

## Two Gates Community Primary SEND Policy November 2017

This policy relates to those children who require additional support to overcome barriers to learning. The progress, attainment and welfare of pupils with Special Educational Needs and/or Disability (SEND) is the responsibility of all members of staff and governors at Two Gates. This policy is in line with the current SEN Code of Practice which became effective in 2014 and describes statutory and recommended practice for SEND.

Our school provides a broad and balanced curriculum for all children. The National Curriculum (2014) provides the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs in their class. Some children will have barriers to their learning that mean they are defined as having SEND and require particular action by the school.

### CODE OF PRACTICE DEFINITION (2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;  
or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. This definition also stands for children attending Early Years Provision within the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of pupils and thus enable them to participate effectively in the curriculum and assessment activities. Some children may need additional or different help from that given to other children of the same age. Children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment of children with SEND takes into account the type and extent of difficulty experienced by the child.

All members of staff at Two Gates will make 'best endeavours' to ensure that timely, appropriate support is given for pupils with SEND.

The Equality Act (2010) identifies that some pupils with disabilities may have learning difficulties that call for special education provision (reasonable adjustments). However, not all children defined as disabled will require additional provision, but their needs and protection is still recognised under the Equality Act. We will assess each child as required and make the appropriate provision, based on their identified need and expert advice where relevant. Reasonable adjustments made can be viewed in the Disability Equality and Accessibility Plan.

## Responsibility for co-ordination of SEND provision:

### Governing Body

The governors have a statutory duty towards pupils with SEND which include:

- Adopting and reviewing the SEND/Inclusion Policy.
- Reviewing and monitoring the success of the policy
- Monitoring and evaluating the effectiveness of SEND provision and leadership.

The governor with special designated responsibility for SEND is Mrs Lydia Birds.

### The Headteacher

The Headteacher has responsibility for the overall management of SEND provision in school, including setting the SEND budget.

### SEND Leader and Assistant SENDCo

The SEND Leader has the responsibility for the day to day coordination of SEND provision in school and the operation of the SEND policy, supported by the Assistant SENDCo. The responsibilities of these individual roles are set out in the job description (Appendix 1) and include:

- Coordinating SEN School Support
- Liaising with external agencies.
- Monitor progress of children at School Action, School Action + and those with a Statement.
- Reporting the Headteacher and Governors
- Maintain SEND records

The SEND Leader is Michelle Dodds and has completed the National Award for SENCo's.

The Assistant SENCo is Hayley Pugh and has completed Certificate in Special Educational Needs: Two Rivers School.

The lead teacher for Nurture is Sue Hambly.

The SEND leader and Assistant SENCo participates in regular CPD activities to inform school practice such as Belgrave Learning Network for SENCo's, attending regular SENCo updates in the district and training events from Entrust.

### Teachers

**'Every teacher is responsible and accountable for all pupils in their class, whenever or with whoever they are working with.' SEN Code of Practice 2014**

All teachers are responsible for enabling all children to access the curriculum through differentiation of activities, expectation and lesson delivery. Teacher knowledge and understanding of SEND is kept up-to-date with ongoing training. It is the class teacher's responsibility to assess and monitor progress, and to highlight concerns at the earliest opportunity. All members of staff must make 'best endeavours' to ensure that children with SEN are given the best support, as and when needed.

Teachers will:

- Provide quality first teaching where learning activities are differentiated to meet the needs of their pupils. (Appendix 2)
- Complete a School Concern Log (Appendix 3) and discuss with the parents. A Parents' Concern Log (Appendix 4) can also be completed.
- Arrange SEN School support when needed, taking baseline assessments and monitor the impact of the programme. Teachers work within the graduated approach identified in the SEN Code of Practice (2014): Assess, Plan, Do, Review cycle.
- If it is decided to put the pupil on the SEN School Support Register, following discussions with the parents and SEN Leader, the class teacher will set targets for an Learning Plan (Appendix 5). This will be used to inform planning in class and must be shared with all adults working with the pupil.
- Monitor Learning Plans every half term and formally review Learning Plans termly in conjunction with the parents, child, SEND Leader and Assistant SENDCo.

**Teaching Assistants (TAs)**

Teaching Assistants will support the teaching and learning of individuals and groups, they work alongside the class teacher. TAs knowledge and understanding of SEND is developed through ongoing training. As part of their role they may:

- Deliver SEN School Support intervention programmes and keep records to support monitoring.
- Liaise with the class teacher to review Learning Plan targets and contribute to new targets.
- Work within the graduated approach described in the SEN Code of Practice (2014): Assess, Plan, Do, Review.
- *It is not the responsibility of TAs to write Learning Plans.*

**Admission Arrangements**

We follow the LA admission policy and endeavour to make reasonable adjustments to support pupils with a range of SEND.

### **Budget and Resources**

Our ability to meet the needs of all pupils is funded through the core budget delegated to schools. Additional funding is given through the Pupil Premium and Staffordshire's Additional and Higher Needs Fund. Where appropriate the SEND Leader will apply to the relevant funding panel at specified times, for additional funds. The SEND Leader will plan and describe how the additional funding will be used and the final decision made by the panel.

### **Identification of SEND**

Children with SEND have learning difficulties that call for some special provision to be made. All children may have some degree of SEND at some time in their life.

### **CODE OF PRACTICE DEFINITION (2014)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. As soon as a child is identified as having a SEN, the parents must be involved in the planning of targets and additional interventions.

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age;  
or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

This definition also stands for children attending Early Years Provision within in the school.

At Two Gates we recognise the four areas of need as defined in the SEND Code of Practice and are aware that children may have multiple needs across the areas

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional & Mental Health.
4. Sensory and/or Physical

At Two Gates we categorise those children with a learning difficulty, requiring additional educational support, **when they are working three sub-levels, one whole level behind their chronological peers.** Children who have other needs such as behaviour will be carefully assessed to identify any underlying SEN. The SEN Code of Practice (2014) highlights that behaviour can often be representative of unmet needs, so assessments of learning will be carried out to ensure all needs are met. Children with physical needs may be required to be on the SEND

register, as they have additional needs, but we are aware that this does not necessarily have an impact on their learning.

As per the SEND Code of Practice we provide a graduated response to pupils' needs, an overview of which can be found in Appendix 1.

### Quality First Teaching:

This is every child's basic entitlement to quality, differentiated learning and teaching. All children are entitled to an education which enables them to achieve their best, become confident individuals living fulfilling lives and make successful transitions into adulthood (SEN CoP 2014). Teachers at Two Gates have the highest expectations for all children in their class. Teaching is built upon what the individual child already knows, can do and understands so that every child take the next steps in their learning. Teachers use different teaching styles and approaches so that all children are involved in learning, including specific strategies which may be developed with the support of the SEN Leader.

### SEN School Support:

Where a child is not making expected progress in class, despite high quality teaching everyday their needs will be assessed by the teacher and SEN team where appropriate.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or better the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

(SEN CoP 2014)

SEN School Support is educational or training provision which is additional to or different from that made generally for others the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. (SEN CoP 2014).

Early identification of SEN is vitally important; however we are aware that some difficulties only become evident as children grow and mature. It is important that all adults working with children are alert to any emerging difficulties, regardless of age. When an SEN is identified, the graduated approach to support, as outlined in the SEN CoP 2014 will be followed (Appendix 1). This cycle ensures that SEN School Support is adapted to meet needs of the child over a period of time.

At Two Gates, we recognise the importance of Parental input and views and value concerns or ideas from parents. Parents will be involved from the onset of SEN Support planning and identification.

### Involving Specialist Support and Liaising with External Agencies.

After following the graduated approach and with continued quality first teaching, specialist support can be sought if a child continues to make little or no progress. At Two Gates, we have a strong relationship with SEN support services and work closely with these teams to provide high quality, individualised support for children with SEN. The types of support which may be sought at this stage can be found in the Two Gates SEN Information Report (Appendix 7, School Website)

### Education, Health and Care Plans (EHCP):

Where a child makes little or no progress after, support and additional interventions from an external agency it may be necessary to apply for an EHCP. This process involves the parents as well as any additional professionals working the child, from different agencies. Two Gates will follow the Staffordshire SEN Support Timeline (detailed below) when it is felt necessary to initiate and EHC Assessment.

- The SEN Leader will complete Staffordshire CAF (SCAF) paperwork and submit this to the Education Team (Single Point of Access).
- An Early Help Coordinator will be deployed as part of the SCAF process.
- The Early Help Coordinator will build a team around the child, including parents and professionals.
- Using the Local Offer from the Local Authority, the team will develop an Early Help Action Plan.
- After a set period of time, the team will review the Early Help Action Plan. If the child is making progress, the Action Plan will be modified to continue to meet the needs of the child. If no progress is shown an EHC Assessment will take place.
- EHC Assessment request is sent to Single Point of Access and a decision is made regarding implementing the assessment is made based on eligibility criteria (set by the Local Authority).
- If the Assessment is to go ahead a SEND worker will be allocated to work with the team around the child and produce a summary assessment based on evidence from the team.
- Parents and the SEND worker present the case at a local decision making meeting.
- The decision to create an EHCP lies with the Local Authority.

### Mediation and Appeals:

If the final decision from the LA is to NOT provide an EHCP, the parents have the right to appeal. This will take place through the Local Authority Mediation Service.

### Reviews:

Reviews of EHCP will take place annually with the team around the child.

### **Evaluating progress and monitoring the impact of SEND provision:**

Pupils with SEND are included on whole class tracking sheets and their level of progress is monitored and reported by the class teacher. Where progress is not measurable on the tracker (e.g. motor-skill programmes, social skills) a case study may be developed and more qualitative data collected. Teachers and Teaching Assistants can also use assessments from evidence based interventions to evaluate start and end points. The SEN Leader and SENDCo can also carry out standardised assessments where a more detailed level of assessment is needed.

The SEND Leader collects data on the progress of SEND learners on a termly basis and this progress is also assessed through a monitoring schedule for SEND, including book looks, Learning Plan discussions and lesson observations. Information of progress is shared with the Governors at termly Standards Committee meetings.

Baseline assessments are taken before an intervention begins so that progress can be measured at the end of the term or programme, this is reported to the SEND Leader and Assistant SENDCo.

### **Partnership with Parents and Carers**

We recognise the important role that parents play in their child's education and actively seek to work with parents and carers. We encourage an active partnership through ongoing discussions whether that be verbal or written.

Parents are invited to discuss their child's Learning Plan at Parent's Consultation Evenings and through termly discussions with the class teacher and SEN Leader (as part of the graduated approach). Where they are not able to attend, two copies of the child's Learning Plan will be sent home, one for the parent to keep and one to sign and return to school. We operate an open door policy where parents and carers are welcome to come into school and discuss their child's progress at any time.

### **Pupil Participation**

All teachers incorporate the views of the child into their Learning Plan (Appendix 5). When existing Learning Plans are reviewed, the class teacher and pupil discuss progress and new targets, this is also an opportunity for the child to talk about their strengths and weaknesses that may relate to their future targets. Pupil views are sought during transition to new classes and also in the EHC Assessment process.

### **Dyslexia Friendly Status**

We are committed to developing our school as a Dyslexia Friendly environment and have Full Dyslexia Friendly Status.

This means that we understand the strengths and difficulties of Dyslexic learners and through a whole school approach will develop inclusive practice. We recognise the importance of specialist expertise and ensure that all children with difficulties are supported in an appropriate manner. We seek to improve the outcomes for Dyslexic learners, academically, socially and emotionally. Being a Dyslexia Friendly school not only enables us to meet the individual needs of our Dyslexic pupils but to also support children who have delayed literacy skills.

Support in developing Dyslexia Friendly classrooms has been given to staff from the SEND Leader and Assistant SENDCo and also from SENSS advisors. We use the Staffordshire definition of Dyslexia, from the British Psychological Society:

*'Dyslexia is evident where accurate and fluent reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities.'*

Additional information regarding Dyslexia, including the identification process in school can be found in Appendix 6. There are ongoing training opportunities in school to develop staff understanding and skills.

We will ensure that any future developments in school policy will have regard to Dyslexia Friendly Status and that our progress toward this will be reported to the governing body in termly governors' reports.

### Complaints Procedure

Should parents/carers wish to make a complaint about the provision or progress for a pupil with SEND they are invited to discuss their concerns with the SEND Leader and/or Headteacher. If they are still dissatisfied they should refer to the school complaints procedure

### **Related policies:**

**SEN Code of Practice 2014**

**Two Gates SEN Information Report**

**Nurture Policy**

**Literacy Policy**

**Marking, Presentation and Feedback Policy**

**Behaviour Policy**