
Nacton Church of England Primary School

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Special Educational Needs and Disability

Version 17

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Signed:

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Signed:

Date authorised:

Approval minuted:

7 March 2019

Date of next review:

Spring Term 2020

1 School Arrangements

1.1 Definition of Special Educational Needs and Disability

Children have Special Educational Needs and Disability if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local authority (LA).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

1.2 Objectives of the Special Educational Needs and Disability Policy

The aims and objectives for children with special needs are the same as for all children at this school.

- All pupils will have maximum access to a broad, balanced and relevant curriculum including the National Curriculum.
- All children need to experience success and a sense of achievement.
- All children have individual needs, which must be addressed.

It is the purpose of this document to clarify, both for staff and parents, the means by which these objectives can be achieved.

1.3 Roles and Responsibilities

The head teacher and all the staff

The head teacher has the responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The head teacher should keep the governing body informed and work closely with the school's SENCo.

All teaching staff and non-teaching staff should be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

Special needs is a whole school issue. Therefore, all teachers have equal responsibility to plan and provide for the range of abilities in the class, including children with SEND. This policy endorses the principles of differentiation and individual programme planning in order that all may achieve success and enjoy learning.

The Governing body of the school must:

- do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and Disability (SEND)
- ensure that, where the ‘responsible person’ – the head teacher or the appropriate governor – has been informed by the LA that a pupil has Special Educational Needs and Disability, those needs are made known to all who are likely to teach them
- ensure that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND.
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents and carers on the implementation of the school’s policy for pupils with Special Educational Needs and Disability
- have regard to the *Special Educational Needs and Disability Code of Practice* (2014) when carrying out its duties toward all pupils with Special Educational Needs and Disability
- ensure that parents/ carers are notified of a decision by the school that SEND provision is being made for their child.

The Special Educational Needs and Disability Co-ordinator

The overall responsibility for the co-ordination of Special Educational Needs and Disability rests with the Head teacher. The Special Educational Needs and Disability Co-ordinator is Miss R. Smith, who is responsible with the class teachers for the day-to-day operation of the policy.

The special needs co-ordinator, working closely with the head teacher and fellow teachers, should:

- be closely involved in the strategic development of the SEND Policy and provision to raise the achievement of pupils with SEND

- have responsibility for day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND, working closely with staff, parents/carers and other agencies
- seek to develop effective ways of overcoming barriers to learning
- sustain effective teaching through close analysis and assessment of pupil's needs, by monitoring the quality of teaching and standards of pupil's achievements and by helping teachers to set targets for improvement
- oversee the records on all pupils with Special Educational Needs and Disability
- liaise with and advise fellow teachers
- support teachers in the management of learning support assistants
- contribute to the in-service training of staff
- liaise with parents/carers of pupils with SEND
- liaise with external agencies including the LA's support and educational psychology services, health and social care and voluntary bodies
- initiate, oversee and collate evidence for the High Tariff Funding Needs Audit.

1.4 Admissions arrangements

The school will abide by the requirements set out in the *Special Educational Needs and Disability Code of Practice (2015)*, the *Equality Act 2010*, the *Children and Families Act 2014* and the *Special Educational Needs and Disability Regulations 2014*.

These documents strengthen the right of children with Education, Health and Care plans (EHC) to be educated in a mainstream school and there is an assumption that this will be the case unless it is against the parents' wishes or incompatible with the efficient education of other children in the school and there are no reasonable steps that can be taken to prevent the incompatibility.

The school aims to be fully inclusive. All pupils are welcome including those with Special Educational Needs and Disability. The arrangements for their admission will be in accordance with the LA admissions policy. All parents of children with EHC plans have a right to choose a mainstream school for the education of their children.

For rising fives with Special Educational Needs and Disability the normal admission arrangements as specified by the LA will apply.

When pupils with Special Educational Needs and Disability transfer to Nacton Primary School their SEND provision and IEPs will be continued, in liaison with their previous school.

2 Identification, Assessment and Provision

2.1 Allocation of Resources

Funds are allocated through the base budget for basic staffing and resource expenses associated with teaching and curriculum provision for all pupils. The school's SEND budget is made up of a basic allocation and high tariff funding needs.

The school has a commitment to ensuring provision of support for children with Special Educational Needs and Disability. Funding enables support within the classroom from a Teaching Assistant, including, as appropriate, programmes of additional support for children in Literacy and Mathematics. The school actively encourages all staff to attend training to further their competencies in supporting children with Special Educational Needs and Disability. A budget is provided for the purchase of resources identified by the Special Educational Needs Co-ordinator (SENCo).

The named Governor for Special Educational Needs and Disability meets regularly with the SENCo and is also a member of the Governing Body Curriculum Group that annually reviews the Policy and provision for SEND in the school. The SEND information report (Local Offer) is published on the school website and updated annually.

2.2 Identification, Assessment, Provision and Review

The provision for SEND pupils is linked to identified needs from the termly 'provision mapping' and pupil progress meetings.

The class teacher will normally make the identification of a pupil with Special Educational Needs and Disability. In some instances a parent may raise issues of concern with the appropriate teacher. Upon identification, the co-ordinator and class teacher, in consultation with parents and pupils, if appropriate, will work closely together to provide a suitable programme of work based on assessment of current attainment. This Individual Education Programme (IEP) will be in the form of a pupil passport.

An IEP will set out:

- the nature of the child's learning/behavioural difficulties
- the special educational provision that is to be made
- help from parents at home
- specific targets to be achieved, in what time
- any pastoral care or medical arrangements
- assessment and monitoring arrangements including criteria against which progress will be measured.

This programme of work will be reviewed termly with the parents/carers and parents will be kept fully informed. Indeed the support of parents will greatly assist the success of the IEP. It will follow the four-part cycle (assess, plan, do, review) as set out in the SEND Code of Practice.

Although there is no specialist teacher for Special Educational Needs and Disability, priority will be given to develop the expertise of the Special Educational Needs and Disability Co-ordinator through INSET, National Awards, and pyramid support.

Triggers for SEND identification

Early identification, assessment and provision are especially important and we would normally consider the children's needs from the moment they are admitted.

We already operate an induction programme of visits and maintain regular contact with the Under 5s, through liaison with Playgroup.

Some issues are identified during the process of Early Years Foundation Stage Profile assessment. This is carried out during the child's terms in Early Years and Reception at school. Parents/carers are then alerted to the possible need for SEND support for their child.

If a child is not making reasonable progress in the basic skills, then intervention will be considered. If after targeted group interventions or booster sessions the child is still not making reasonable progress then SEND support will be considered.

Parents/carers are then alerted to the possible need for SEND support for their child.

To assist us we use the *Common Exception Words* assessment sheets, the *Salford Reading Test* and the *Vernon Spelling Test*. Teaching assistants have been trained to administer various diagnostic tests (e.g.: *Bury Infant*, *Renfrew*, *BPVS*) which highlight poor language and understanding skills. In addition we would look at the child's ability in phonics and in handling simple numbers.

Where we feel that a problem exists, prior to Single Category SEND, the child would be supported within the classroom by the class teacher in conjunction with the Special Educational Needs and Disability Co-ordinator and by classroom assistants. Intervention programmes and strategies will be implemented where appropriate.

Once needs have been identified which warrant the provision of SEND Support, an IEP will be written and targets reviewed termly.

As the vast majority of the support work will be timetabled it will allow the child to access the full curricular requirements.

The progress of all children is reviewed at regular staff meetings. As well as the *Salford Reading Test* twice yearly, (termly for targeted children), and the *Vernon Spelling Test*, the school uses results from a range of formal tests to contribute to tracking children's performance. These include statutory national tests (SATs) in Years 2 and 6; In Years 3, 4 and 5 Optional SATs tests give further information about progress.

It is the responsibility of the class teacher to differentiate work to support the learning of children of all abilities.

Where a child is identified to be exceptionally able, the school would plan to meet these needs through supporting the class teacher in planning work to challenge the pupil. This support would be from the Head teacher with advice from Advisory Services.

Where a child has a physical disability the school would always seek ways to enable access to a broad, balanced curriculum (as outlined in the Disability and Equality Scheme); this is our aim for all children.

2.3 Parental Concerns

By creating IEPs with easily identified aims we can evaluate the success of our work and of our Special Educational Needs and Disability policy by the progress that the children are making. If, however, after a reasonable time, a parent feels that the child's progress is slower than should realistically be expected, then the parent should talk to the class teacher. If the situation continues to give cause for concern, then the Head teacher can be contacted. However, it must be remembered that progress is often relatively slow, and adequate time and support must be given before concerns are raised.

2.4 Outside Agencies

Within the normal constraints of the budget the teaching staff are able to apply to attend INSET on Special Educational Needs and Disability. In addition this will be featured regularly at staff meetings as identified in our School Development Plan.

The school can draw on external specialist expertise from:

- PRU (Pupil Referral Units)
- Outreach teams from Specialist Schools (e.g. Thomas Wolsey, Claydon Dyslexia Unit)
- EP (Educational Psychology Service)
- ATLS (Advisory Teacher for Learning Support)
- ATSpLD (Advisory Teacher for Specific Learning Difficulties)
- CISS (County Inclusion Support Services)
- EWO (Educational Welfare Officer)
- OT (Occupational Therapist)
- SALT (Speech and Language Therapist)
- ATLSVI (Learning Support for Visually Impaired)
- ATLSHI (Learning Support for Hearing Impaired)
- Community Paediatrician
- School Nurse
- CAHMS (Child and Adolescent Mental Health Services)

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a

child's needs and the best ways of supporting them. All parents of children with Special Educational Needs and Disability will be treated as partners and supported to play an active and valued role in their children's education. Their support at home will always be needed. To facilitate this they will be kept fully informed and involved when a problem arises. There are opportunities for parents to record their comments and views about their children's progress.

Children and young people with Special Educational Needs and Disability often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

In cases of transfer of pupils it has been, and will continue to be, our policy to give the receiving school as much information as possible about special needs pupils. The Year tutor and the SENCo from the appropriate High School visit school during the Summer Term, and details of Year 6 pupils causing concern are shared with them as soon as possible. Similarly, we will contact schools at the earliest time when children transfer from us. Within the pyramid, consideration will be given to strengthening links through regular discussion and through staff working together in formal or informal clusters.

Parents are reminded that any absence from school can affect a pupil's performance. Where the child's educational needs are being affected by irregular and inconsistent attendance, then full use will be made of the Educational Attendance Services. Also if the problem appears to be one of a medical nature we will involve the appropriate health service at the earliest possible time.

2.5 Summary

At all stages in the education of a child, especially one with Special Educational Needs and Disability, the major priority will be early identification. Once this has happened we will use whatever specialist material we have to assess the type of problem and the type of support needed. The provision will then be classroom based.

When it is necessary full IEPs will be started and these will form the basis of our record keeping, alongside examples of the pupil's work. Parents' and pupil's views and comments sheets will be added to their records as and when appropriate. Finally, full use will be made of a range of outside agencies to supplement the expertise that we already have in school. All of these taken together should ensure that the aims stated at the beginning of the policy will be met.

2.6 Review

The Special Educational Needs and Disability policy will be kept under regular review at staff meetings and will be reviewed yearly by the SENCo. Support will be sought from advisory teachers if it is felt that the policy needs amending. In addition, a governor has taken on responsibility for this area, and is developing a working knowledge of SEND support offered in the school in order to report back at governors' meetings.

3 Document History

Version	Date	Comments
Issue 1	Feb 2003	Revised by D. Woolnough.
Issue 2	Feb 2004	Revised by D. Woolnough
Issue 3	Feb 2005	Revised by D. Woolnough
Issue 4	March 2006	Revised by D. Woolnough (reviewed February 2006)
Issue 5	Feb 2007	Reviewed by D. Woolnough
Issue 6	Feb 2008	Revised by D. Woolnough (document history section corrected between 23/2/08 and 25/2/08 versions; no other changes)
Issue 7	Feb 2009	Revised by D. Woolnough; minor amendments include reference to Disability and Equality Scheme; SENco to help teachers to set IEP targets; Suffolk Reading Scores changes on School Action to 75-85; Under triggers for SEN identification – EY Foundation Stage goals.
Issue 8	Feb 2010	Only change to ‘appropriate’ High School as pupils transfer to schools other than Kesgrave HS.
Issue 9	March 2011	No changes
Issue 10	March 2012	Minor changes – LEA to LA; Education Welfare Officer to Education Attendance Service.
Issue 11	March 2013	Updates for Early Years Foundation Stage Profile and removal of Suffolk Reading Test. Other minor changes.
Issue 12	06/03/2014	Approved with no changes.
Issue 13.1	27/11/2014	Early update to note Single Category SEN and change in SENCo. Added reference to <i>Children and Families Act 2014</i> .
Issue 14	30/06/2016	Revised following review by SEN co-ordinator and Curriculum Group. Explicit reference to C&FA removed. Reference to withdrawn Gifted and Talented Policy removed. Equality Act 2010 added. CAHMS added as a service.
Issue 15	02/03/2017	Updated to reflect academy status. Minor updates to terminology.
Issue 16	07/03/2017	SEN changed to SEND. Updated to reflect termly provision mapping and pupil progress meetings. Code of practice and legislation references updated.
Issue 17	07/03/2018	Removed references to Statements. Updated EHC Triggers.

4 Appendix – Stages of Special Educational Needs and Disability

4.1 Single Category SEND

Triggers:

- Reading/Spelling ages more than 6 months below Chronological Age after access to interventions that are generally available to all children.
- The child remains significantly behind his/her peers despite high quality first teaching and needs access to provision that is additional to and different from the educational provision made generally available for children of their age.
- The teacher/head teacher/SENCo agree that the child may need support by outside agencies in order to make progress.

Actions:

- 1) Concern is expressed, parents are consulted about concerns, and IEPs started.
- 2) The teacher and the SENCo consult the Head teacher and parents before commencement of intensive action with specialists' support (as appropriate).
- 3) All available information is reviewed, referral sheets are completed requesting consultation from appropriate support services.
- 4) The teacher and SENCo in consultation with parents and pupils (if appropriate) draw up an IEP which will include recommendations made in the specialists' reports.
- 5) The IEP is implemented.
- 6) The progress of the IEP will be reviewed in consultation with parents.
- 7) The child will:
 - a) continue on SEND Support with revised IEP
 - b) through the Head teacher be referred for statutory assessment.

Support offered:

- A detailed IEP with small step targets relevant to their current needs based on ongoing assessment. Set and reviewed termly with parents and pupils (as appropriate). The IEP will follow the four part cycle (Assess, Plan, Do, Review).
- Advice sought from Advisory Teacher for Learning Support (ATLS), Educational Psychologist (EP), Advisory Teacher for Specific Learning Difficulties (ATSpLD), CISS or other appropriate professionals.
- Use of specific support programmes (e.g. phonic programmes, Dancing Bears, Apples and Pears, Speech and Language programmes, Wave 3 maths), one-to-one with a TA.

4.2 Single Category SEND (pending an Education, Health and Care plan)

Actions:

- 1) Consideration will be given by the LA working co-operatively with the child's school and parents and, as appropriate, with other agencies, as to whether a statutory assessment of the child's educational needs is necessary.
- 2) If so, conducting that assessment, again working co-operatively with parents, schools and other agencies.

4.3 Education, Health and Care plans

Triggers:

- The child is not making expected progress through access to resources available to children through the local offer.
- The child needs access to more intensive specialist provision in order to make progress and achieve outcomes.

Actions:

- 1) The LA decides that it will issue a proposed EHC plan.
- 2) The LA decides that it will not make a EHC plan.

Support offered:

- A detailed IEP with small step targets relevant to their current needs based on ongoing assessment. Set and reviewed termly with parents and pupils (as appropriate). The IEP will follow the four part cycle (Assess, plan, do, review).
- An Annual Review meeting attended by head teacher/SENCo/teacher/parents/pupil.
- The child's support needs are detailed on his/her EHC plan, the school is obliged to provide this support.