

# Elburton Primary School

## Special Educational Needs and Disabilities Policy

(including the school's Disability Access Action Plan)

### 2014

#### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

##### **Reference:**

The Education Act 1996 (as amended by SENDA 2001) Special Educational Needs and Disability Act 2001;  
The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001;  
The Education (Special Educational Needs) (Provision of Information by local authorities) (England) Regulations 2001; and  
The Education (Special Educational Needs) (Information) (England) Regulations 1999

##### **Statement of Intent**

Elburton Primary School values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning.

##### **Aims**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

##### **Definition of Special Educational Needs and Disabilities**

A child has if he or she has difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children in the same age
- Has a disability which prevents or hinders the children from making use of educational facilities of a kind provided for children of the same age in other school within the LA

Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

### **SEND provision means:**

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools in the area.

### **Special Needs Code of Practice 2001**

A copy is kept at the school and can be accessed

[www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200581%202001](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200581%202001)

Elburton Primary School will have due regard for the SEN Code of Practice when carrying out their duties towards all pupils with SEN, and ensure that parents are notified when SEN provision is being made for their child.

The guidance in the **SEN Code of Practice** covers in detail:

- school-based assessments and interventions for SEN pupils
- **statutory assessments** of special educational needs
- **statements** of special educational needs
- assessments and statements for those in early education settings
- annual reviews
- transition planning.

Elburton Primary School recognises and identifies the four areas of need as set out in The SEN Code of Practice :

- Communication and Interaction
- Cognition and learning
- Emotional and social development
- Sensory and /or physical

Pupil performance and well being go hand in hand and the school believes that the five outcomes for the well being of children outlined in Every Child Matters (2003) underline and are the key to a child's progress and achievement now and into adult hood. These outcomes have particular relevance for children with special educational need and at Elburton School we are actively working towards these outcomes for all SEN children.

Being Healthy-SEN pupils take part in PE and sport, they are encouraged to eat healthily, we support staff involved in identifying mental and physical problems and help SEN pupils find the relevant support

Staying Safe-Contingency plans for disaster are in place, staff are DBS checked, there is a designated member of staff for child protection, pupils are taught to swim. Children are explicitly taught stranger danger, road safety and internet safety.

Enjoying and achieving-SEN pupils attend and enjoy school, Pupils personal and academic development is monitored and appropriate provision to meet pupils' needs are in place

Make a positive contribution to the community- SEN pupils are consulted about key decisions that effect them, they are free from bullying and discrimination and their opinions are listened to and valued.

Enjoy social and economic well being- SEN pupils are supported in developing self confidence and team working skills .

## **Elburton Primary School follows the Public Sector Equality Duty 2011**

It is the stated policy of this school that a child with Special Educational Needs has the same entitlement and consideration as every other child in the school.

The *Equality Act 2010* has brought together under one Act all of the requirements regarding equality and discrimination.

*Public Sector Equality Duty*, came into force in April 2011. Elburton Primary embraces this duty and takes steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality.

There are nine 'protected characteristics' to which Elburton Primary School has regard.

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion and belief

Sex

Sexual orientation

## **The Role of the Governing Body**

School Governors have a duty imposed by law to ensure that special provision is made. A named governor for SEN has been appointed who carries out monitoring of SEN in accordance with the Governor Monitoring role. The Governing Body will report annually on the success of our SEN policy. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy.

## **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that *'all schools should admit pupils already identified as having SEN, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN but without statements must be treated as fairly as all other applicants for admission'*

## **Inclusion**

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum that is inclusive. At Elburton school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
- Teachers respond to children's needs by:
  - Providing support for children who need help with communication and language.
  - Planning a differentiated or personalised curriculum which meets the child's needs and enables him or her the opportunity to reach his or her potential.

- Planning to develop children's understanding through the use of all their senses and of varied experiences.
- Using different teaching approaches appropriate to different learning styles.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **Waves of Support**

At Elburton School we follow the following to facilitate our S.E.N. support. All pupils are monitored at pupil progress meetings on a half termly basis. Class teachers are required to produce strategies for pupils deemed to be underachieving and these are reviewed during each term at the pupil progress meetings.

### **Wave 1**

- At Elburton all children will be part of a learning environment which delivers quality first teaching and the inclusion of all children across all aspects of the school environment, the teacher will differentiate work to meet all learning needs and learning styles of the children in their class.

### **Wave 2**

- Allows small group intervention for groups who, with a little help, can catch up with their peers. Pupils may have access to the Learning Zone for individual support or a differentiated approach for their learning is accommodated in the classroom

### **Wave 3**

- Pupils who have more complex needs. Their needs may facilitate external support or through referral to the Learning Zone

**SEND pupils may be designated School Action, School Action + or be Statemented. These pupils will be recorded on a Special Needs Register.**

## **School Action**

### **Some of the triggers that could result in intervention at 'School Action'**

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Show signs of difficulty in developing Literacy and Numeracy skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not rectified by the Behaviour policy adopted by the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist therapy and equipment.
- Has curriculum and/or interaction difficulties and continues to make little or no progress despite provision of a differentiated curriculum

## **Identification**

Where it is agreed with parents, teacher and SENCO that a child should have personal targets on an Individual Educational Plan (IEP), this child is then included on the school's special needs register at 'School Action'. This intervention is often the trigger for the weakness being addressed and therefore they no longer need the IEP within a short space of time. Other children may remain on the register for as long as the needs demand. This is a confidential process and no stigma is attached. The child is fully able to access the curriculum.

## **Nature of intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- Different learning materials or special 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 LEA support services for one-off or occasional advice on strategies or equipment

## **The Role of the IEP**

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Not all children at both School Action and School Action Plus levels have an Individual Educational Plan as some pupils' needs may not necessitate this. The IEP provides access and supports participation in the curriculum and school day. The plan sets out the needs and goals, which will vary according to the pupil. The child is involved in the setting and reviewing of targets guided by SENCO, parents and teacher.

The IEP is administered by the teacher and reviewed by the teacher. The SENCO monitors and oversees the process.

## **Individual Education Plans (IEP)**

The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).

The IEP 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 child's needs and have been discussed with the child and the parents.

## **Responsibility**

The class teacher is responsible for working with the child on a daily basis and for planning and delivering an appropriate programme; In this way the IEP becomes a working document. The TA will often work alongside the teacher to support the child in meeting the targets set. The SENCO will take the lead in further assessing the child's strengths and weaknesses. The child is involved in the setting of targets and the review of progress at every stage.

## **Progress and Review**

The IEP is a continuous document, which is developed over the period the child needs extra support and personalisation of learning. It will be reviewed and updated across the school year, with new targets being added as previous ones are achieved.

Parents are sent copies in September, January and May. They are discussed with parents in October and July.

Parents can request to speak to the SENCO or class teacher at any point across the school year.

If the child is not meeting the targets, strategies and targets are amended.

## **School Action Plus**

In some cases it is necessary to involve specialist external support services for advice, assessment and active involvement, we draw upon a team of professionals and work closely with specialist services to effectively support our children. With the proposed Children's Plan this will be further developed in the near future.

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP

At *School Action Plus* external support services, will usually see the child so that they can advise teachers on new IEPs with fresh 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.

The possible triggers for *School Action Plus* will be that, despite receiving individualised support under *School Action*, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly
- Interfere with the child'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 regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child'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 child directly. Any resulting provision plan for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher, monitored by the SENCO.

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### **School request for a statutory assessment**

Where a request for a statutory assessment is made by the school to Plymouth City Council, the child will have demonstrated significant cause for concern. The L A will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *School Action* and *School Action Plus*. This information may include:

- IEPs for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist Support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or Education welfare service.

### **Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by Plymouth City Council working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child'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 a statutory assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a statement.

**A statement of special education needs** will include:

The pupil's name, address and date of birth

- Details of all of the pupils special needs
- Identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP.

The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Some children may need a very personalised school day to support their development and inclusion and where this is needed parents will be consulted and advice from specialists will be sought.

### **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 professionals involved 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 should focus on what the child has achieved as well as on 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 SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

The school will also formally review the provision and achievement of statemented pupils at a mid point from the annual review.

### **Pupils with English as an additional language**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of

English or from special education needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. This occurs for all pupils half termly. Records for all pupils requiring support from the Learning Zone are made evaluating the impact of any interventions. Adequate progress is that which:

Narrows the attainment gap between pupils and peers

Prevents the attainment gap widening

Is equivalent to that of peers starting from the same baseline but less than the majority of peers

Equals or improves upon the pupil's previous rate of progress

Ensures full curricular access

Shows an improvement in self-help and social or personal skills

Shows improvement in the pupil's behaviour

Shows improvement in pupils emotional wellbeing.

### **Role of the SENCO**

Special Educational Needs Coordinator is the school's Intervention Leader, Sarah Lakey

The SENCO plays a crucial role in the schools' SEN provision and works closely with the Headteacher and the Governing Body. He/she is a qualified teacher. Responsibilities include:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to staff
- Managing the deployment of staff in the Learning Zone
- Overseeing pupil records
- Liaising with parents
- Contributing to staff training
- Liaising with external agencies

### **ICT**

The School has a range of computer software suitable for pupils with Special Educational Needs in both number and language work.

Inclusive technology is available at Elburton School to aid a number of pupils. Software for fun activities reinforcing basic skills, notebooks, audio recorders and other pieces of equipment are available. Interactive Whiteboards are utilised in every room.

### **Parents as Partners**

The concept of parents as partners is central to our school. Parents are kept informed about their child's progress at school and any difficulties made known to parents at the earliest stage.

Parents are always informed of any extra provision and interventions. Parental co-operation and involvement is encouraged. Parents are welcomed into school regularly and encouraged to help at home with their children's learning.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Elburton school prides itself on having an open door approach that is not always by appointment or set times. Parents can contact school by telephone at any time. This is the key to an effective home school partnership and addresses concerns immediately



Parents have much to contribute to our support for children with special educational needs. We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The Code of practice (2001) places greater emphasis on pupil involvement in the target setting, achievement and review process.

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the

Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

### **The Teaching Assistants role within Educational inclusion**

Support staff are essential to the successful strategy within Elburton School and are highly valued at Elburton School.

The Teaching assistants are part of individual class teams and part of the team, which provides a forum for discussion, reflection, advice and action which enables pupils to access the wider curriculum. This happens both within and outside the classroom.

Support for SEND is mapped across the school and regularly monitored.

Where individual teaching assistant support is included in a Statement this support may be provided as individual, small group or within the class as whole, the decision for this will be made to meet the needs of the individual as set out in their statement and to develop the social, emotional and cognitive development of the child. At Elburton different adults may work with individual children at different times across a school day or school week to support all aspects of the child's development.

## **Elburton Disability Access Action Plan**

### **1. Background**

1.1 This action plan consists of two parts: accessing the building and accessing the curriculum.

1.2 As of 1-1-14 the school does not have any children or staff in wheelchairs. It does have two children with some mobility problems. Also there are other children whose mobility needs have to be taken into account because of individual circumstances e.g. dyspraxia, communication disorders

1.3 There are areas of the school that are difficult to access in a wheelchair

1.4 The school also has pupils with some hearing loss. Currently it does not have any children with visual impairment

1.5 The school must always be aware that this situation could change at any time either temporarily though accident or illness or permanently through new children or staff joining the school

1.6 The school must also make itself aware of the needs to all who may use it

### **2. Accessing the school**

2.1 The school has audited the schools accessibility and will act where and when possible to comply with legal requirements as new builds occur

2.2 The school will look to improving access for all children as part of its annual budget setting process and publish these targets in the Schools Annual Management and Evaluation Plan

2.3 The Premises Committee will monitor the school and identify areas of day to day use that could be improved

2.4 Staff will ensure that furniture and resources are organised in such a way as to meet the needs of pupils and not to impede them

2.5 Staff will ensure that all pupils can safely evacuate the school in an emergency

2.6 Classrooms will be well lit and their acoustics will be taken into account if appropriate when placing children

### **3. Accessing the curriculum**

3.1 Staff will ensure that curriculum materials are presented in such a way as to be accessed by all pupils

3.2 When entering pupils for public assessment staff will ensure that the material is in an appropriate format in accordance with the Special Arrangement Guidance

3.3 Pupils with disabilities will be identified within the school's Inclusion Register and their attainments monitored

3.4 Staff will be trained to work with children with specific needs as appropriate

3.5 Staff will ensure that there is no stereotyping of disabilities and that a positive image is displayed

### **4. Monitoring**

4.1 The state of the building will be reviewed annually by Governors and any changes identified within Improvement Planning

4.2 The Intervention leader and HT will review the curriculum and attainment of pupils with disabilities

4.3 The results of both will be reported back to Governors and reported annually to parents in the Governors Annual Report to parents