

Holly Hill Church School

Life in All It's Fullness

Special Educational Needs And Disabilities Policy 2016

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

Signed Date

Scope of Subject

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which presents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school."

(Special Educational Needs and Disability Code of Practice:
0 to 25 years DfE 2014)

There are four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Many children have needs and requirements which fall into at least one of these areas and some have inter-related needs. Children's needs may also change over time.

Principles

As a Church school it is our Christian duty to ensure that every child is valued equally, supported to fulfil their God-given potential and given access to an inclusive education. The SEND policy will support these school principles.

All pupils share the right to a broad balanced education including a curriculum that is appropriate to their needs, promotes high standards and the fulfilment of potential

However, the right to share in this curriculum does not automatically ensure access to it or progress within it for children with special educational needs.

We recognise that children with special needs, if they are to have access to this broad and balanced curriculum, may need to work at a slower pace, be given smaller units of learning and more frequent recognition of achievement.

Pupils with special needs receive equality of entitlement and are integrated into all the activities of the school as far as it is practical and compatible with SEN pupils receiving the necessary educational provision, the efficient education of other children and the efficient use of resources.

Objectives

- To develop effective inclusion by removing barriers to learning and participation that can hinder or exclude pupils with SEND or a disability.
- To ensure early identification of pupils' special educational needs.
- To promote high standards for all pupils with SEND.
- To keep up-to-date with SEND legislation and approaches to teaching and learning.
- To work in partnership with the pupils themselves, their parents, and with other relevant agencies.
- To ensure that reasonable adjustments are made, including the provision of appropriate access and resources to prevent children being at a substantial disadvantage.

Procedures

Our processes and procedures are consistent with the SEND Code of Practice 0-25 years (2014), the Equality Act (2010) the Statutory Framework for Inclusion and the Birmingham Educational Authority (LA) procedures for pupils with SEN.

We follow the graduated and cyclical approach to assessment and provision recommended in the Code of Practice, following a cycle of assess, plan, do review.

The approach recognises that there is a continuum of SEN, including universal support, targeted support and specialist support. Where necessary increasing specialist expertise is brought to bear on the difficulties the child may be experiencing.

Identification of Special Educational Needs and/or Disabilities (SEND)

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. All children are regularly monitored by their class teacher.

When a child, despite being provided with Quality First Teaching, makes less than expected progress given their age and individual circumstances consideration for assessment of SEND should be given.

The class teacher will then discuss their concerns with the child and the child's parents, completing a 4+1 Questions sheet to record:

- What has been tried
- What has been learned from this
- What are we pleased about
- What are the concerns
- What to do next

The first response is to ensure high quality teaching is targeted at the child's specific area of weakness. A record of this form should be passed to the SENCO. The child's class teacher will provide extra teaching and/or other interventions and monitor the impact of this.

Where progress continues to be less than expected, the class teacher, SENCO, child's parents and the child together carry out an assessment of the child's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour., the individual's development in comparison to

their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Where a child's difficulties fall into the area of cognition and learning, the Birmingham Language and Literacy, and the Mathematics toolkits will be used to identify specific areas of difficulty.

Planning provision for children with Special Educational Needs and/or Disabilities (SEND)

An Individual Target Plan, may be created based for the child by the class teacher in conjunction with the SENCO and the child's parents. This will use areas identified by the toolkit to plan provision. This will detail the outcome sought for the child and detail the interventions additional to or different from those which would normally be provided as part of classroom differentiation.

When an ITP is not appropriate for the child's needs, such as if a child has a disability or an ongoing medical condition such as autistic spectrum disorder, either a Disability Management Plan or a One Page Profile will be created instead.

Providing provision for children with Special Educational Needs and/or Disabilities (SEND)

The class teacher will remain responsible for working with the child on a daily basis. Additional one to one or small group support may be provided in a group or individually by other members of staff, but these will be under the guidance of the class teacher.

A child with an ITP will work towards their ITP targets whenever possible. This may mean that during whole class sessions, they have an individualised Learning Objective and Steps to Success, based on their priorities identified in their ITP.

The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Reviewing provision for children with Special Educational Needs and/or Disabilities (SEND)

Children's ITPs will be reviewed at least half termly, if not monthly by the class teacher. This allows for interventions to be adjusted if they are not having an impact, and for children's targets to be extended as soon as possible to ensure that they are making the rapid progress necessary to narrow the attainment gap.

Parents will meet with the child's class teacher, and SENCO if deemed necessary, termly to discuss the progress of the ITP and plan future provision.

Children's Statements of SEN, Education Health Care Plans, Disability Management Plans and One Page Profile's will be reviewed at least annually with the child, parents, class teacher and SENCO, together with advice from any outside agencies involved.

Education Health Care Plans

If a child, despite receiving support through a graduated approach, and the advice and support of external agencies is still a cause for concern, we use the Criteria for Special Provision (CRISP) as part of our assessment process.

CRISP is a process that matches descriptions of pupil difficulties with descriptions of Special Educational arrangements to provide common standards and fairness when allocating resources for pupils who may need a statement. Children are assessed across 18 threads and 6 bands of provision, where bands 4, 5 & 6 correspond to arrangements made through an EHC Plan or Statement.

If a child is assessed at band 4, 5 or 6 in several areas, a decision will be made by the child's parents, the child, the class teacher, the SENCO and any outside agencies involved whether to submit a request for an EHC assessment.

If it is agreed to request an assessment, the SENCO will very likely be required to take on the key-working role to:

- Provide emotional and practical support to the child and family
- Co-ordinate the process by providing clear time frames and communicating with a wide variety of professionals
- Managing the planning and assessment, gathering necessary information and evidence from the child, parents, and other agencies including health, education and social care where appropriate
- Provide information and specialist support

Roles and Responsibilities

Special Educational Needs Co-ordinator (SENCO)

The SENCO must be a qualified teacher working at the school and must have or be working toward sa National Award in Special Educational Needs Co-ordination within three years of appointment. The SENCO will be regarded as a senior member of staff whose duties include:

1. To assist the Headteacher and Governing Body in writing, developing and reviewing the SEND policy.
2. To monitor the day-to-day operation of the SEND policy.
3. To oversee all staff working with the children with identified Special Educational Needs and/or Disabilities and ensuring specific adjustments are made to enable them to be included and make progress.
4. To liaise with and provide professional guidance and advice to colleagues supporting pupils with SEN.
5. To ensure that parents are involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing the progress they are making.
6. To maintain data on and monitor the records of all children with special education needs.
7. To report to the Governing Body on the progress of children with SEND
8. To liaise with external agencies
9. To contribute to in-service training.
10. To maintain a resource bank of suitable literature and equipment.

11. To liaise with Sencos from other schools when children transfer to or from Holly Hill.
12. To produce a development plan and publish and the SEN information report.

To enable the Senco to fulfil this role, she will have non-teaching time available of at least 2 days per week, access to a telephone, a laptop computer and a room in which to hold meetings.

Teacher's Role:

- To take responsibility for the teaching, monitoring and assessment of all children, including those with SEND within the class
- To liaise with parents and SENCO to raise concerns, plan interventions and monitor progress.
- To ensure the day to day implementation of a child's ITP, Physical Management Plan or EHC Plan
- To assist the child with SEND in reviewing their own targets and act as a spokesperson for their views during IEP review meetings.

Headteacher's Responsibilities:

- The SENCO, headteacher and governing body should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium
- Be responsible for the day-to-day management of provision and keep governors informed.
- Allocate time and cover for meetings.

Governing Body:

- To monitor the impact of the provision for children with special educational needs.
- To help devise policy.
- To report annually to parents on the implementation of policy according to statutory requirements.

- To appoint a named governor for special needs

Teaching Assistant:

- To support the class teacher in the delivery and monitoring of interventions
- To work with a small group/individual pupils giving appropriate attention and interest whilst assisting them with work set by the teacher.
- To be accountable to the teacher in charge and at all times works to their direction and guidance.
- To attend as necessary review meetings occurring during the normal school day.

Record Keeping:

A list of pupils about whom teachers have concerns or who are receiving provision is maintained by the Senco on computer. Copies of individual children's SEN records are kept in the filing cabinet in the Senco's office.

The class teacher keeps copies of relevant SEN records including ITPs in the appropriate section of the purple teachers' planning file.

Children receiving extra support will have a purple SEN book which contains an up to date copy of the child's Toolkit, ITP, management plan or one page profile, and records of extra support received. This book is used to record support and to provide evidence for the monitoring of the impact of support and is kept up to date by the adults working with the child, under the direction of the class teacher.

Admission Arrangements

The school will endeavour to admit any child, if the Governing Body feel that the school can meet the child's needs and there is a place within the relevant year group.

The school's equal opportunity policy states that the school environment must be accessible to all who need access. When school policies are reviewed consideration will be given to issues of access (see accessibility audit).

Complaints Procedure

Complaints about the SEN provision or procedures will be referred to the Headteacher.

Resources

- Notional SEN funding from the School Budget Share will be allocated in line with the details in the SEND Development Plan. This will include:
 - Salary for Senco time
 - Purchase of additional staff - learning support assistants who support SEN children
 - Cover to release teachers to attend review meetings, case conferences etc
 - Resources - Assessment and teaching materials

The Senco is responsible for providing and maintaining a bank of resource materials necessary for addressing the needs of SEN children. Staff will be made aware of what additional resources are available and where they are located.

Monitoring the SEN Policy

This policy is monitored by the SENCO and the headteacher with support from the SEND Governor

June 2016