

Aylesford School

and Sixth Form College



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Primary School

SPECIAL EDUCATIONAL NEED And DISABILITY POLICY

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'from potential to reality'

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Aylesford Primary School

SPECIAL EDUCATIONAL NEEDS and Disability POLICY

At Aylesford Primary School we make provision for children with special educational needs in order to raise attainment for all pupils and promote inclusion.

Definition of Special Educational Needs

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

A child, therefore, has special educational needs if he or she has a learning difficulty and/or behaviour which calls for special educational provision other than that which can be met through Quality First Teaching and a differentiated curriculum.

We believe that:

All children, whatever their needs, have an equal entitlement to a broad and balanced curriculum.

All children who have special educational needs must have those needs addressed. Children's special educational needs are best met within the classroom setting unless there are specific reasons for withdrawing groups or individuals.

We have high expectations of adults and children alike. Children with special educational needs, as with all other children, will be encouraged to meet achievable targets.

This SEND policy and Local Offer details how Aylesford Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are to be made known to all who are likely to teach them. The school adheres to the guidelines set out in the "Special Educational Needs and Disability Code of Practice" DfES, (2014) and to LA guidance such as the Warwickshire Audit Manual and the Warwickshire Early Years SEND Handbook.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Director of Primary Education and the Inclusion Manager, all other members of staff have important day-to-day responsibilities. Teaching such children is, therefore, a whole school responsibility.

Partnership with parents plays a key role in enabling children 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 will be treated as partners and supported to play an active and valued role in their children's education. Parents of all children on the SEND register will be invited to a termly review meeting. Parents will actively participate in discussions about provision for their children.

Children with special educational needs often have a unique knowledge of their own needs. Children need to be aware of their targets and they will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs. When appropriate Communication in Print symbols will be used to make information accessible to the children.

Access

The school is able to cater for children with physical disabilities. There are ramps to entrances; a purpose built toilet and hygiene room and the building can be accessed on one level. Children with special dietary requirements can usually be catered for.

Identification, Assessment and Provision

Identification

Teachers will identify those children who have a special educational need as early as possible and inform the Director of Primary Education, Inclusion Manager and parents. Early identification is paramount. This can be made through formal/ informal assessments and observations. The responsibility for initial identification rests upon the class teacher. The observations of parents, other teachers, classroom Learning Support Assistants, midday supervisors and reports from playgroup may also be very significant. These responsibilities can only be met if there is a general awareness of the kinds of observations, which may be of value. Children identified may show signs of difficulty in one or more of the following broad areas:

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

Assessment and Record Keeping

The school will assess each child's levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through Early Years Action and Early Years Action Plus from the Early Years setting.

It is the class teacher's responsibility to keep accurate records and assessments and track children's progress so they can quickly identify if a child has a special educational

need. Should a child be identified, teachers should complete a Record of Concern Sheet and give to the Inclusion Manager. The Inclusion Manager will then consider the teacher's concerns and feedback. If it is decided that intervention is necessary, the Inclusion Manager and the child's class teacher will use this information to identify and make appropriate provision.

Individual Provision Maps (IPM)

The Individual Provision Map will detail further information included on the Class provision map. It will include information about:

- the child's area of need
- a pen portrait of the child
- the provision to be put in place
- a record of review meetings including input from outside
- professionals/school/parent/child

The IPM will record provision that is additional to, or different from, the differentiated curriculum. It will be reviewed three times a year (November, March and June) and parents' views on their child's progress will be sought. The child will also take part in the review process and be involved in setting the targets (usually when in Key Stage 2). Copies of IPMs will be kept in teachers' planning folders (on their desks) and in children's individual files (stored in the locked SEND cupboard). Parents will also be given a copy of the IPM.

Responsibilities and Management

The Local Authority is responsible for the monitoring and development of schools' strategic SEND planning and practice, including the setting of audit criteria and the statutory assessment of and provision for, children whose needs are 'severe and complex,' (usually children beyond the 'school action plus' stage).

The Governors have a statutory duty to ensure that the school has regard to the Code of Practice (2014). They are also responsible for designating an SEND governor.

The Director of Primary Education is responsible for:

- keeping Governors informed about relevant SEND issues within and concerning the school (in conjunction with the Inclusion Manager)
- overseeing the role of the Inclusion Manager
- deployment of teaching and support staff (support staff in conjunction with Inclusion Manager)
- overseeing the SEND budget.

The Inclusion Manager is responsible for:

- the day to day operation of the school's SEND policy;
- liaising with and advising fellow teachers;

- maintaining the SEND register and overseeing the records on all pupils with special educational needs;
- liaising with parents of children with special educational needs along with the class teacher;
- contributing to the in-service training of staff;
- liaising with external support agencies;
- arranging review meetings and overseeing the production of accurate minutes and reports;
- monitoring teacher's planning for SEND;
- providing relevant information to the LSA to enable the audit process electronically, including the updating of the SIMS Inclusion Manager module at least half termly;
- Tracking the progress of SEND pupils.
- Supporting class teachers in planning for provision for children with SEND.
- Writing to all parents whose children are placed on the SEND register for the first time, or whose children are removed from the register;
- maintaining, cataloguing and purchasing SEND resources;
- liaising termly with the SEND governor about SEND issues;
- completing or collating school responses to a formal request for information from the LA.
- Completing the annual SEND input of HT Report to Governors.
- Monitoring the interventions and their effectiveness

Class teachers are responsible for:

- Analysing and managing interventions regularly and assessing their effectiveness
- the day to day planning and implementation of a differentiated curriculum (Quality first Teaching)
- keeping accurate and up to date assessments as detailed in the school's assessment policy;
- keeping accurate and up to date details of provision for children in their class in the form of a Provision Map.
- communicating with parents over any concerns about children in the class;
- communicating with the Inclusion Manager over any concerns about children and completing a Record of Concern sheet;
- Maintaining and updating Individual Provision Maps for children in the class who are on the SEND register.
- holding IPM reviews with parents of children on the SEND register.
- writing a report on the progress of children in their class with a statement prior to annual reviews;
- planning, where appropriate in conjunction with the Inclusion Manager, to meet a child's IPM targets.

Referral for Statutory Assessment

If a child needs more help than is given it may be appropriate to consider a referral for Statutory Assessment. It is the stage at which the Local Education Authority considers whether or not a child needs an Educational Health Care Plan (EHP). When we ask for the authority to consider this, we provide lots of evidence about the support a child has

already had and what progress they have made. We will also ask formally for parental comments and opinions and send them with our advice. Specialists who have worked with the child at will also be asked for their advice. The LA has to complete the process within 26 weeks. Parents are entitled to ask the LA to carry out a statutory assessment; if parents are considering this, we can advise and support them.

Educational Health Care Plan

If a statement of Special Educational Need has been agreed, the review processes and specialist help continue but much more intensively. While full time individual adult help is very rare, there is likely to be much more individual attention than in earlier stages. To help the school to provide properly for this, the LA may allocate additional funding. A representative of the LA will usually attend annual reviews.

Placing a child on the SEND register

The protocol for registering a child on the Special Educational Needs register and for gaining more support is contained within the Teacher's Handbook and outlined below:

Evidence needs to have been collected over a period of time - usually half a term - with the exception of children who are in Reception or new to school. These children are those who are significantly below the expected levels of achievement for their year and cannot be reached through normal differentiation. If teachers are putting a child on the register because of learning difficulties, evidence of the child's work and assessments to support concerns will be required (eg. tracking grids). These should be discussed with the Inclusion Manager and Director of Primary Education. Parents must be informed if their child is going to be put on the SEND register. This should be done with great sensitivity, preferably in a face to face meeting, stating clearly what the specific concerns are and by stating what difference being on the register can make. Parents should always feel hopeful and reassured. A follow up letter should be sent by the Inclusion Manager, preferably given in person by the class teacher. Where this is not possible the letter should be sent out by post. A copy of the letter will be kept in the child's SEND file.

General Teaching Principles

Planned work should aim for maximum possible integration of the child into the mainstream programmes of work. It should offer attainable challenge and be part of a differentiated programme, which offers progression. Quality First Teaching Provision for the children with special educational needs should be planned for and documented on Class Provision maps and the Whole School Provision Map. Every classroom will have resources available to children which foster independent learning.

The progress of each child on the SEND register should be reviewed every term at either an IPM meeting or a Parents Evening Meeting with:

- the teacher and parents and, if appropriate, the Inclusion Manager for children receiving support within school.

- the teacher, parents, Inclusion Manager and representative(s) of outside support agencies for children receiving extra support.

The progress of each child on the SEND register will be monitored each term and results shared with the Inclusion Manager, via tracking grids.

All children on the SEND register should have an IPM.

Teachers should constantly monitor progress towards the children's targets and, in the case of learning difficulties, plan a programme of work to ensure these targets can be met.

If appropriate, a programme for behaviour management should be devised and adhered to by those working with the child. Parents need to be kept informed of this. Parents, and children should be aware of Specific Measurable Attainable Relevant Timebound (SMART) targets.

Where LSA's are working to support children, close liaison between teacher and assistant before and after lessons will be required. It is crucial that support staff are aware of the targets for all SEND children in the class in which they are working. All LSA's have access to copies of IPM's, class plans, lesson plans, guidance notes etc. It is the responsibility of the class teacher to assess the work of all the children in their class.

Provision and support detailed in a pupil's Statement of Educational Need will be reassessed at the Annual Review.

Children should be consulted before review meetings and asked, tactfully, about the progress they feel they are making and possible areas for improvement. Outcomes of review meetings need to be shared with the child or, in Key stage 2, if appropriate the child should be invited to attend for at least part of the meeting.

Parents must always be informed (usually by the Inclusion Manager but class teachers need to remind and check) when anyone is coming into school to make observations of their child and appropriate consent forms signed.

Support Services

A comprehensive, current list of education support services and their staff who have contact with our school can be found in Appendix A.

On occasions we need to work with other agencies, for example, linked to the Health Authority or Social Services.

When we contact support services, parents will be informed in advance and their wishes recorded, unless an emergency arises or there is a child protection issue. In either case, the Director of Primary Education would assume the responsibility for the action.

Confidentiality

Confidentiality is taken seriously by all school teaching and support staff.

Children's individual SEND records are kept securely. Access to these records is restricted to the Inclusion Manager, Director of Primary Education and one designated assistant, although parents may request access to their own child's records at any time.

Individual names of children on the SEND register are never disclosed beyond the involved teaching and support staff (not, for instance, to Governors).

Parental Involvement and Support

Parents will always be informed about special needs arrangements for their child. We always try to work with parents as partners in their child's education and we believe this is particularly important when a child has special educational needs. Parents will be invited to attend review meetings and can arrange to speak to the class teacher, Inclusion Manager, Director of Primary Education or SEND governor at any time.

We actively publicise and recommend the Warwickshire Parent Partnership Service. Current contact details are included in the support service details, appended to this policy and on the Inclusion leaflet.

Resources

The Inclusion Manager is allocated one day per week to fulfil the role.

Specialist teaching materials such as the Further Literacy Support programme, Springboard Maths, Read Write Inc and Fresh Start are available in school.

Funding for SEN

The school has designated funds for meeting SEND from the LA.

Currently, the following support services and agencies are used :-

- Speech and language service (NHS trust)
- IDS - specialist teacher and SEA support in the areas of disability, illness
- Educational psychology (subscribe)
- Early Intervention Service (no subscription)
- Other agencies, such as social services
- CAMHs
- Counselling Service
- Physiotherapy (NHS and private)

Liaison with feeder, secondary and other receiving providers

We liaise fully with pre-school providers and schools that our pupils with SEND transfer to, whether this is at the end of Key Stage 2 or at other times. The majority of our pupils usually transfer to Aylesford High School and members of staff from the school visit us to gather information about transferring children in the summer term

prior to entry. The Inclusion Manager from the relevant secondary school, or one of the team, is always invited to Year 6 summer term reviews.

Special schools

Our local special school is, 'Ridgeway' in Warwick.

In-service training and professional development

The Inclusion Manager attends appropriate training and meetings. It is the Inclusion Manager's responsibility to disseminate information to class teachers and support staff.

All teaching and classroom support staff are encouraged to attend training related to SEND and their own interests, subject to funding related to the current priorities identified in the school development plan.

Current personnel and their training, experience and qualifications relating to SEND are included in Appendix B, updated annually.