



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

### **Archibald First School**

#### **Introduction**

Archibald First School wishes to ensure that all children in the school are given access to a broad, balanced, differentiated and relevant curriculum in order to achieve their maximum potential. We are committed to providing an education that enables pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

This policy ensures that curriculum planning and assessment for children with Special Needs takes account of the type and extent of the difficulty experienced by the individual child, in order to allow each and every child to achieve their full capability; including any additional factors such as being a child who is looked after by the Local Authority.

#### **Objectives**

- To identify individual needs at the earliest opportunity.
- To ensure equality of provision for pupils with special educational needs (SEN).
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- Liaise with the member of designated member of staff responsible for looked after children where appropriate.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process e.g. parents, staff, pupils
- To enable pupils with SEN to achieve their potential.
- To enable all children to have full access to all elements of the school curriculum
- To ensure parents / carers are fully involved in decision making.
- To take into account the views, wishes and feelings of pupils.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.

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### **Roles and Responsibilities:**

The Special Educational Needs Coordinator (SENCO):

- Overseeing the day-to-day operation of the policy.
- Liaising with the Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- 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.

### **Special Educational Needs Coordinator**

***Mrs Julia Bayes***

### **SEN Governor**

***Mrs Angela Ward & Mr Richard Johnston***

### **Access to Facilities and Provision:**

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
  
- *There is a disabled access toilet in school.*
- *The main entrance has a disabled access ramp for wheelchairs.*
- *There is a disabled car-parking space in the staff car-park.*
- *Any medicines in school are stored by a fully first-aid trained HLTA/TA after written permission is given by parents to allow us to do so.*

### **Admission Arrangements**

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

### **Medical Conditions**

Archibald First School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

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### **Looked After Children:**

The needs of children who are also looked after (CLA) will be identified as part of the normal monitoring cycle. A PEP will be drawn up by the designated person, SENCO and LA representative, which includes appropriate educational targets.

### **Allocation of Resources:**

The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Children with SEN receive non-named funding which goes into general SEN provision. Supplementary 'top-up' funding can be applied for to cater for children with additional requirements above this allocated amount.

Funding can, for example, be used for:

- Funding teaching and learning support assistants both in the classroom and for dedicated interventions
- Dedicated time from the Educational Psychologist
- Assessments by, and support from, outside agencies
- Specific SEN resources and adaptations to the curriculum
- Access to enrichment activities, including residential visits

### **Identification, Assessment and Review Arrangements:**

Archibald First School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014).

School assessment data, teacher judgments, advice from the designated person and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map is completed annually and outlines all SEN support.

### **SEN support – four part cycle**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school.

#### **Assess**

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

#### **Plan**

Parents/carers will be formally notified. Adjustments, interventions, support and review date will be agreed with staff, parents/carers and pupil. This will be recorded on the school information system.

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### **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO and if appropriate, the designated person, will support the above.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Progress of pupils with SEN will be monitored routinely every half term with SLT. Reviews will be held with parents/carers at least three times per year. The class teacher, and TA working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists.

School liaises with the following *services* - *Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.*

### **Additional Top Up Funding**

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

### **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

**Further details on provision for pupils with SEN can be found in the SEN information document.**

### **SEN information document**

This report can be found on the school website. It outlines the provision Archibald First School makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

### **Early Years SEN**

The class teacher and key workers will liaise with the pupil's parents, the SENCO and where appropriate, the pupil to monitor progress and set appropriate targets. If needed, there will be additional involvement of external support services and termly review meetings with the class teacher, SENCO, designated person, parents/carers and any external agencies.

### **Links with other schools**

The school will foster links with other pyramid schools in the Gosforth Schools' Trust, feeder schools for transition purposes and Special Schools.

### **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition to middle school the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the receiving school /setting through the review process, and the middle school is always invited to the final review of a Year 4 pupil. For children who are looked after the designated person will be involved in the transition process.

### **Partnership with Parents/Carers:**

Archibald First School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parent Partnership Service information is also given. They are fully involved in the review process. Interpreters can be arranged for parents who require translation during meetings. Written information is available in accessible formats, and sufficient notice is given for meetings to enable parents/carers time to prepare.

For children who are designated 'looked after' by the Local Authority the SENCO and designated teacher will work with LA representative to complete a Personal Education Plan (PEP), monitoring progress towards the agreed objectives.

The Parent Support Adviser, **Diana West**, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

### **Pupil Participation:**

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are made aware of their individual targets and a pupil review sheet is used to gather their views on their progress, taking into account the maturity and capability of the child.

### **Monitoring and Evaluating the Success of Provision:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

Regular observation of teaching by the senior management team, including delivery of intervention programmes.

Analysis of assessment data, showing appropriate progress at the end of Year 4 towards the two levels of progress expected between key stage 1 and end of key stage 2 for all pupils.

Assessment records that illustrate progress over time

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Pre and post assessments for those pupils who are receive targeted interventions - alongside teacher and teaching assistant comments on progress and impact

Success rates in respect of individual targets

Monitoring by the governor with responsibility for SEN and the Teaching and Learning Committee.

The views of parents/carers and pupils

Regular meetings between SENCO and head teacher who is also the designated person.

Provision Mapping – used as a basis for monitoring the impact of interventions.

Local Authority SEN audit (Sheila Kingsland)

### **Staff Development:**

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO plus LA training as part of the package of support delivered through the NQT SLA.

### **The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer. Parents should be advised to contact Parent Partnership for support in addressing their concerns.

### **Monitoring and Evaluation of the Policy**

The SEN policy will be successful if the following criteria are met for pupils with SEN

- Self-esteem is nurtured
- Expected progress is made
- Pupils are fully included in the life of the school

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### **Monitoring and Review**

This policy was reviewed and agreed by the Governing Body. We are aware of the need to review the SEND Policy regularly. The policy will be formally reviewed every 2 to 3 years by the Teaching and Learning Committee.

**Date of last review: Summer 2014**

**Date of next review: Autumn 2017**