

Belmont Primary School - Special Educational Needs Policy

Rationale

The Staff and Governors believe that all children should receive the opportunity to develop their personal potential, through the provision of a broadly based curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that this diversity should be acknowledged and valued. (See Inclusion Policy and Local Offer)

Aims

This policy aims to support all members of staff in providing a positive approach towards the learning and progress of pupils with SEN.

All teachers are teachers of pupils with SEN. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of pupils with SEN requires a partnership between all those involved, LAs, schools, parents/carers, pupils and agencies involved with SEN pupils.

Description of a child having some form of SEN

A child is classed as having a Special Educational Need (SEN) if they have a difficulty which requires educational provision additional to, or different from, the provision generally available in school; or a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This difficulty could be concerned with their learning, physical, behavioural, sensory, speech or medical needs; or a mixture of more than one. According to the Code of Practice the difficulty must be 'significantly greater' than the majority of children of their age.

Special Educational Needs and Disability Code of Practice: 0 to 25 (2014)

In line with the Code of Practice, Belmont recognise the needs and requirements of our children may fall into at least one of the following four areas and many children will have inter-related needs which will impact on the child's ability to function, learn and succeed. The areas of need are:

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

Although this is the case, we also identify the needs of pupils by considering the needs of the **whole** child, which will include not just their special educational needs.

* Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a child's behaviour should be approached as an underlying response to a further need which should be clearly identified.

As part of our Special Education provision we will fully support the following aims which are underpinned by the principles embodied in 'Every Child Matters' (ECM), an initiative launched in 2003. Although ECM is no longer maintained, the principles are sound and provide a solid basis for meeting the needs of every child in school. Every pupil with a Special Educational Need in this inclusive school has an entitlement to fulfil their potential. This is achieved by ensuring the wellbeing of all students in relation to:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving social/economic wellbeing

Partnership with parents/carers Parental support and encouragement is a crucial factor in achieving success. We are committed to working in partnership with parents/carers and will seek their views and opinions when planning provision for their child through structured conversations. Parents/carers will be invited to review meetings and be kept informed of the targets in their child's IEP.

Strands of Action to Meet SEN

We follow the recommendations of the Special Educational Needs and Disability Act and the revised new SEN Code of Practice (2014) to ensure inclusive practice. This new legislation emphasises a clearer focus on the views of children and young people on their role in decision making. It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care. For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs). There is new guidance on the support pupils and students should receive in education and training settings. There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

The Code of Practice recommends, recognising that children learn in different ways and can have different levels of need. In school we place great importance on early identification of SEN.

Inclusion Policy

Belmont Primary School follows the recommendations set out in the 1999 Government Task Force Report 'From Exclusion to Inclusion', the 2001 'SEN and Disability Act.' and the 2010 Equalities Act. We also ensure that ECM outcomes are a fundamental part of every aspect of school life.

We welcome all children into our school, and provide equality of opportunity to all. Every child is offered a broad and balanced curriculum and staff have high expectations and set challenging targets for all children.

These opportunities are available to all children regardless of their:

- Gender
- Special Educational Needs
- Level of disability
- First language
- Medical needs
- Race or religion
- Home circumstances (Looked After children, asylum seekers, travellers etc.)

As set out in the Code of Practice (2014), Belmont Primary School follows a graduated approach to SEN support which will be outlined in the following sections:

Identification & Assessment

The class teacher is the person who is initially responsible for identifying a child in their group who is failing to progress. It is their initial responsibility to respond to that identification and ensure that correct educational provision for the child is in place. Identification of need is done for every child in the group following a cycle of Assess – Plan – Do – Review. The class teacher can assess the progress of the children in their group by using a mixture of the following:

- performance monitored by the teacher as part of ongoing observation and assessment
- outcomes from baseline assessment results
- progress against the objectives specified in the National and Foundation Stage Curriculum
- standardised screening or assessment tools
- information which parents provide about their child or comes from the child themselves.
- information from external agencies

The cycle of Assess – Plan – Do – Review is facilitated with the use of a Provision Plan.

Consideration will be given to:

- Communication with the child and the parents in trying to ascertain any reasons for the lack of progression and the best course of responsive action to take.
- The expectations and targets which are set.
- The activities and strategies which are planned in order to help the child progress.
- The resources made available to that child.
- The assessments made of the child's progress.
- The level of support received by the child from the class teacher.
- The level of support received by the child from others i.e. Teaching Assistants, helpers, peers etc.
- The physical placing of the child within the classroom.
- Any required modification that may need to be made within the National Curriculum.
- Any other targeted support.

If, despite quality-first teaching, concerns remain over the child's current rates of progress, those concerns should be shared with the SENCo. A decision will be made between the class teacher, SENCo and parent as to the type and level of intervention required.

SEN Support

If the progress of a child fails to be 'within expectations' then the parents will be informed (although they will have already been involved in the planning and communication regarding their child) and the child will receive intervention through SEN Support.

'Adequate' progress can be defined in many ways, examples of which are:

- it closes the gap between the child and their peers from their relative starting point,
- prevents the gap in attainment growing wider,
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers,
- demonstrates an improvement in personal or social skills,
- demonstrates an improvement in a child's behaviour.

This will be reviewed and a decision made as to the next steps to take.

Regardless of the level of support decided upon, school will open a provision Plan for that child which describes the needs and the support to be given.

Provision Plan

A child will be supported at provision Plan if any of the following apply:

- The child has been identified as making inadequate progress despite extra support from the class teacher, particularly in the area that the difficulty is most evident.
- Has significant difficulties in developing numeracy or literacy skills.
- Has a persistent behavioural or emotional difficulty which has not responded to management strategies put in place by the class teacher.
- Has a physical, sensory or speech and language difficulty which is impeding the child's progress despite being provided with specialist equipment or a differentiated curriculum.

Further assessment of the child's needs will be made and an updated Provision Plan will be drawn up through communication between the parents, the teacher, SENCo and child.

The Provision Plan consists of:

- A brief summary of the child's current level of achievement, including the result of recent assessments.
- An outline of the difficulties the child is experiencing.
- Three specific difficulties that the Plan is addressing.
- A measurable, achievable but still challenging target for each specific area for development.
- The strategies, resources and staff which will be employed in delivering the Provision Plan.
- Any other relevant information.

The Provision Plan will then be implemented by all staff involved with the child, and by the parents. It should be reviewed termly at the very least, and progress recorded at the start of the new Provision Plan.

If the child still experiences difficulties: the opinion of other professionals may be sought. The child's parents will be involved in all discussions and their permission will be sought before contact is made with any outside service.

Outside agencies may be approached for assessment and advice, assistance with teaching or behaviour management strategies and suggestions for resources or equipment to help the child.

School referral for an Education, Health and Care needs assessment

If, despite all the intervention laid out in the Provision Plan, the child fails to make expected progress the school may consider requesting an Education, Health and Care needs assessment.

For this to take place, the child must continue to demonstrate a significant cause for concern despite receiving the support of school and outside agencies.

The decision to initiate an Education, Health and Care needs assessment will be taken in consultation with the school, parents and outside specialists involved with the child through the medium of a Referral Planning Meeting (RPM).

When requesting an Education, Health and Care needs assessment, there must be clear evidence of:

- The support put in place by the school through the Provision Plan.
- The intervention and the opinions of specialists.
- Regular assessment and reviews.
- Attainment measured against the National bench marks (NC content, standardised scores etc.)
- The views of the child and the parents.
- Any involvement from external, welfare or medical services.

Education Health Care Plans

If the decision is made at a RPM to request an EHC assessment on behalf of a child, then that process may result in the child being issued with an Education Health Care Plan. If this is the case, and Belmont Primary is the school chosen by the parents and the LEA as the best school for the child to attend, then the school is responsible for implementing the EHCP within school.

Early Years

Belmont Primary School recognises that the early identification of Special Educational Needs and early intervention is extremely important in the Early Years. Staff in the Foundation Stage measure the progress of the children against the Foundation Stage Curriculum, and flag up any concerns with parents and the SENCo as appropriate. If progression continues to be a source of concern, outside agencies will be called upon to assess Foundation Stage children and advise their teachers in line with the rest of the school.

Roles and responsibilities

Providing a sound education for children with a Special Educational Need is the shared responsibility of every member of staff in school. However, certain positions have specific responsibilities in key areas:

Head teacher and SEN Governor

- Overall responsibility for the policy, planning, implementation and monitoring of Special Educational Need provision across the entire school.

Other responsibilities include:

- Representing SEN in all decision making and strategic planning.
- Managing the school budget in such a way that the school is able to fulfil its objectives in SEN.
- Ensuring that Practice in dealing with SEN across the school meets the framework set out in the SEN policy.
- Supporting the SENCo in fulfilling their role to the highest standard.
- Promoting high expectations of all children across the school.
- Monitoring the effectiveness of teaching and learning across the school.
- In cooperation with the SENCo, producing an annual SEN Information Report which is made available on the school's website.
- Currently, our SEN governor is Mrs Sue Harrison

Special Educational Needs Co-ordinator (SENCo) – responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- 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

- liaising with parents of pupils with SEN
- 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 head teacher and school governors 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 SEN up to date
- Supporting colleagues with writing, implementing and reviewing Provision Plans.
- Liaising with the Head teacher to co-ordinate SEN provision and training.
- Managing SEN support staff.
- Developing, monitoring and evaluating SEN policy, practice and procedures in consultation with the Head teacher.
- Co-ordinating annual reviews for children with an EHCP.
- Maintaining a register of children with additional needs.

The SENCo at Belmont Primary School is Mrs Sam Noble.

Class Teachers – responsible for:

- Planning for children with a Special Educational Need within their class group.
- Planning strategies designed to help the child achieve their specific targets.
- Writing, implementing and reviewing Provision Plans (at least termly) for children with a Special Educational Need in their class group.
- Working with the child on a daily basis.
- Evidencing progress according to the outcomes described in the plan.
- Recording termly provision with outcomes in their class using a Provision Map
- Liaising with parents in order to plan for and support the development of their child
- Liaising with support staff working in their class on a daily basis

Teaching Assistants – responsible for;

- Assisting in the delivery of the curriculum to children with a Special Educational Need.
- Supporting teachers in the planning, implementation and review of Provision Plans.

Partnerships with Parents

Parents

We encourage close working relations between school and the parents of children with a Special Educational Need. In order to best meet the needs of the child, it is essential that school, parents and other professionals all work together towards the same goals and employ the same strategies.

In order to achieve this partnership, Belmont school:

- Recognise that parents are the people who know the child best and so draw on their knowledge and prior experience.
- Keep ongoing open communication with parents so that they are aware of the progress the child is making, the people who are working with their child and feel confident enough to raise questions in school.

- Share reports and information with parents, being aware of any difficulties the parents themselves may have with regard to literacy skills or any other potential barriers to effective communication.
- Are flexible in the timing and location of meetings.
- Realise that differences of opinion may occur, and value the opinions of the parents at all times.
- Expressly seek the permission of the parents before approaching any outside agencies to work with their child.
- Seek alternative solutions if differences of opinion between school and parents arise.
- Regularly (at least three times a year) invite parents into school for a Structured Conversation where their opinions and knowledge of the child are sought and discussed.
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Other schools in the Local Authority

Input from other schools is vital for information sharing and widening awareness of staff.

- The SENCo attends regular briefing meetings held for all cluster SENCos.
- A dialogue with local special schools and units is maintained in order to draw on them for support and advice.
- Close contact is maintained between Belmont and Laurence Jackson the Secondary school which the majority of our children attend. This facilitates smooth transition for Special Educational Needs pupils leaving at the end of Y6.

Other professionals

The support of other professionals is essential in providing for children with a Special Educational Need.

Belmont Primary liaises with a number of support services including amongst others:

- Specialist Teaching Service (Learning, Behaviour and Autistic Spectrum Disorders)
- Hearing Impaired Service & Teachers of the Deaf
- CAMHS (Children and Adolescent Mental Health Service)
- School Nursing Service
- The Junction (offering therapeutic support/Young carers support)
- The Link (offering therapeutic support)
- Attendance and Welfare service
- Social Care
- Child Psychological Service
- Physiotherapists
- Occupational Therapists
- The Speech and Language Unit
- Counselling support

Admission Arrangements

The admission of children with special educational needs is in accordance with our admissions policy. The agreed admissions policy of the governors makes no distinction regarding pupils with special educational needs. The aim of the school is to meet the needs of all children registered by parents/carers to attend Belmont School.

Children who do have an Education, Health and Care Plan will be placed in a school considered suitable for their needs by Redcar and Cleveland LEA when finalising/reviewing the EHCP. Any school named as such in an EHCP then has a duty to accept that child.

Special Facilities

The school has a toilet and shower for use by disabled students in one building and additional toilet facilities in the other building.

The school has ramps to the main entrances and widened doors.

Reduced noise emitting electric heaters in each year group.

In newly decorated classrooms and public areas colour has been used to ensure clear definition of surfaces.

The governing body is aware of the need to plan to provide facilities to allow the widest possible inclusion of pupils with a range of physical needs and has an accessibility plan which defines priorities.

Resources

A wide variety of resources are allocated to and amongst children with special educational needs. Some children with special needs may benefit from extra adult help and inclusion in specific programmes, for example, ELS, ALS, phonics groups, Toe by Toe, Better Reading Partnership (BRP), Read Write Inc (WRI), Word shark and Number shark, Vernon spelling scheme. Plus 1 and Power of 2.

In-Service Training

Consideration is given in the School Improvement Plan to the training needs of all adults working with children on the Special Needs Register.

- **Focus on teaching and learning**
- **Training and increased focus on SPAG across the school**
- **Training for parental engagement**
- **Writing effective IEPs**
- **Target setting**
- **ASD training**
- **Interventions**
- **ADHD training**
- **THRIVE**
- **Sensory Training**
- **Attachment Training – PAC-UK**

Safeguarding

Staff are aware that children and with SEN/disabilities may be more vulnerable to abuse and at greater risk of harm than their peers. Due diligence is observed to ensure that all aspects of the school's safeguarding children policy are applied rigorously to meet the needs of children with SEN/disabilities.

Complaints (see complaints procedure in school prospectus)

We value the partnership between parents/carers and staff and aim to create a supportive environment for discussion. However, if a parent/carer wishes to complain, they can complain first to the class teacher or SENCo. These complaints will then be addressed by the appropriate person.

N.B. If at any time, parents are unhappy with the provision provided by the school or need further advice, they can get help and support through the local parent partnership service; and access an informal disagreement resolution service provided through the LA.

Monitoring and evaluating the effectiveness of the SEN Policy

Success will be measured by: pupil progress, the inclusion of pupils and parents/carers in the SEN process, good communication between all professionals involved in a child's SEN provision.

The SEN governor will maintain an overview of the effectiveness of the policy through regular meetings with the SENCo and through pupil attainment and progress data available at governor level.

Evaluating the success of the SEN Policy

The effectiveness of this policy will be assessed by looking at the success of the school's system for:

- Identification & Assessment
- Intervention
- Helping children achieve challenging targets
- Record keeping
- SEN Partnerships with parents
- SEN Partnerships with other professionals

In the light of such assessments, this Policy will be amended as required.

Other closely related policies/school documents:

Single Equality Scheme and Equality Action Plan, Inclusion Policy, Accessibility Plan, Teaching and Learning Policy, Medicines Policy, Belmont Local Offer