



# Pinchbeck East Church of England Primary School

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

### RESPONSIBLE PERSONS

Mr A Raistrick      Executive Headteacher  
Mrs T. Vayro        Head of School  
Mrs H.Banks        SEN Governor

### SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

Mrs L. Reed

# **1. PHILOSOPHY**

## **School's Educational Policy.**

We recognise that all children, as individuals, have special needs, which we aim to address in our delivery of a broad, balanced, relevant and differentiated curriculum.

### **Definition.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

A separate policy covers the special needs provision that the school aims to make in order to challenge and extend more able, gifted and talented children.

### **Objectives**

We aim :-

- (a) to enable every pupil to experience success
- (b) to keep an ongoing register of all children whom we consider to have special educational needs.
- (c) to identify those children as early as possible on an assess, plan, do and review cycle in order to closely and regularly monitor their progress and needs.
- (d) to provide learning programmes geared to their needs.
- (e) to work collaboratively with parents, other professionals and support services.
- (f) to ensure that parents or carers are able to play their part in supporting their child's education.
- (g) to involve the child, so as to encourage a move from dependent to independent learning.

We acknowledge that each child's learning remains the ultimate responsibility of the class teacher but at every stage support, advice and guidance will be provided by the SENCO and outside specialists as necessary.

### **Educational Inclusion**

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and personal needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### **Autism Spectrum Disorder**

The values and aims for the pupils who have a diagnosis of Autism Spectrum Disorder (ASD) or a social communication difficulty are the same for all children at our school.

We aim to raise standards of meeting the needs of children with ASD across the curriculum and for our children to become more socially interactive, communicative and demonstrate imagination and flexibility of thought.

### *Developing social interaction and communication:*

- Provide opportunities for paired/group work in lessons
- Plan for opportunities to learn outside the classroom e.g. organise school trips.
- Avoid metaphors when instructing a child with ASD.
- Give child with ASD time to respond to questions.
- Use self/peer assessment activities.
- Provide visual cues/timetables to support teaching
- Be aware of the child's ASD skills and interests and exploit these in lessons.
- Developing imagination/flexibility of thought
- Bridge lesson objectives to everyday situations
- Develop social skills through games, speaking and listening activities, social scripts
- Support with transition through the form of a transition booklet from class to class, additional visits to secondary schools and social scripts to support some of the major changes in routines in a school day, e.g. a visitor, school trip.

### **Complaints procedures**

We aim to make the best provision we can for our children with special needs. When parents have concerns, we like to deal with them promptly and encourage parents to speak to the class teacher or to the SENCO without delay. The SENCO welcomes contact with parents as soon as their child's special educational needs have been identified.

In the event of dissatisfaction, parents have recourse to the school's complaints policy, which can be found on the school's website.

### **SEND Information Report**

From the 1<sup>st</sup> September 2018, our school website displays all the current support available to your child at our school. It explains how the SEND process works, how the school can support you and your child, and how you can work with the school to support your child. There is also a link directing you to Lincolnshire's Local Authority website to show you what support is available within the county to support you and your child.

## **2. SPECIAL NEEDS PROVISION WITHIN THE SCHOOL**

The SENCO is responsible for coordinating provision. The SENCO fulfills the role as described in the Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014), namely to be responsible for:

- Developing and reviewing the SEND policy in partnership with the headteacher and governing body
- Overseeing the day to day operation of the SEND policy
- Liaising with parents of pupils with SEND
- Co-coordinating provision for children with SEND
- Advising on the graduated approach to providing SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Being a key point of contact with external agencies, other professionals and other schools
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN

### **Class teachers are responsible for:**

- Identifying pupils who require extra or different support in class, raising initial concerns and consulting the SENCO for advice and support
- Differentiating activities for all students, including more or less able children
- Writing Provision Maps Of Intervention or Individual Education Plans (IEP) and implementing targets in class

- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day to day basis
- Liaising with parents and outside agencies

Teaching Assistants will support the pupil and teacher by:

- Implementing an individual or group of pupils' access to and progress in the curriculum, including focused work directed by the teacher
- Implementing activities designed to achieve targets on IEPs
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENCO, giving feedback and suggesting development
- Working with individual or groups of pupils (e.g. Wave 2 or 3 support)
- Carrying out specific teaching programmes
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

The Governing Body will ensure that:

- The SEND policy is implemented fully
- The success of the SEND policy is reported annually
- A governor with responsibility for SEND is appointed.

### **3. IDENTIFICATION, ASSESSMENT AND PROVISION**

The procedures followed for the identification, assessment and provision of pupils with special educational needs are determined by our statutory requirements under the Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014), recognising that there is a continuum of SEND and that it is our responsibility to respond appropriately, seeking outside support where necessary.

Early identification is vital. The class teacher records the concern on an internal referral form (**SEN 1**) and a copy is given to the SENCO. At this stage the class teacher will be responsible for collecting as much relevant information as possible about the child and the difficulties he/she is experiencing. The class teacher will put him/her on a Wave 2 intervention appropriate to the child's needs. The class teacher informs the parents or carers at the earliest opportunity to alert them of the concern/s and enlist their active help and participation.

#### ***SEN Support***

Initial identification of special educational need is most often made by the class teacher, who recognises, that in order to accelerate progress, the child requires provision 'additional to or different from' normal classroom differentiation.

If this is deemed to be the case, the class teacher, with the permission of the child's parents, will complete **SEN 2 (SEN Support)**. A copy will be given to the SENCO, who will add the child's name to the SEND register requiring SEND Support.

The class teacher and SENCO will keep a record of meetings with parents and outside agencies.

The class teacher and SENCO are responsible for the Special Needs provision. The class teacher, SENCO and parent can work together when drawing up the an individual plan.

Wherever possible, individual intervention should be implemented in the normal classroom setting, building on the existing class curriculum and using materials, activities and assessment techniques readily available to class teachers. Necessary additional support will take place within the classroom where appropriate or in a work area nearby.

The class teacher will prioritise the child's needs and set 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-bound) with the support of the parents and child and the aid of the Lancashire document, PIVATS (Performance Indicators for Value Added Target Setting). The SENCO and outside professionals will give advice, regarding target-setting.

If it is considered that the child's needs are not being adequately met by resources and provision made within the school, the SENCO or the Headteacher may request the intervention of the relevant professional/support agency with the consent of parents. These may include:

- Specialist Teaching Team Services (STT)
- The Lincolnshire Teaching and Learning Centre Pathways Outreach (LTLC Outreach)
- Speech and Language Therapy Service (SALT)
- Sensory Impaired Service
- Social Services/Child Protection
- Child and Adolescent Mental Health Service (CAMHS)

- Family GPs
- Specialist Social Communication Outreach Teacher
- Physiotherapy Service
- Occupational Therapy Service
- Educational Welfare Officer

The outside agent advises the SENCO and class teacher and assists them in making the correct provision. The outside agent may decide that only advice is required, or they may feel it is necessary to provide regular support over a period of time or even longer term depending on the child's needs.

It is recommended at this SEN Support level that all parties involved with the child's learning, including parents, should meet to discuss and evaluate the provision. The class teacher and SENCo hold termly review meetings to assess progress and next step.

The class teacher and/or the SENCO keeps records of the action taken and progress made and reviews this with parents and the child. The review should focus on:

- progress made by the child
- effectiveness of the additional provision
- future action

The outcome may be

- the child continues on SEN Support
- the child no longer needs special or additional help
- the child's needs are complex and further support and provision is required

Once the child no longer needs 'additional' or 'different' provision, the SENCO is informed and notifies the parents in writing that their child's name has been removed from the SEND Register.

### ***Education, Health and Care Plan***

In a small minority of cases, and after regular review meetings, a decision may be made to request an Education, Health and Care Assessment. Using County's proforma, the SENCO is required to submit evidence of all efforts made to manage and support the pupil's needs at each stage and to make the case for further support.

Once this referral is submitted, a panel of professionals address this referral at an EHC Allocation Meeting and decide whether an assessment is to happen (the panel meet once a week on a Monday). An outcome will be given usually within the first 6 weeks from when the request was made.

If it is agreed that an assessment should take place then relevant agencies will be asked to write reports and submit these usually within 6 weeks of the request being made.

A Multi-Agency Meeting (MAM) is then held to write a draft EHC Plan. This is held at a location accessible to all (usually the school) and is led by the Local Authority caseworker. Parents and all relevant professionals involved with the child will be invited to attend.

Finally, an EHC Multi-Agency HUB meeting is held to finally decide whether the draft plan generated at the MAM has been agreed or not and therefore whether an EHC Plan is necessary or not. From there the Local Authority contacts parents to name the school they would like on the EHC Plan. Parents have 15 days to respond. The Local Authority then contacts the school to see if they can meet the needs of the child.

The EHC Plan, which is a legal document, is reviewed annually.

#### **4. REVIEW**

The head teacher and teaching staff will review this policy in September 2019. Any amendments will be presented to the Governing Body for approval.

Lucy Reed  
Special Educational Needs and Disabilities Coordinator  
September 2018