

POLICY

FOR

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
(SEND)

SEND provision is defined in terms of provision which is additional to, or otherwise different from, that made generally for children of that age in schools.

Revised Autumn Term, 2011
by C.A. Middleditch - SENCO

SAFEGUARDING

Elmstead Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Elmstead Primary School
Elmcroft
Holly Way
Elmstead Market
COLCHESTER
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CO7 7YQ



RATIONALE

At Elmstead Primary School, we believe that all children should have equal access to the curriculum and this policy document is based on the following objectives:

- Objective 1: ***To have a Special Educational Needs and Disabilities Policy in place that is derived from promoting the rights of all learners.***
- Objective 2: ***To have effective management systems and procedures for SEND, taking into account the Code of Practice and the Local Authority's policy for Learning Support.***
- Objective 3: ***To ensure the SEND Policy is adequately resourced.***
- Objective 4: ***To have the Essex staged School Action/Action Plus Assessment process in place.***
- Objective 5: ***To have a successful partnership with parents of SEND pupils.***
- Objective 6: ***To have effective collaboration with outside agencies.***
- Objective 7: ***To review the effectiveness of the SEND policy, practice and procedures.***
- Objective 8: ***The school has a commitment to pupil involvement in relation to their SEND.***
- Objective 9: ***To fully integrate, alongside the Every Child Matters Agenda, the programme for SEND with the Achievement for All (AfA) Project (2009 – 2011), with including every child being the primary aim.***

SEND Co-ordinator: Mr. C.A. Middleditch Assistant SENCO: Mrs Carol Siseman

The SEND Co-ordinator at Elmstead Primary School is responsible for:

- the day-to-day operation of the school's SEND policy;
- liaising with and advising colleagues;
- co-ordinating provision for children with SEND;
- maintaining the school's SEND register and contributing to the records of all pupils with SEND;
- contributing to the in-service training of staff;
- liaising with external agencies, including the Special Educational Needs and Psychology Service and voluntary bodies;
- liaising with the AfA Project Leader, and assisting with planning and monitoring.

Governor Responsible: Mrs Polly Lewis

The Governors of Elmstead Primary School have statutory duties towards pupils with SEND. They must:

- do their best to secure that necessary provision is made for any child who has SEND;
- secure that where the school has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach him or her;
- secure that adults in the school are aware of the importance of identifying and providing for pupils with SEND;
- report annually to parents on the school's policy for pupils with SEND;
- ensure that children with SEND join in the activities of the school with pupils who do not have SEND;
- have regard to the Code of Practice;
- be familiar with the new arrangements for the Common Assessment Form (CAF).

Elmstead Primary School has a duty to:

- **Publish its SEND policy.**
- **Operate procedures for IDENTIFYING, ASSESSING, TEACHING and MONITORING PROGRESS.**
- **Operate a staged process and support procedure.**
- **Carry out the procedures as laid out in the Code of Practice before LA intervention.**

FUNDAMENTAL PRINCIPLES OF THE CODE OF PRACTICE

- The needs of ALL children who may have SEND must be addressed.
- There is a continuum of need and a continuum of provision.
- Children with SEND require the greatest possible access to a broad and balanced curriculum.
- The needs of most pupils will be met without statutory assessment or statement of SEND.
- A child may have SEND requiring the intervention of the LA, as well as Health Services, before compulsory school age.
- Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents, their children, Essex LA and other agencies.

AIMS

We aim to develop, for all our children, an approach to SEND which clearly focuses on identification and strategies for dealing with those with SEN at Elmstead Primary School.

OBJECTIVES

Our objective is to ensure:

- that there is identification and monitoring of a child's needs at the earliest possible stage;
- that all procedures of identifying SEND are known by all personnel on site;
- that there is involvement with parents at an early stage and that parents are encouraged to be involved with their children's education;
- that adequate records follow the child through the school which are clear, factual, up-to-date and reliable;
- that there is equal access to the curriculum and equal opportunities for all children with SEND;
- that the needs of all SEND children are catered for and that they are given a positive image.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

1. A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she:
 - (a) has a significantly greater difficulty in learning than the majority of children of the same age;
 - (b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools in the LA;
 - (c) is under 5 and falls within the definition of (a) or (b) or would do if special educational provision was not made for the child.
2. A child who is gifted in any particular area could also be defined as having SEND, but this is dealt with by treating the child under the 'More Able' category. They do not have IEPs.
3. A child has SEND if he or she is showing signs of poor behavioural patterns.

Note: SEND provision is defined in terms of provision which is additional to, or otherwise different from, that made generally for children of that age in schools.

STAGES OF IDENTIFICATION

1. Class teachers register concern about the child because of:
 - (a) his or her difficulties with learning and/or;
 - (b) poor behavioural patterns (See Behaviour Policy)
2. The SENCO meets with the Class Teacher who would then consult the parents – who assist in completing the IEP.
3. The SENCO, after further discussion with the Class Teacher, following the meeting with parents and other members of staff, places the child on the SEND Profile.

COMMON ASSESSMENT FRAMEWORK

The Common Assessment Framework (CAF) is employed when a multi-agency approach to supporting a child's needs is required. The CAF process involves a series of stages:

- gather basic details of the child being assessed;
- gather assessment information;
- gather details of parents/carers;
- gather details of current family and home situation;
- gather details of services working with the child;
- undertake assessment and record a summary;
- identify conclusions, solutions and actions, including who will do what and when progress will be reviewed

The CAF has been developed by combining the underlying model of the Framework for the Assessment of Children in Need and their Families with the main elements used in other assessment frameworks. Most children will not need a CAF. CAF is for children and young people with additional needs who, according to the judgement of practitioners require extra support to help them achieve the five Every Child Matters outcomes:

- being healthy;
- staying safe;
- enjoying and achieving;
- making a positive contribution;
- achieve economic well-being

EQUAL OPPORTUNITIES

All pupils will be provided with learning experiences, which enable them to experience success, gain confidence and acquire competence.

DISABILITIES

Elmstead Primary School is committed to:

- increasing the extent to which disabled pupils can participate in the school curriculum;

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Particular reference should be made to the Disabilities Policy when applying the SEND Policy.

ACHIEVEMENT FOR ALL

Elmstead Primary School, in September, 2009, became a pilot school for the Achievement for All (AfA) project, which aimed to improve outcomes for all children and young people with special educational needs and disabilities. The project was designed to enable schools and local authorities to reflect on existing strategies that are effective for children and young people with SEND and provide the capacity to strengthen provision in areas which will have the most impact for this group of learners.

Achievement for All was announced in the Children's Plan Progress Report in December 2008 and was backed by £31m of funding. The project took place in 450 schools across 10 local authorities for two years from September 2009 until September 2011. The project was run centrally by the Department for Children, Schools and Families (DCSF) – later the DfE – with the National Strategies and National College for School Leadership (NCSL) as delivery partners.

The Achievement for All project had three key aims:

- to improve the achievement and progress of children and young people with SEND;
- to improve the engagement of parents of children and young people with SEND with their school;
- to improve the wider outcomes of children and young people with SEND.

To achieve these aims there are three key strands to the project:

1. assessment tracking and intervention;
2. structured conversation with parents;
3. provision for developing wider outcomes.

The school is using AfA as a focal point for school improvement and promoting Inclusion for All, with the benefit of extra funding enabling us to engage in a variety of support programmes. The partnership with parents element is certainly

crucial to the success of this initiative, with termly meetings to discuss progress without the usual time restrictions. Manchester University will monitor our progress carefully, including consultation with parents via regular surveys. Year 1 and Year 5 children are involved during the 2009 – 2010 academic year, widening to Year 2 and Year 6 for 2010 – 2011. Further information can be found on our school website: www.elmsteadprimary.co.uk These target groups will also be involved in a pilot for online reporting.

SCHOOL ACTION

Following a cause for concern, most problems can be dealt with through differentiation in the setting, with TA support specifically allocated.

School Action: An I.E.P. for the pupil is written, including area of need, SMART targets and level of support, using a Pupil Friendly format.

School Action Plus: If concerns still exist, the process moves to School Action Plus. The school may call upon specialist support to help the pupil. Specialist support may include: Educational Psychologist, Specialist Teacher Services, Behaviour Support, Educational Welfare Service, Social Care, Health, Family and Child Consultation Team.

The Pupil Friendly I.E.P. for the child is written. Review date set. Consultation with parents takes place.

If concern still exists and the pupil has not achieved set targets, then the process moves into preparing for statutory assessment. The LA is involved at this stage. All record and review forms and I.E.P.s are shared with the LA.

Statutory Assessment: The LA makes a decision as to whether to maintain a Statement of Special Educational Need on a pupil. This needs to be reviewed annually. At the review all the agencies, with the parents, discuss the set targets and produce targets for the following year.

PROCEDURES FOR IDENTIFYING SEND

1. Information from parents i.e. concerns regarding speech, hearing, behaviour, health, etc.
2. Information from staff:
 - (a) under achievement;
 - (b) emotional difficulties;
 - (c) environmental difficulties

Some children have specific difficulties in certain areas of the curriculum and/or short term difficulties that need to be addressed before they escalate.

As staff we have identified the following areas of concern – that should be noted and monitored:

- poor recall
- difficulty in sequencing
- difficulty in following instructions
- continual reversal
- poor manual control
- short span of concentration
- speech difficulty
- sight or hearing problems
- children who are withdrawn
- children with particular gifts who may be isolated or intolerant
- isolated children
- constant request for toilet
- sucking objects
- aggression
- erratic or change of behaviour
- children with poor self-image/self-esteem
- needing constant reassurance and attention
- over anxious behaviour
- over-tired or neglected appearance
- clumsiness – or lack of co-ordination
- marked change in attitude
- acquiring – (stealing)
- difficulty in making relationships/poor social skills
- refusal to speak
- lethargy
- any obsessive behaviour
- unexplained bruising or marking
- streetwise attitude
- nervous 'tics'/habits
- attendance problems

Note: Reference will also be made to the recommended Essex LA age appropriate levels, to ensure consistency in school and at a county level.

ADMISSION ARRANGEMENTS

In addition to the admission arrangements outlined in the school prospectus, together with the Admissions Policy, the following procedure will operate for children with SEND:

Where children entering the school have already been identified as having SEND, the SENCO will collate and summarise all the information which is sent from other sources e.g. from SENaPS, Nursery records, I.E.P.s, etc.

If these are not available the SENCO will attempt to contact appropriate sources. Information will also be gathered from the parent(s)/carers and the child. In consultation with the appropriate Nursery personnel, an action plan will be drawn up and implemented and may, for example, include further assessment, allocation of resources for the implementation of the I.E.P., drawing up of a new I.E.P. and following the Essex Stages of Assessment procedure.

RESOURCES

The LA and other agencies will work in partnership with the school to assess the needs of all children with SEN and will ensure that appropriate resources are available to enable them to have the greatest possible access to the curriculum.

- The most valuable resource is personnel, giving children on the SEND Profile small group or individual attention. Budget restraints may vary the resources available within the school. We endeavour to stay within the recommended hours of support.
- Teaching Assistants are used in the school under the direction of class teachers and the SENCO to support children. Regular meetings are held with the SENCO to raise adult awareness as to the needs of SEND Profile children.
- Parents are also a valuable resource, helping with their own child and working in the school. Every effort must be made to involve the parents in the education of their child.

EQUIPMENT

- The school has access to equipment useful for SEND.
- Specially required equipment can be ordered if financially viable.
- Practical activities and outings for education purposes are most valuable to all children.

MONITORING AND EVALUATION

The Headteacher has overall responsibility for monitoring and evaluating the provision of SEND, in consultation with the Board of Governors of Elmstead Primary School and the staff. As with any policy, the one for SEND should be regarded as a working document, with all comments noted and dealt with. The policy is only effective if it is used to promote and develop the educational success of the children.

Evaluating success will be done in a number of ways:

- targets/objectives will be set for all children with SEND through the Stages of Assessment process and will be reviewed termly;
- parental feedback at review meetings;
- where parents are not able to attend these, written views will be invited prior to the meeting;
- evidence of progress through observations;
- information from pupil and parent surveys.

STRATEGIES FOR HELPING SEN CHILDREN

- ❖ Each adult, with the support of the SENCO is responsible for any children with SEND. We endeavour to use the most appropriate teaching style to meet the needs of these children.
- ❖ We liaise with the parents to share in the child's learning. Initial assessments are undertaken to provide a further understanding of the problem.
- ❖ Concrete plans/goals are made for the child and an individual education plan is set.
- ❖ We have regular staff meetings to discuss individual children. Concerns – and improvements – are discussed and noted.
- ❖ The AfA Project targets SEND children in Years 1 and 5, with funding for appropriate training and deployment of staff, improving resources and focussing on Inclusion across the school.

NOTE:The key word is INCLUSION. If we can identify problems early enough and organise a programme of support, fewer children will hopefully be seen as “failing” and thereby perform to the best of their ability.

STAFF TRAINING AND INVOLVEMENT

- Staff meetings to discuss individual children, give support in dealing with concerns and with planning strategies, will be a regular feature.
- SENCO to report back on courses and area meetings.
- Discussions with Educational Psychologist and other outside agencies.
- Pinpointing areas for future development.
- Full staff awareness of the implications of the SEN Action Plan for Essex and the new CAF procedures.
- Maintaining the number of staff holding the NLP Diploma.
- Ongoing training in CPOC techniques for staff and parents who help to run the Early Morning Wide-Awake Club. This training will also include children gaining their Level 1 and 2 Instructor certificates. Adults, and sometimes children, may go on to the Level 3 Instructor certificate.

INFORMING PARENTS

- ❖ The SENCO will inform parents of concerns whenever there is a need, either formally, or informally.
- ❖ Parents are able to voice their concerns informally, or more formally at the planned meeting.
- ❖ Three formal consultation meetings are held annually. Any concerns can be expressed at these meetings.
- ❖ The SENCO is available to meet with parents, at their request, at the earliest convenience.

COMMENTS

If any parent/carer has a comment about the nature of SEND provision at Elmstead Primary School, then they should be expressed to the SENCO. If a problem cannot be resolved, then the Headteacher is the next point of contact, followed by the SEN governor. It is hoped that an effective partnership with parents will avoid issues of this nature, in the spirit of AfA.

SEND ACTION PLAN

NOTE: This policy should always be read in conjunction with the SEND Action Plan and the AfA Plan – the actual means by which we achieve the targets outlined above. These plans are incorporated into the SDIP.