



Special Educational Needs and Disability Policy 2018

This policy should be read in conjunction with the 'SHPS SEND Local Offer 2018' document which provides more detailed information regarding SEND provisions and systems in Staple Hill Primary School.

Inclusion is not about giving everyone the same thing ... Inclusion is about giving each individual what they need to succeed

Rationale

Staple Hill Primary School is dedicated to fulfilling its responsibilities as detailed in our SEND Local Offer document. We will endeavor to ensure every child in our school receives their common entitlement to an accessible, broad and balanced academic and social curriculum, and are fully included in all aspects of school life. We also aim to ensure all children are able to achieve the following wellbeing outcomes:

- To be healthy
- To stay safe
- To enjoy and achieve
- To make a positive contribution
- To achieve economic well-being.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

We understand that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We also recognise that many pupils, at some time in their school career, may experience short or long-term difficulties which affect their learning. It is our duty to identify these needs as they arise and to provide the most effective teaching and learning contexts to enable every child to engage fully in the curriculum. Staple Hill Primary School sees the inclusion of children identified as having special educational needs or disability as an equal opportunities issue, and we will model inclusion in our staffing policies, relationships with Parents/Carers and the community.

At Staple Hill Primary, we want to make a positive difference to all children by:

- Ensuring arrangements made for pupils with special educational needs are in line with requirements of: The Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice July 2014.
- Valuing the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their full potential.
- Ensuring pupils with special educational needs are able to take part in all school activities including after-school extra-curricular clubs.
- Ensuring all our pupils are involved in decisions made about them and their education.



- Ensuring that parents are fully involved in school life and are fully informed about their children's progress.

Definition of Special Educational Needs:

Meaning of "special educational needs" and "special educational provision" etc.

(1) A child has "special educational needs" for the purposes of this Act if he has a learning difficulty which calls for special educational provision to be made for him.

(2) Subject to subsection (3) (and except for the purposes of **[F1]**section 15A or 15B) a child has a "learning difficulty" for the purposes of this Act if—

- (a) he has a significantly greater difficulty in learning than the majority of children of his age,
- (b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority, or
- (c) he is under **[F2]**compulsory school age] and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when of **F3**. . . that age.

(3) A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he is, or will be, taught is different from a language (or form of a language) which has at any time been spoken in his home.

(4) In this Act "special educational provision" means—

- (a) in relation to a child who has attained the age of two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his age in schools maintained by the local education authority (other than special schools) **F4**. . . , and
- (b) in relation to a child under that age, educational provision of any kind.

(5) In this Part—

- "child" includes any person who has not attained the age of 19 and is a registered pupil at a school;
- **[F5]**"maintained school" means any community, foundation or voluntary school or any community or foundation special school not established in a hospital.]

(Education Act 1996)

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn in several ways including:

- their behaviour or ability to socialise e.g. a child may struggle to make friends
- their reading and writing ability e.g. a child may have dyslexia or dyslexic tendencies
- their ability to understand things e.g. they may have a cognitive delay



- their concentration levels e.g. a child may be diagnosed with ADHD
- their physical ability

Objectives

1. To ensure the 0-25 SEND Code of Practice and guidance are implemented effectively across the school.
2. To make sure high quality, personalised differentiated teaching is the first step in responding to pupils who may have SEN/D.
3. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
4. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support, as early as possible.
5. To provide full access to the curriculum* through differentiated planning by class teachers, Inclusion Leader, and support staff; as appropriate.
6. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND (EHCP or SEN Support level).
7. To ensure that all pupils are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
8. To enable children to transition from Staple Hill Primary equipped with the basic skills of English, Maths and social independence to meet the demands of continuing school life and learning.
9. To involve parents/carers, at every stage, in plans to meet their child's additional needs.
10. To involve the children in planning for their needs and in any decision-making that affects them.

**Except where disapplication arising from an EHCP occurs. Disapplication is rare as we aim to offer the full curriculum to all children.*

Specialised Provision

We support children in the typical classroom setting and in a one-to-one or group setting for catch up and booster programmes. We make provisions for a range of interventions to target the specific needs of all children with SEND and evaluate these for effectiveness and impact. The SENCo will develop a provision map annually and will monitor, evaluate and re-allocate resources, as appropriate.

Monitoring and Review Procedures

The school's monitoring procedures ensure regularly timetabled observations, assessment and progress tracking of all children. Through these, senior leaders and teachers are able to identify those children who are not making adequate progress or may have additional needs.

Pupils who are falling behind or making inadequate progress, given their age and starting point, will be given additional support. This support will be based on the outcome of assessments and information sourced through a range of evidence.

Monitoring of progress will be carried out by the class teacher and teaching assistants and will inform differentiation for the next learning step. Progress will be tracked termly, and at the end of interventions, in order to identify next steps.



The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap from growing wider
- is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- demonstrates an improvement in self-help or social or personal skills
- demonstrates an improvement in the child's behaviour

Where monitoring shows that a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at SEN Support level may need to be made.

There are likely to be two groups of children recorded at SEN Support:

1. Children who have needs like other children with additional needs within the class, e.g. lack of phonic knowledge, spelling, numeracy skills
2. Children identified with more severe or long-term needs that are likely to result in external agency involvement.

Where needs are similar, it is appropriate to support these children within a group focusing on common needs. However, there is scope within SEN support to formulate individual targets for each child, through tailored Pupil Passports. These groups will be taught by a combination of teacher and teaching assistant, as appropriate. The responsibility for planning for all children remains with class teachers, in consultation with the SENCo.

A child receiving SEN support will have a Pupil Passport incorporating an individual action plan containing realistic but challenging SMART targets. This will include information about short-term targets set for the child, teaching strategies and provision in place. These passports will detail what is additional to or different from the normal differentiated curriculum plan and will be shared with the child and their parents/carers.

Parent/carers will be informed of the additional provision their child is receiving during parent consultations. The information will explain the intervention's aims and content as well as who is delivering the provision. Parents are free to discuss any aspect of SEND with the SENCo.

Children who enter mid-year:

- SENCo liaises with SENCo, HT or teacher of the child from leaving school.
- All paper work is transferred on admission of a child with SEND.
- SENCo liaises with child's new teacher in our school to ensure appropriate provisions are in place



Special needs register

When we identify that a pupil has SEND, and this has been discussed with parents/carers, we place them on the Special Needs Register. The criteria we use to identify children as having a special educational need is detailed in our SEND Local Offer but in brief, is based on a child having:

- an Education, Health and Care Plan
- a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
- Specific needs that cause them to fall significantly behind their peers.

If the class teacher and SENCo feel that a child requires additional support and personalised targets to address specific special educational needs, then these will be set out within a child's Pupil Passport. These targets will be informed by a collaboration between the child, parent/carer, SENCo, teacher and teaching assistant.

The Local Offer

As part of the new Code of Practice, July 2014, local authorities must publish a Local Offer', setting out (in one place) information about provision they expect to be available across education, health and social care for children and young people with SEND, in their area. This document allows us to be transparent in terms of what our setting offers to support children with SEND. Our SHPS SEND Local Offer can be located on our school website: <https://www.staplehillschool.co.uk/send-inclusion/>

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND; their parents and service providers; in its development and review.

The Local Offer is expected to cover:

- Support available to all children and young people with SEND from universal services, such as schools and GPs.
- Targeted services for children and young people with SEND who require additional short-term support, over and above that provided routinely as part of universal services.
- Specialist services for children and young people with SEND who require specialised, long-term support.



Record Keeping

We record all the steps taken to meet pupil's special educational needs. The SENCo is responsible for these records and for making sure they are made available to others who need to see them. Paper copies of SEND records are stored in the Leadership Office, though from November 2015 electronic copies are being kept. In addition to this, all incidents and actions relating to Safeguarding and SEND are being reported via CPOMS (a secure Child Protection Online Management System).

Assessment

We assess all children with SEND on a termly basis and use this information to inform Pupil Passport targets. The data is also analysed and used to shape future SEND provision. Pupil progress meetings (PPMs) are also used to monitor progress and identify barriers to the progress of children with SEND or those who may be assessed as SEND, after the latest assessment data.

Information management

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on. We ensure that all staff in school are made aware of individual pupils' special educational needs and subsequent provision. We ensure that the necessary information is passed on to new class teachers through timetabled 'handover' and the transfer of SEND paperwork for each individual child.

Working with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEND get the most out of their education.

Working with Children:

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we aim to:

- Involve pupils in their target setting
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies
- Encourage pupils to become involved in the wider life of the school

Supportive Parents

Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational need or disability from 0-25 years who live in Bristol, North Somerset or South Gloucestershire. (www.supportiveparents.org.uk)



Admission to School

We will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible and practical, that we have put in place arrangements to support a pupil's needs. We always meet with parents/carers of new pupils joining our school to ensure they have time to share any concerns they may have about their child.

Our School Access Plan

Under our duty of care we draw up a plan that describes how we intend to improve access to learning in our schools for pupils who have disabilities. This plan is reviewed and updated every three years. Our Accessibility Plan describes how we intend to do this and is available for inspection on our school website.

How we evaluate our SEN policy

The school's Governing Body has a duty to evaluate the provision our school makes for pupils with SEN.

- Parent's views are sought through questionnaires and parent meetings
- The progress of pupils with SEND is measured, e.g. year by year data analysis
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through school council and pupil voice, the SENCo and governors.
- The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its staff to meet the full range of SEN within the school.
- All pupils are encouraged to participate fully in the life of the school

How we deal with complaints

We are always very happy to talk to parents/carers and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENCo. Beyond this, you may wish to arrange to meet with the headteacher. We will always do our best to respond to concerns raised with us but if you are still not satisfied then you may wish to follow our formal complaints procedure.

Monitoring and Review

This policy will be reviewed by the Staffing and Curriculum Committee and ratified by the Full Governing Body annually, or sooner if required. It will be made available to Parents/Carers on the school website along with DfE guidance. Paper copies can be obtained from the school office on request- a small fee may apply.

This policy will be reviewed annually and should be read in conjunction with the following:



School Policies:

- School Accessibility Plan
- Attendance policy
- Behaviour & Discipline
- PSHE
- Health & Safety
- Complaints
- Equality, Diversity & Cohesion Framework
- Safeguarding incorporating Child Protection
- SHPS SEND Flowchart
- SHPS Graduated Response
- SHPS SEND Glossary

Government Guidance:

- Special Educational Needs Code of Practice (January 2015)
- Disability Discrimination Act
- Education Equality Act
- DfE Exclusions from Maintained Schools, Academies and PRUs (Sept 2017)

Review:

Date	Notes
January 2018	Reviewed and amended by Arwa Said
15 th January 2018	Reviewed and agreed by Staffing & Curriculum Committee
1 st February 2018	Ratified by FGB