



SPECIAL EDUCATIONAL NEEDS

Review Date: October 2020

Introduction

At Littlegreen School we are committed to giving all our pupils every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. We respect the unique contribution which every individual makes to our school community.

Definition of SEN and Disability (SEND)

At Littlegreen, all of the pupils are identified as having Social, Emotional, Mental Health needs within their Education Health Care Plans or Statements.

We also provide for pupils with Communication and interaction needs, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties. At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Key Roles and Responsibilities

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils. The SENCO is a

member of the leadership team and is also the designated teacher for Children Looked After Children (CLA).

The SENCO is Pam Ridgwell. (office@littlegreenschool.co.uk.)

SEN Governor: The SEN governor is James Bagley. He has responsibility for monitoring policy implementation and reporting to the governing body.

Aims

At Littlegreen all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress. We expect that all pupils will meet or exceed the high expectations we set for them against national data and based on their age and starting points. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education or life beyond school.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing provision for pupils
- To develop effective whole school provision management of support for pupils
- To deliver training and support for all staff in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Identification of Needs

We assess and baseline each pupil's current skills and levels of attainment on entry. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

We continually assess pupils' progression. Pupil Progression Meetings are held each term with the teacher and SENCo. If a pupil is making less than expected progress then the pupil is placed on an intervention programme. This includes progress in areas other than attainment, for example, social needs.

The class teacher works with the SENCo to carry out a clear analysis of the pupil's needs. This draws on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Areas of Need

The Code of Practice refers to four broad areas of need:

Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide

range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEN Support

A process of on-going teacher assessments and termly pupil progress meetings identifies those pupils making less than expected progress given their age, starting points and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

SEN Provision

SEN support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a shared nurture group at a local school

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Pathway plans are reviewed termly with parents and pupils.

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND

Special Needs Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies

6

- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

7

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010.

Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trips/residentials.

Specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

The school secretary is responsible for the administration of medicines and health care plans/protocols.

Monitoring and evaluation of SEN

The head teacher and the LT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SENCO maps provision for each class and uses the Surrey Provision Management Tool to cost provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and

if necessary make changes to our provision.

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register.

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment, Down Syndrome and Dyslexia.

The SENCO attends network meetings to share good practice with colleagues in the North Downs Schools Partnership and keep up to date with SEND developments.

8

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality.

Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Kingswood.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Date of next review: September 2016.

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Kingswood to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use the Surrey Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS)

(formerly Parent Partnership) or engage with the School complaints procedures.

How the policy was put together

This policy was created in consultation with stakeholders, including the SEN Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014). The draft policy was on the school website throughout March 2015 during which time comments from the wider school community were welcomed.

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link: About Our School to the SEN section.
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

School SEN Information Report (2015)

The National Curriculum in England Key Stage 1/2 framework document Sep 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

9

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

SPECIAL EDUCATIONAL NEEDS POLICY

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Surrey SEND 14 Toolkit for Pathway and EHC Plans

Surrey Provision Management Tool:

o Primary

Equality Act 2010

Surrey Local Offer Website

Policy Written: October 2017

Review Date: October 2020