part of their continuing professional development.

The SENCo aims to attend the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to continue to enhance SEN provision at our school.

Section 8: Roles and Responsibilities

- Our Inclusion Lead is Marcia Phipps
- Our SENCo is Theresa Mc Guinness

Our Inclusion lead and SENCo are qualified teachers and experienced in this role. Ms Phipps is also a member of the senior leadership team. Contact number is: 020 8771 9388

The roles and responsibilities include:

- The day to day overseeing of the implementation of the SEND policy and the SEND provision in the school.
- Liaising with teachers, teaching assistants including our inclusion TAs, and learning support assistants. This includes the line management of support staff who give support to individuals and groups of pupils with SEN.
- Tracking the academic progress of children on the SEN register.
- Keeping records up-to-date and ensuring that staff are given all relevant copies of information/reports which they then use to inform their planning and provision.
- Managing a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.
- Providing training, guidance, advice and support to all staff in relation to meeting the needs of pupils with SEN so contributing to the continuing professional development of all staff (CPD).
- A key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support the progress for pupils with SEN.
- The completion of initial detailed referrals and subsequent requests for reports from agencies and attending/organizing/leading review meetings.
- Overseeing the records of all children with special educational needs.
- Developing and reviewing behaviour support plans and programmes.
- Maintaining and reviewing the school's SEN register and systems.
- Monitoring and evaluating the school's SEN provision.
- Requesting EHC plan assessments and subsequent reviews.

Inside the classroom:

Class teachers are responsible for meeting the needs of all the children in their class. High quality teaching, differentiated for individuals is the first step in responding to pupils who have or may have SEN. (SEN Code of Practice 2014).

Class teachers use a range of strategies to meet the needs of children with SEN. Lessons have clear learning objectives, teachers differentiate work appropriately and we use assessment and marking to inform the next stages of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. This may include children working within the whole class, in small group settings or in a one-to-one situation.

The Governing Body

The Code of Practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN.

Section 9: Monitoring and Evaluating SEND Provision

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

The school undergoes an active process of continual review and analysis of outcomes for all pupils, including our pupils with SEND.

The effectiveness of SEND provision will be measured using both qualitative and quantitative data.

In evaluating the quality of the SEND provision the school will take in to account a range of evidence including looking at the level of academic achievement of pupils with SEND in school compared to standards achieved by pupils with no SEN as well as comparison with pupils with similar starting points nationally.

Reviewing provision is part of our everyday practice and takes place not only in our termly pupil progress review meetings, the SENCo's at least termly review meetings with staff and our weekly inclusion meetings but also in response to every lesson.

Managing concerns about SEND Provision

Parents are encouraged to share any concerns they have about the quality and impact of the SEN provision for their child at the earliest opportunity. In the first instance parents/carers should speak to the class teacher with further discussions with the SENCo/Inclusion Lead and other senior leaders as required.

Parents are encouraged to seek advice and support from the local parent SEN Information Advice Service (SENDIAS) and Mediation services. This is an independent, impartial and confidential service.

If concerns are still unresolved parents/carers will be asked to make a formal complaint and will be directed to the Schools Complaints Procedure.

Where the parental complaint is directed to decisions relating to an EHC plan assessment of needs or provision this will be directly managed by the Croydon SEN team.

Section 10: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils.

Date of Policy: March 2017

Policy to be reviewed: March 2018

SENCo: Theresa Mc Guinness

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

Croydon's local offer for SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

SEND Code of Practice 2014

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 has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- Have 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 of post 16 institutions

Equality Act 2010

A disability 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 includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

Appendix 3: Links with Local and National services and organisations to support implementation of the SEN policy.:

Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon CAMHS	Tel: 0203 228 000 www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Speech and Language Therapy	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5784 linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5783 luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Croydon Primary Behaviour Support Team	020 8686 0393
Primary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents In Partnership (PIP)	0208 663 5626 www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/

