



John Emmerson Batty



Special Educational Needs and Disability (SEND) Policy

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Section 1: School Arrangements

Aims

The school aims to provide a caring and supportive environment in which all pupils are valued equally and are given opportunities to develop to their full potential. We acknowledge that children have a wide variety of individual abilities and that these are constantly developing and changing. The school therefore varies the strategies it uses to meet the needs of each individual pupil. Any pupils with special educational needs are integrated into school life. Both positive self-esteem and confidence development are seen as important to all children in the school. The aims of our Special Educational Needs Policy reflect these values and are as follows:

- To achieve accurate identification of each pupil's special educational needs and subsequently make appropriate provision
- To maximise access to the National Curriculum with as few cases of disapplication and modification as possible
- To provide pupils with a learning environment which is challenging, but one in which they feel confident to try new things and are not afraid to fail
- To develop the self confidence of pupils with special educational needs
- To maintain effective monitoring of the progress of pupils with special educational needs
- To ensure that parents have access to relevant information and guidance and are able to act as partners, participating in decisions affecting their child
- To promote and maintain effective working relationships with all external agencies.

Definition of Special Educational Needs

Children have Special Educational Needs if they have a *difficulty*, that may create barriers to learning, which calls for special educational provision to be made for them.

Children have a *difficulty* if they:

- Have a significantly greater difficulty in learning, in one or more academic areas than the majority of children of the same age
- Have a physical disability that prevents or hinders them from making use of the educational facilities / resources of a kind generally provided for children of the same age
- Have behavioural, emotional or social difficulties, which affect their ability to engage effectively within lessons / the school environment
- *Have a speech, language or communication difficulty, which negatively impacts on their ability to access learning / impedes their interaction with other children or adults

* Children must not be regarded as having a learning difficulty solely because the language or form of their language of their home is different from the language in which they will be taught (English as an Additional Language - EAL pupils).

For children of two or over, educational provision is that 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.

This Special Educational Needs policy details how John E. Batty will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the school together with pupils who do not have special educational needs, so far as it is compatible with the pupil receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the special educational needs Code of Practice when carrying out its duties towards all pupils with special educational needs and ensure that parents are notified of a decision by the school that special educational needs provision is being made for their child.

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

Children and young people with special educational needs often have a unique knowledge of their own needs so where appropriate (dependent on age and maturity of the pupil), their own views about what sort of help they would like to enable them to make the most of their education will be ascertained. Where appropriate, they will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition process.

The Role of the Special Educational Needs and Disability Co-ordinator (SENDCo)

The SENDCo has responsibility for co-ordinating special educational needs provision within school and these responsibilities may include:

- Overseeing the day to day operation of the school's special educational needs policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs (including monitoring of IEPs / IBPs and Structured Conversation records)
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including Learning Support Services, Educational Psychology Services, Health and Social Services, and voluntary bodies
- Making referrals to and working with other agencies, with close regard to implementing the Common Assessment Framework (CAF) as part of a coordinated and staged approach to early identification and intervention.

The Role of the Governing Body

The Governing Body has important statutory duties towards pupils with special educational needs which are as follows: The Governing Body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the “responsible person” (Mr. Martin Kitchen, Head Teacher), has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- 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 special educational needs joins in the activities of the school, together with pupils who do not have special educational needs, so far as is reasonably practical and appropriate to their learning needs
- Report to parents on the implementation of the school’s policy for pupils with special educational needs
- Have regard to the Code of Practice (January 2002) when carrying out its duties toward all pupils with special educational needs
- Ensure that parents are notified of a decision by the school that Special Educational Needs provision is being made for their child.

The school has a special educational needs Governor who works closely with the SENDCo to maintain a general oversight of the school’s special educational needs work, and who is also actively involved in the school in general. Meetings are held between the SENDCo and special educational needs Governor where issues are discussed relating to work currently in progress within the school. At each of the termly Governors Meetings a report about SEND issues in school is presented to the governors.

Section 2: Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher and the SENDCo, all other members of staff have important day to day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work in school 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 our 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.

Children’s levels of attainment will be assessed on entry to the Lower Foundation Stage, in order to ensure that they build upon the pattern of learning and experience already established during their pre-school years. If a pupil already has an identified special educational need, this information may be transferred through Early Years Action and Early Years Action Plus from the Play Group or previous Early Years setting. The SENDCo and the pupil’s class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the pupil within the class
- Use the assessment process to identify any learning difficulties
- Ensure on-going observation and assessment provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or arise from special educational needs.

In order to help children who have special educational needs, a graduated response will be adopted that recognises that there is a continuum of special educational needs, which may require increasing specialist expertise, depending on the difficulties that a pupil may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENDCo will have responsibility for ensuring that the records are kept and are available as needed. If a pupil is referred to the LA for a Statutory Assessment school will provide the LA with a record of work done with the pupil including the arrangements already in place within school.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children provides information about areas where a pupil is not progressing satisfactorily. Under these circumstances, teachers will consult the SENDCo to consider what else might be done. These discussions may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action, is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour.

School Action

A pupil will be placed on the school's Special Educational Needs Register at **School Action** when they have been identified as needing provision that is additional to and different from the provision made as part of the school's usual differentiated curriculum. The triggers for intervention through School Action will be concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques employed in school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the pupil. If they have not already been working with the school staff, the SENDCo may contact them if the parents agree. The SENDCo supports the further assessment of the pupil, assisting in planning future support for them in discussion with colleagues and monitors the action taken. The pupil's class teacher remains responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help their child, and of the outcome of this action.

The SENDCo and the pupil's class teacher decide on the action needed to help the pupil to progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LA support services for one off / occasional advice on strategies or equipment, or for a sustained programme of intervention.

Structured Conversations, Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs)

Structured Conversations have replaced the traditional IEP format in years 1 to 6, following the school's involvement in the Achievement for All (AfA) initiative. These involve meeting with parents / guardians to discuss any difficulties the child may be experiencing related to their particular special needs, and to decide on the 'joint' action required to address these. In the Foundation Stage, IEPs and IBPs are used to set personalised targets for identified children, in a format developed with one of the Local Authority's Early Years Special Needs Advisors. After discussions with parents, these are drawn up by the class teacher, with help from the SENDCo when required. All plans are reviewed at least termly and should normally include:

- Short term targets set for the pupil
- Outlines of teaching strategies to be used
- Details of the provision to be put in place
- The parent's views
- Reference to how the parent / guardian might support the child out of school hours to assist them with achieving targets

- The child's views (where appropriate)
- When the plan is to be reviewed
- Outcomes / progress against targets (to be recorded when the plan is reviewed).

The plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the pupil's needs and have been discussed with the pupil's parents. The plan will be reviewed termly and parent's views on their pupil's progress will be sought. Wherever possible, the pupil will also take part in the review process and be involved in setting the targets.

School Action Plus

If, despite receiving individualised support under School Action the pupil:

- Continues to make little or no progress in specific areas
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues having difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

... they will be moved to **School Action Plus** on the school's Special Educational Needs Register.

At School Action Plus external support services will usually see the pupil so that they can advise teachers on new specific targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

When school seeks the help of external support services, the services will look at the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the pupil directly. The plan drawn up as a result of this will set out fresh strategies for supporting the pupil's progress. These will be implemented, at least in part, in the normal classroom setting and the delivery of these interventions continues to be the responsibility of the class teacher and designated support assistants.

School Request for Statutory Assessment

If a pupil still demonstrates significant cause for concern, school can make a request to the LA for a statutory assessment. The LA requires information about the pupil's progress over time, and will also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. School will provide this evidence through School Action and School Action Plus. The information will include:

- Structured Conversation records / IEPs / IBPs for the pupil
- Records of regular reviews and their outcomes
- The pupil's current state of health, including the pupil's medical history where relevant
- National Curriculum level attainments in literacy and mathematics, including progress made over time
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and, where appropriate, of the pupil
- Details as to the involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs

Statutory Assessment involves consideration by the LA, working co-operatively with parents, the school and, as appropriate, other agencies, as to whether a statutory assessment of the pupil's special educational needs is necessary. A pupil will be brought to the attention of the LA as possibly requiring an assessment through a request by the school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the pupil's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision, which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for statutory assessment of the pupil's special educational needs. If the panel decide that the extent of the pupil's learning difficulties warrants it, a legal document known as a **Statement** will be issued. This then details the requirements that the school and other agencies **must** fulfil in order to meet the child's needs.

A statement of special educational needs includes:

- The pupil's name, address and date of birth
- Details of all the pupil's special needs
- Details of the special educational provision necessary to meet the pupil's special educational needs
- Details of the type and name of the school where the provision is to be made
- Relevant non-educational needs of the pupil
- Information on non-educational provision

All pupils with statements of special educational needs will have short term targets set for them that have been established after consultation with the parents and child, and will include targets identified in the statement of educational need. These targets will be set out in a personalised plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of these interventions still remains the responsibility of the class teacher and designated support assistants.

Annual Review of a Statement of Special Educational Needs

All statements must be reviewed at least annually with the parents, the pupil, the LA, the school and other professionals involved, being invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement.

The Annual Review will focus on what the child has achieved as well as any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENDCo of the receiving school will be invited to attend the final Annual Review in John Batty to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year. This ensures that both parents and pupils can be reassured that an effective and supportive transfer will occur.

Complaints

Arrangements for considering complaints about any aspect of special educational provision within the school will follow the arrangements for any complaints (see School Brochure).

Evaluation of the SEND Policy

Criteria for evaluating the special educational needs policy are:

- Prompt and accurate identification of the pupil's needs
- Effective allocation of resources and equipment
- Accurate and effective diagnosis, Structured Conversations / IEPs / IBPs, reviews and actions
- Improved staff confidence
- Effectiveness of external agencies
- Progress of the pupils and their growing confidence
- Contributions and involvement of the Governing Body

This policy and the school's provision for pupils with special educational needs will be evaluated through:

- Regular staff meetings that focus on special educational needs
- Discussions with parents at consultation evenings and during dedicated Structured Conversation meetings
- Meetings of the Governing Body where special education provision is an agenda item
- Staff appraisal, planning and review meetings
- Regular meetings between the SENDCo and SEND Governor
- Meetings with staff from external agencies
- Discussions with pupils about their progress.

Section 3 Partnerships Within and Beyond the School.

Staffing Policy and Support

The school encourages all staff and Governors to undertake continued professional development in SEND. As all members of staff are so central to children's school lives, training and support is given to enable them to recognise and respond to, children's individual learning needs. Within school there is an ongoing in-service training programme for SEND. Ongoing support is given to staff from the SENDCo via:

- time each week on the Staff Meeting agenda
- termly SEND meetings
- ad hoc personal meetings
- fortnightly SEND day when SENDCo is always available for meetings, assessments etc.
- monitoring NQTs
- liaising with Support Staff.

Support Services

The staff at John E. Batty School have positive working relationships with a wide variety of external agencies.

On the basis of being better informed and knowledgeable about where specialist support is available, staff are then in a more secure and personally comfortable position to meet the children's learning needs - establishing classroom conditions conducive to learning by all the children is central to their task. External support is obtained from:

- **Parents** - many parents help within the school both with their own and other children. Parents also act as partners in their child's learning programme. Volunteer parents also run the Better Reading Partnership throughout the school.
- **Educational Psychologists** - visit the school on request to advise and help children and staff, and to deal with reviews and referrals.
- **Learning Support Services** - are available to offer help and advice. John E Batty School "buy in" a number of LSS hours for personnel to work with groups of children with Special Educational Needs.
- **Hearing Impaired Service** - available to offer help and advice.
- **Visually Impaired Service** - available to offer help and advice.
- **The School Nurse** - available to offer advice and support and visits the school on a regular basis to carry out screening procedures.
- **Speech and Language Therapists** - available to offer help and advice.
- **Educational Social Worker (ESW)** - available to offer help and advice.
- **Social Worker** - There is an area duty officer who is always available to offer help and advice.
- **Behaviour Support Service** - available to offer help and advice.
- **Behavioural Unit** – This is an early intervention unit at a neighbouring school, which is able to offer support and advice about children with behavioural problems. Children younger than Year 5 may be allocated a place at the unit, for two terms, if the staff of the unit, in conjunction with the class teacher, feels that it is appropriate.
- **Occupational Therapist** - available to offer help and advice.
- **Physiotherapist** - available to offer help and advice.

Partnership with Parents

The partnership between parents of children with Special Educational Needs and the school is crucial. Parents are informed as the school identifies that a child has Special Educational Needs.

Parents need to be involved during the early stages of the identification of the child's learning needs. Baseline Assessment will assist this process. The staff will use the parents' knowledge and skills and this will contribute to the parents' own understanding of how best to help their child.

The main aim for the staff at John E. Batty School is to achieve the most effective provision for the child and the partnership with parents needs to be open and confident for this to be possible. Parents have an open invitation into school to work alongside children and staff in a variety of ways.

Parents of all children in school have regular contact with the child's teacher and may request to meet with the SENDCo, both on an informal or formal basis.

Links with Other Schools

When a child leaves the school his / her file is updated and forwarded to the new establishment. SENDCos from the Secondary sector visit John E. Batty School to discuss individual children with the Primary SENDCo and the child's class teacher, prior to transition.

Links with Health and Social Services

As previously stated, the staff at John E. Batty School have access to a range of Health and Social Service staff in an advisory capacity.

The initial contacts are the school, the ESW and the duty officer at the Social Services Department.

Medical information and reports on children with Special Educational Needs are filed and remain confidential unless parents approve access.

John E. Batty School has a designated person for Child Protection, which is the Head Teacher, Mr. Martin Kitchen. The second designated member of staff is Mrs Julie Norris, Deputy Head Teacher.

Policy approved by governors: 5th December 2012

Signed on behalf of governors:



End of Policy

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