



Spon Gate Primary School
Special
Educational
Needs policy

Background information about the school and its provision for pupils with Special Educational Needs and Disabilities (SEND)

Spon Gate Primary School is located near to the city centre and serves a diverse and transient population. The pupils at the school identified with SEND have a large range of difficulties.

The Special Educational Needs Co-ordinator (SENCo) at Spon Gate Primary School is Sonia Bhamra.

There are a number of teaching assistants and two learning mentors employed by the school who work with children with SEND.

Each class teacher is responsible for meeting the specific needs of individual pupils, working alongside the SENCo to ensure that support is provided where needed.

The SENCo endeavours to establish close working relationships between pupils, staff, parents and external agencies so that pupils can be helped in a fully supportive environment.

Objectives of the school's SEND policy

The objectives of our policy are:

- Organise our activities to ensure that all children are included in the life of the school
- Work closely with parents, sharing information on their child's progress and his/her individual needs
- Continuously develop ways of working to provide the highest quality of provision for all of our children, within the resources available
- Meet the requirements of the Children and Families Act 2014, The Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014
- Facilitate a pupil's learning by identifying his/her individual needs, taking steps co-operatively with other staff to address those needs within the context of the National Curriculum, the school curriculum, and taking account of the SEND Code of Practice (2014)
- Respond to pupils flexibly according to the nature of their difficulties
- Support pupils' learning without making them feel different or inferior to their peers
- Enable each pupil to become independent and confident learners

Arrangements for co-ordinating educational provision for children with SEND

The SENCo will:

- Manage the day to day operation of this policy
- Ensure that SEND provision for pupils is arranged
- Identify resources for pupils with SEND
- Report on the effectiveness of provision to the senior leadership team and, through them, to governors
- Keep up to date with new initiatives to support pupils with SEND and share good practice with all staff
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND
- Monitor teacher plans, Individual Intervention Plans (IPPs) and provision plans to ensure they include appropriate differentiation for pupils with SEND
- Monitor the progress made by pupils in collaboration with class teachers

The Headteacher will:

- Manage the work of the SENCo
- Plan with the SENCo how resources are used to support pupils in the most efficient, effective and equitable way
- Set the overall policy for Inclusion
- Decide, in consultation with parents, whether pupils should be referred for an Education, Health and Care (EHC) needs assessment

The class teachers will:

- Identify pupils experiencing difficulties
- Discuss pupils with the SENCo and parents and identify next steps
- Write and review IPPs and whole class provision plans
- Collaborate with the SENCo in both setting and reviewing IPPs for pupils who have an Education, Health and Care Plan nor external agency involvement
- Contribute to planning and provision to meet identified needs
- Contribute to the monitoring and review procedures
- Seek to meet SEND needs within the overall framework for Inclusion within the school
- Ensure curriculum plans detail strategies for differentiation
- Ensure assessment procedures are appropriate for pupils with SEND

The governors will:

- Identify at least one governor with a special interest in SEND
- Use their best endeavours to ensure that Pupils' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents are informed when special provision is made for pupils

Admission arrangements**Before pupils join the school, we will:**

- Note pupils who have already been identified as having Special Educational Needs
- Collect information about the pupils' educational history from the parents, previous school / nursery / setting, and any information from external agencies that may have been involved with the pupils

When pupils are admitted, we will:

- Undertake a range of assessments to identify pupils with Special Educational Needs and establish their strengths and areas of difficulty
- Review any existing IPPs in consultation with the pupil's parents / carers
- Make sure the information about a pupil's SEND is shared with appropriate school staff
- Give parents information about SEND Advice, Information and Support Service (SENDIASS)

When pupils leave the school, we will

- Pass on information about the pupil's educational history to any receiving school
- Complete other transfer documents as required

SEND specialisms

We have had recent experience of working with children with the following difficulties: Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language Delay / Disorder, Social Communication Difficulties, Hearing Impairment, Social Emotional Mental Health difficulties, Developmental Co-ordination Disorders and general learning difficulties

We have some staff who have undertaken specific training in: Autism, ADHD, Speech and Language Delay / Disorder, attachment disorder, dyslexia and emotional wellbeing

Information about the school's resources for pupils with SEND

Allocation of resources

The Governing Body of the school sets the overall budget available to meet the needs of pupils with SEND, taking account of:

- Statutory requirements
- Other budgetary pressures in the school
- The resources identified for SEND within the school's budget
- The availability of additional grants to school
- Priorities identified in the School Improvement Plan

The SENCo works with the Headteacher to:

- Identify the pattern of need across the school
- Establish the most cost effective means of meeting those needs
- Allocate support to groups of pupils, including those with an EHC Plan
- Ensure that support is allocated to pupils on a fair and equitable basis
- Monitor the progress made by pupils with SEND
- Evaluate the effectiveness of provision for SEND

Identification of children with SEND

We use the definition of Special Educational Needs in the SEND Code of Practice (2014): 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.

Many children and young people who have SEN may have a disability under the Equality Act 2010:

...a physical or mental impairment which has a life-long and substantial effect on their ability to carry out normal day-to-day activities.

'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Difficulties arising from a difference of language between home and school are dealt with through other procedures.

Special Educational Needs provision is provided, wherever possible, alongside other children, taking account of:

- The wishes of parents/carers
- The pupils' needs

- The resources available to the school
- The effective education of other pupils in the school

There are four broad categories of SEND:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and/or mental health (SEMH)
- Physical and/or sensory (P&S)

Our procedures are designed to offer a graduated response to special educational needs in line with the Code of Practice (2014), including the following steps:

- Quality first teaching
- Extra teaching or other rigorous interventions implemented and monitored
- SEN support – advice from external agencies will be sought
- My Support Plan – a formal process of gathering evidence where concerns / needs are high
- Request for Statutory Assessment, possibly resulting in an Education, Health and Care Plan being issued

Where observations and reviews reveal progress and appropriate levels of attainment, the child can return to quality first teaching. The attainment and progress of the child will be closely monitored for a period of time.

Assessment

In identifying a child as needing SEND support, the class teacher, working alongside the SENCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their progress, attainment and presenting behaviours. It will also draw on the individual's development in comparison to their peers and national expectations. The views and experience of parents, the child's own view and, if relevant, advice from external agencies will also be considered. School will take seriously any concerns raised by a parent/carer. These concerns will be recorded and compared to the school's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact is developed.

In some cases, professionals from health or social care may already be involved with the child. These professionals liaise with the school to help to inform the assessments. Where professionals are not already working with school staff, the SENCo will contact them if parents consent.

Individual plans

Where it is decided to provide a pupil with SEND support, parents will be formally notified. The teacher and SENCo will agree, in consultation with the parent and child, the interventions, adjustments and support to be put in place. Also discussed will be the expected impact and a clear review period.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought and any teaching strategies or approaches that are required. This

information will then be recorded on an Individual Provision Plan (IPP) and the class provision plan.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main class teacher, they will still retain responsibility for the pupil's progress. Teachers will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions, as well as how they can be aligned to classroom teaching.

The effectiveness of support and interventions, and their impact on the pupil's progress, will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development. Parents will be provided with clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC Plan, the school and/or the Local Authority will review that plan, every twelve months as a minimum. School will co-operate with the Local Authority in the review process. The Local Authority can require the school to hold the annual review meetings on its behalf.

Education, Health and Care Plans

The production of an Education, Health and Care Plan of special educational needs is organised by the Local Authority, working closely with the school and the pupil's parents/carers. The provision set out in the EHC Plan will be closely monitored by the SENCo and reviewed annually. Parents/carers will be invited to attend and contribute to these meetings.

The majority of children and young people with SEND will have their needs met within local mainstream settings, schools or colleges. Some children may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary to make alternative provision as part of the EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the specific needs of the child and to secure the best possible outcomes for them across education, health and social care. As they get older, the plan will prepare them for adulthood. To achieve this, the Local Authority will use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person
- Provide a full description of the child or young person's special educational needs and any health or social care needs
- Establish outcomes across education, health and social care based on the child's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

EHC Plans should be working documents that help to raise future aspirations. EHC Plans should specify how services will be delivered as part of a whole package of support and how best to achieve the outcomes.

An EHC needs assessment will not always lead to an EHC Plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child's needs without an EHC Plan.

Routes for referral

The following people have the right to ask the Local Authority to conduct an Education, Health and Care needs assessment:

- The child's parent
- A person acting on behalf of the school

In addition, anyone else can bring a child or young person who has (or may have) SEND to the attention of the Local Authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners or a family friend. Bringing a child to the attention of the Local Authority should be done with the knowledge and, where possible, agreement of the child's parent or the young person.

Curriculum access for pupils with SEND

We support access to the curriculum through differentiation and IPPs, allocating extra support to an individual or group according to availability of resources.

The SENCo may refer pupils with SEND to external agencies, including the Educational Psychology Service or Social, Emotional and/or Mental Health & Learning Service (SEMHL). Such referrals will only be made with parental consent.

IPPs will be reviewed on a half termly basis and will include discussions with the pupil about their individual programmes.

Pupils with SEND and integration

We seek to be an inclusive school by:

- Using the SEND review procedures to identify and barriers to pupils' learning and plan appropriate and reasonable action
- Ensuring that all pupils have appropriate learning targets which are challenging
- Valuing the diversity of all our pupils
- Seeking to make provision for SEND within routine class arrangements wherever possible
- Seeking opportunities for pupils with SEND to work with other pupils
- Encouraging pupils with SEND to play and socialise with other pupils

Evaluating the success of the SEND policy

The following criteria will be used:

- The amount of identified teaching time available to support SEND pupils
- The number of pupils with special educational needs attaining age related expectations at the end of each key stage
- The impact of planned programmes of intervention and support
- The proportion of parents attending or contributing to reviews and consultations
- Recommendations by external agencies are acted upon and incorporated into the curriculum
- Staff fulfil the expectation of the school in carrying out procedures for special educational needs and produce the necessary evidence
- INSET and advice provided to staff with reference to SEND
- Children with SEND are confident and well-motivated and are making measurable progress

Complaints procedures

In the first instance, any complaint should be taken up directly with the school staff concerned. If the matter is not resolved then it should be raised with the SENCo who will arrange a meeting with the complainant and seek further information. If the matter is still not resolved, the SENCo will raise the matter with the Headteacher who may:

- Take action to address the complaint
- Seek the involvement of external agencies, such as SEND Information and Advice Service
- Decide that the complaint does not warrant any action and advise the complainant of any further action they can take

SEND In-service training

- All staff receive information about the SEND Code of Practice and issues relating to Disability
- All staff have the opportunity to receive INSET or advice on SEND procedures within school
- All staff have the opportunity to receive INSET or advice on specific disorders, depending on resources available

External agency support

- External agencies will be used to provide INSET and advice to staff as specific needs arise within the school
- External agencies will be used to identify specific targets for pupils in line with the school's procedures
- Planning meetings will be held at the start of each term to agree a programme of work with Educational Psychology Service, Pre-school Education Service, Social, Emotional and/or Mental Health & Learning, Complex Communication Team and Speech & Language services
- Regular liaison takes place to access physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Services and social care

Arrangements for parental partnership

The concept of parents/carers as partners is central to the SEN Code of Practice (2014). Parents/carers will always be kept informed of their child's progress at school and any difficulties or concerns will be made known at the earliest stage.

Parents/carers will be encouraged to attend review meetings where they will be given the opportunity to express their views. They will also be given opportunities to discuss how they can support their child's IPP targets at home. We recognise the value of parent/carers' knowledge of their children and will seek to use this information in planning support for pupils.

We will work in partnership through:

- Regular consultation and review procedures
- Sharing assessment and planning information through IPPs
- Meeting with parents/carers of pupils new to the school to discuss SEND support
- Discussing with parents/carers transfer and transition arrangements at the end of each academic year

Links with other organisations

We liaise with:

- Health visitors
- Social Care
- Educational Psychology Service
- Speech and Language therapists
- Pre-school Education Service
- Social, Emotional and/or Mental Health & Learning
- National Society for the Prevention of Cruelty to Children
- Playgroups and nurseries
- Complex Communication Team
- Child and Adolescent Mental Health Service

For further information about provision for pupils with SEND, please contact Sonia Bhamra, SENCo, at the school. Further information is also available on the school website:

www.spongate-coventry.org.uk