

Calverton Primary School



Special Educational Needs and Disability Code of Practice Policy

Person responsible for the policy	SENDCO
Date shared with staff	May 2021
Date to be reviewed by SENDCO	May 2023
Date ratified by Governing Body	
Date to be reviewed by the Governing Body	
Signed by Chair of Governor:	Signed by Head Teacher:

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE (SEND)

Children have special educational needs if they have learning needs, which call for special educational provision to be made for them. We recognise that pupils learn at different rates and there are many factors affecting achievement including ability, emotional state, age and maturity. We are particularly aware of the needs of KS1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils at some point in their school careers may experience difficulties which affect their learning and we recognise that some may be long term or short term.

Children have a special educational needs if they;

- a) have a significantly greater difficulty in learning than the majority of children of the same age or;
- b) have a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA).

FUNDAMENTAL PRINCIPLES

Calverton Primary School adopts the following fundamental principles, regarding successful inclusive education, taken from the revised SEND code of Practice 2014 and fully endorsed by the London Borough of Newham:

- All teachers are teachers of children with special educational needs.
- Teaching children with SEND is therefore a whole school policy.
- The Special Educational Needs of children will normally be met in mainstream schools or settings.
- The views of children and parents should be sought and taken into account.
- Parents and carers have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad and balanced and relevant education including the Foundation Stage Curriculum, the National Curriculum and the QCA/DFES guidelines for children who are attaining significantly below age-related expectations.
- Access to the curriculum, physical environment and general life of the school is an entitlement of all children.
- The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision.

However, not all children defined as disabled will require this provision. For example, a child with asthma or diabetes, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

GUIDING PRINCIPLES

- The successful inclusion of all pupils at Calverton Primary School is to be actively sought by all members of the school community.
- All people that are involved in the education of the child (parents/carers, teaching and non-teaching staff and outside agencies) should share their knowledge and understanding of the child and work in partnership for the good of the child.
- The school's allocation of SEND resources should reflect the various levels of need experienced by pupils.
- All pupils should be given opportunity to reach their full potential educationally, emotionally and physically.

The practice that the school articulates in this document should influence

- Job descriptions
- Questions at interviews
- The staff handbook
- Staff induction

All teaching and non-teaching staff are involved in the formulation, review and maintenance of this Special Needs Policy.

AIMS AND OBJECTIVES

Aims:

All children are individuals. They have a wide range of academic, behavioural, physical, social and emotional needs.

We aim to meet these needs, as far as possible, through good classroom practice that includes:

- differentiating tasks to allow children success at their own levels
- planning group work for children of a similar ability
- using mixed ability groups
- planning activities that can cater for the particular needs of a child

This approach means that the majority of children, including those with learning difficulties or exceptional ability, are able to work and succeed within the class at a level appropriate to their needs.

Some children do have Special Educational Needs (SEND) that require more support than can be given by the class teacher alone. Here we follow a staged approach to SEND provision as defined in the Code of Practice (CoP). All members of the school are encouraged to show respect for all people, irrespective of perceived ability or disability. Differences between children are viewed positively. Positive self-images are developed by the value we place on the contributions of all children. We are fully committed to the LA's policy on Inclusion.

Objectives:

- To increase class teachers' role and expertise in meeting the needs of children with SEND in class.
- To continue to improve our partnership with parents.
- To increase the extent to which all children are included in class and in school as a whole.
- To continue to adapt the physical environment, to cater for the increasing variety of needs that we have to meet. (See Accessibility Plan)
- To monitor practices effectively to assess the pupils' progress and access to the curriculum.

STAFF RESPONSIBLE FOR SEND PROVISION IN SCHOOL

Deputy Head Teacher for Inclusion, Emma Griffin, the Special Needs Co-ordinator (SENDCO) is Joseph Wynne and the Head Teacher is Caroline Crompton. The SEND link Governors for the school is Carlene Pekoe. The Deputy Head / SENDCO is responsible for the day-to-day operation of the SEND policy. The Head Teacher and SEND Governor have responsibility for the implementation of the overall monitoring of the policy.

The role of the Head Teacher includes:

The responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.

The role of the Governors:

- The governing board should, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- The SEND Inclusion Link Governors are responsible for the maintenance of links between the governing board and the school. The governors keep up to date with developments related to SEND within school through liaison with the SENDCO and Resource Provision Manager
- The SEND link Governors/Head Teacher ensure that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- The governing board has due regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs

The Role of the Deputy Head Teacher for Inclusion

- To work in collaboration with the SENDCO
- Co-ordinate all the support for children with Autistic Spectrum Disorder, and developing the school's SEND policy to make sure all the children get a consistent, high quality response to meeting their needs in school.
- Ensuring that Parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting

- Involved in reviewing their child's progress
- Part of planning ahead for their child

The role of the SENDCO is to:

- Co-ordinate the provision of children on the SEND register.
- Maintain the SEND register.
- Liaise with outside agencies and other support agencies.
- Chair annual reviews.
- Advise and support colleagues.
- Manage a range of resources both material and human to enable appropriate provision to be made for children with special educational needs.
- Act as one of the links with parents.
- Contribute to the professional development of all staff.
- Have responsibility for the day-to-day operation and updating of this policy

The role of the class teacher ASD Resource Provision teacher are:

- To take responsibility for the progress and initial identification for children with SEND
- Liaise with SENDCO and other professionals
- To differentiate work accordingly
- To help in drawing up and setting appropriate targets
- To report on identified children's progress
- To maintain records in conjunction with the SENDCO, Resource Provision Manager and TA e.g P levels

The role of the teaching assistant is:

- To help children access the curriculum
- To maintain records e.g. P levels
- To make resources to support children's learning
- Liaise with the Class Teacher

ADMISSIONS ARRANGEMENTS

As a school we follow the LA's admission procedures. No child will be discriminated against on account of a Special Education Need or disability.

Places permitting, we will accept any child:

- who lives in the catchment area
- whose parents have chosen the school
- Educational Health Care Plan names the school
- who is offered a resource provision (ASD) place through the SEND Resource Provision Panel

In some cases, with parents' consent, an admission may be delayed or staggered to enable an appropriate support package to be put in place. Similarly, nursery children might only attend part of the week while they are "settling in". Their parent may also stay with them if needed, during this time. (N.B. Nursery children usually only attend school in the mornings or afternoons).

SECONDARY TRANSFER

Transfer reviews are held in Year 5 and again in Year 6 for all children with EHCP. The authority's SEND Officer will be invited to attend the review in Year 5. Written and/or verbal liaison between SENDCOs, regarding all children on SEND Support, takes place in the Summer Term once details have been received of secondary placements.

SPECIAL FACILITIES

We are a single storey school but all areas have wheelchair access. We have four disabled toilets two of which are equipped with showers. The EYFS, Key Stage 1 and Key Stage 2 have access to a disabled toilet. There is a soft play room and sensory room, as well as quiet rooms in the hall.

THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR CHILDREN WITH SEND

Assessment

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an on-going process.
- The SENDCO will analyse assessments including baseline tests and decide if adequate progress has been made.

Initial Concern and Identification

The class teacher becomes concerned about a child's progress, or attainment, or aspects of their behaviour, through classroom observations, as the result of termly assessments, or through the admissions procedure. The parents are invited in to discuss the concerns with the class teacher. This discussion may lead to the conclusion that the pupil requires help over and above that which is normally available within the class. A Record of Concern Sheet (RCS) is filled out with the child's parents\carers. A copy of this is given to the SENDCO. The SENDCO then completes an observation on the child and discusses any recommendations with the teacher. If the problem still persists the SENDCO gets in contact with outside agencies for additional help/support. In consultation with parents and child, Long Term Targets are written to support the child.

This includes information about:

- SEND targets that the child will work towards
- Type of interventions provided
- Termly reviewing of targets
- Outside agencies involved
- Date of review

Copies of the SEND targets are distributed as follows:

One copy goes to the SENDCO, who logs it on Provision Map. One copy goes to the parents. One copy is filed in the class teachers planning file to be consulted so work can be differentiated accordingly. One copy goes to each of the support staff that works with that child.

All adults working with the child should have access to the SEND targets to ensure consistency of approach. The SEND targets also forms the basis for termly reviews of progress.

A child with long term targets usually receives support from the school's resources, through a Teaching Assistant(s) and/or the Special Needs Coordinator (SENDSCO). This support may be in class or in withdrawal groups. If a child has a SEND target for behaviour, they may not receive any help from a teaching assistant on a 1 to 1 basis. A behaviour support plan will be put in place which will be closely monitored by the Pastoral Support Manager and the Class Teacher.

Educational Health Care Plans

An EHCP is a legal document that describes the needs of a child, the type of provision a child should receive to meet these needs and the procedures to review this provision. It also names the school and describes any non-educational provision required. The school or parent can request an assessment for an Educational Health Care Plan.

The LA is legally responsible to ensure that what is detailed in the EHCP is provided. The Deputy Head Teacher and SENDSCO are responsible for the day to day running of this provision and the management of the staff to do it.

An annual review of the child needs will always be carried out.

As all the funding for SEND is delegated to schools and involvement from outside agencies does not depend on a child having an EHCP; very few children need EHCPs.

Pastoral Support Programmes (PSP)

Role of the Pastoral Support Manager

- To assist the SENDSCO with supporting individual parents in engagement with services and school activities
- To aid in the identification and assessment of need and provide time limited focused support to individual families.
- To engage pupil in 1:1 and small work to overcome behavioural issues and other barriers to learning.

PSPs are drawn up if a pupil has been excluded (including lunchtime exclusions) or is in danger of exclusion. The Head Teacher and SENDSCO will call the parents to a meeting at the school to discuss what can be put in place to improve behaviour and prevent further exclusion.

NURSERY

Guidelines for early identification of SEND and using Code of Practice (CoP) levels of response in the Nursery

All children entering the nursery have a baseline assessment completed after they have attended for 15 full sessions. Children may show difficulties in one or more areas of their development such as early learning skills; language development; behaviour, physical development etc. If it is felt a child's levels of functioning and/or their progress in a particular area is significantly below that of his/her peers, then there should be a meeting with parents/carers. This should not be considered until a child has been attending for half a term or more.

An Initial Concern Sheet should be completed, parents consulted and reassured as necessary and photocopies of paperwork given to the SENDCO. Teachers may choose to either monitor the child or liaise with the SENDCO to get outside agencies involved. Once outside agencies are involved children will be placed on the SEND register. Children who are receiving support for a medical condition, which does not significantly affect their learning, should be identified on the class medical list, not the SEND register.

BEHAVIOUR

All teachers manage behaviour with regard to the school's Behaviour Policy. Staff are encouraged to pay particular attention to positive behaviour management strategies. Teachers are encouraged to identify, assess and provide for children presenting behaviour management problems through the same graduated response described above. Hence, children may be on the SEND register for education needs, behaviour needs, or both. Particular emphasis is placed on seeing a child's behaviour in terms of the interaction between that child and his\her surroundings. Challenging behaviour is not seen as solely a "within child" problem.

MEDICAL NEEDS

Supporting children with specific medical needs is co-ordinated by the SENDCO and is covered by the Supporting children with medical conditions policy.

REVIEWS

Children's progress is monitored at each stage through various reviews. The type of review, and who attends will vary according to how they are coping in class. Reviews are usually held termly, and either can coincide with parents' meetings or protected time is given for them. Reviews normally consist of a meeting between parents and class teachers and SENDCO. Parents are always invited to all reviews. Children's views are sought as well. The Deputy Head Teacher, SENDCO and Resource Provision Teachers chairs reviews for children with Education Health Care Plan, or who receive High Needs funding. The Deputy Head Teacher and SENDCO will also chair reviews of children where appropriate e.g. at the start of support from outside agencies, or where a child receives support from many different agencies. For a child with a statement of High Needs Funding, the LA's SEND Officer, and outside agencies should be invited. The SENDCO collates information from the annual review to send to the borough. It is expected that this is done within 10 working days of the review. The purpose of reviews is to evaluate the child's progress in relation to the Long Term Targets/ Statement and identify further provision.

RECORD KEEPING

- All SEND related matters are kept within the class teacher's folder.
- The SEND targets is a working document therefore Teaching Assistants (TAs), and Class Teachers should keep a running record of pupil progress on it.
- Children's SEND files are also kept in the SENDCO's office containing copies of old and current SEND targets, review notes and any reports from outside agencies.
- The Provision Map software is used to create the SEND register and keep a record of reviews.
- Reports from outside agencies- it is the SENDCO's responsibility to share this information with relevant staff. It is the teacher's responsibility to ensure they pass on the SEND file with all the SEND targets to the next class teacher at the end of the school year. On some

occasions some classes may have been remixed. Teachers must reorganise files and pass on information to reflect this.

- All children are assessed termly and a record kept of their progress. For some children with SEND this may be recorded as a P level if they are not in the reception or nursery. Progress is recorded on 'B-Squared' electronic programme used to track 'p' levels.

PARTNERSHIP WITH PARENTS

It is an integral part of the school's philosophy that parents are seen as partners in their child's learning. Close liaison with parents is welcomed and sought at each stage of the child's education either through parents' evening, formal meetings or more informal meetings, which can be requested at any time.

When we are concerned about a child we invite parental involvement from the earliest stage. This enables parents:

- to share their extensive knowledge of their child with the school
- to be informed of what efforts the school is making to meet their child's needs
- to become more involved in helping/working with their child

If speaking/understanding English is difficult then parents are encouraged to bring an English-speaking friend or family member. Bi-lingual staff, or a borough interpreter, can also be arranged to translate if necessary.

We recognise the need to continue to develop and increase parental involvement.

ACCESS TO THE CURRICULUM

We aim to give all children access to a broad and balanced curriculum based on the National Curriculum. SEND targets will often address ways in which children can participate in the curriculum despite their difficulties rather than solely focusing on their difficulties.

SEND targets, and their reviews, also provide a record (more detailed than the school core subject records) of the "small-step" success a child may be making.

A great emphasis is also placed on ensuring that children with SEND are included socially wherever possible.

We will monitor and respond to any difficulties in differentiation and access to the curriculum as they arise. We remain aware of the need to provide a balanced curriculum for our exceptionally able children that both stretches their achievement within the curriculum and develops their social and emotional skills. Every effort is made to give all children equal access to the full life of the school. This includes differentiated activities. Risk assessments are carried out so that all children can have the opportunity to attend trips, sports activities e.g. swimming, extended school provision, assemblies, plays and productions in all settings. (See Accessibility Plan for further details).

PLANNING

All planning formats include a column to plan for children with SEND if they fall outside of the normal classroom differentiation. If a class teacher would like a teaching assistant to work on long term targets or other activities rather than what is planned for the rest of the class, this is recorded on the

plan. Teaching Assistants get extra support to plan with either the SENDCO or Resource Provision Manager.

The SENDCO's time is divided between:

- SEND administration
- Attending core meetings/conferences relating to responsibilities as a member of the Child Protection Team
- Consulting/liasing or information sharing with outside agencies:
EP/Therapists/School Counsellor, Social Services/Voluntary Groups/Charities/Parent Groups Reps/Language, Communication, Interaction Services/ /Behaviour Support Services/Child and Family Consultation Services /School Nurse / Doctors.
- Consulting with Teachers\Head Teacher
- Reviews
- Meetings/information sharing with TAs.
- Monitoring/recording/tracking SEND pupil progress - teaching interventions and quality of provision in classrooms
- Observing/advising staff/teachers regarding any concerns arising
- Developing aspects of SEND provision

HIGH NEEDS FUNDING (HNF)

If the school feels a child has exceptional needs, then the SENDCO may present the child at a cluster meeting to ask for high needs funding for the child. Calverton Primary School is in cluster (Group 2). A cluster usually comprises a secondary school and its feeder primary and nursery schools. The SENDCO gathers the necessary information to make a case for funding for the child. It is presented to other SENDCOs in the cluster and through a process of moderation it is decided if that child's needs are exceptional or not.

MONITORING AND EVALUATING POLICY AND PROVISION

The implementation of SEND provision in the school is monitored on a day-to-day basis by the SENDCO and ultimately by the Head Teacher. This may be done through:

- discussion\consultations with staff
- observation of staff
- recording the completion of SEND targets
- evaluating the standard of planning and implementation of SEND targets
- SENDCO\Head Teacher consultations

Evidence of the progress of children is monitored:

- during reviews of SEND targets
- through observation and individual work with the child
- through school records and teacher assessments
- analysis of provision mapping information and pupil progress

Future policy reviews will need to evaluate the extent to which the objectives stated earlier have been met and reflect future planned government changes in the light of the SEND White paper proposals (and revised Code of Practice for 2014).

CONSIDERATION of COMPLAINTS about SEND PROVISION in SCHOOL

The school hopes that, through the close liaison with parents from the onset, all parties involved will be clear of the aims and objectives of the provision planned for a child, as well as the monitoring of that provision. Parents and others are encouraged to express any concerns they may have at each review. The SENDCO, and/or Head Teacher if necessary, is happy to arrange meetings to discuss concerns with parents regarding SEND provision. We are also able to direct parents towards other organisations, which may be able to offer support and advice.

Following a concern being expressed and discussed we are happy to review and possibly change our practice, where it is practicable or in the child's best interests to do so.

Access to this Policy:

Parents can access this policy online by going to the school website as stated in the school prospectus.