

Adopted by governors and staff: November 2019
Due for review: November 2021

Information in this policy is written in line with the Children and Families Act (2014) and the revised Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

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 staff and governors at Two Gates. This policy is 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): What are Special Educational Needs and Disabilities?

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 in the school.

Broad areas of need are identified as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

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.

Statement of Intent:

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all children to benefit as fully as possible from the education provided within the school.

Aims:

Identify children with special educational needs as early as possible and meet their needs.

Have in place systems whereby teachers are aware of such children.

- Provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- Be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- Ensure all children make effective progress and realise their full potential.
- Ensure all children take a full and active part in school life.
- Work with other schools to share good practice in order to improve this policy

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

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 impact of the policy
- Responsibility for ensuring all policies are made available to parents
- Monitoring and evaluating the effectiveness of SEND provision and leadership.
- Responsibility for ensuring that the school complies with all equalities legislation.
- Responsibility for ensuring funding is in place to support this policy

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

The Head Teacher

The Head teacher will:

- Ensure all school personnel, children and parents are aware of and comply with this policy.
- Ensure that the daily management of special educational needs provision is effective.
- Work closely with the SENDCO and the teaching and support staff.

- Keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs.
- Ensure the strategic leadership and vision of the school is upheld with regard to equality.
- Monitor the effectiveness of this policy

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 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
- Track the progress of children with special educational needs.
- Keep up to date with new developments and resources.
- Liaise with parents.
- Organise annual reviews.
- Meet with outside agencies.
- Work with feeder or transition schools.
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The SEND Leader is Michelle Dodds and has completed the National Award for SENCo's.

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

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. 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.
- Complete a School Concern Log and discuss with the parents. A Parents' Concern Log can also be completed.
- Arrange SEND 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.

- Record additional interventions with clear entry criteria and review half termly with clear exit criteria.
- 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 a Learning Plan. This be used to inform planning in class and must be shared with all adults working with the pupil.
- Monitor Learning Plans every 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:

- Provide targeted additional support for children within lessons.
- 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.*

Role and Rights of Parents

We encourage parents to:

- Work closely with the school in order to develop a partnership that will support special educational needs children.
- Take part in the review of Learning Plans
- Attend annual reviews

Role and Rights of Children

We encourage children with special educational needs to understand their rights and to take part in:

- Assessing their needs.
- Devising their Learning Plans.
- Setting targets
- The annual review

Admission Arrangements

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

Identification of children with Special Educational Needs and/or disabilities

Children may be identified at any stage of their school journey from Nursery to Year 6 in the following ways:

- Parental concerns arising from observations or family history.
- Children's own concerns.
- Teacher concerns stemming from observations or assessments.
- Issues highlighted by support staff.
- A child being significantly below expectation of the EYFS profile.
- Outside agency concerns e.g. speech and language therapist, health visitor, GP.
- Concerns raised by a previous school.

Responding to children who require additional or different support

To respond to children who have or may have SEND:

- Review the quality of the differentiated teaching being provided to the child, and if necessary improve teachers understanding and implementation of strategies to identify and support vulnerable children.
- Class teacher to collate and evaluate data using school assessment tools.
- If child has additional needs, such as medical, emotional, social and mental health, teachers should liaise with those responsible for ensuring success.
- For higher levels of need, the class teacher should liaise with SENDCO and a request for support from outside agencies should be considered. Parental consent is sought before any external agencies are involved.
- If there are housing, family or other domestic needs the SENDCO might consider that a multi-agency approach might be required to respond to children's needs. In this case an EHA (Early Help Assessment) may be required.
- The class teacher, with support from SENDCO, if necessary, should have an early discussion with parents and children to add information to the initial assessment on strengths, difficulties and concerns.
- A record should be taken of the meeting that includes the actions to be taken by the parent, the child and the teacher in order to reach outcomes. A clear date for review is set.
- The child's record should be amended to identify the record of the meeting and a copy of meeting notes can be sent to parents if required.
- If it is decided that the child has SEND this decision should be added to school records and parents informed.
- The teacher working with the SENDCO should identify the actions needed to remove barriers to learning and put effective SEND provision in place.

The provision offered should reflect a graduated response approach and be delivered via a 4 part cycle:

- **Part 1: Assess** The teacher working with the SENDCO should carry out an analysis of the child's needs. This assessment should be reviewed termly and shared and discussed with parents.



- **Part 2: Plan** The teacher and the SENDCO should agree in consultation with parents and the child, the adjustments, interventions and support to be put in place, as well as expected impact and progress, development or behaviour along with a clear review date. The record should include any additional action needed to support transitions and preparation for adult life. The support selected to meet the outcomes should be based on evidence of effectiveness. Staff who deliver the support should be knowledgeable and skilful. Parents must be informed of support provided, and where possible, should be involved to reinforce or contribute to progress at home.
- **Part 3: Do** The teacher is responsible for the daily work with the child to attain outcomes. If support is provided away from the classroom teachers still retain responsibility for progress and should work closely with those delivering the support to plan and assess impact and to link work to classroom teaching. The SENDCO should support the teacher in further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- **Part 4: Review** The impact of the support should be reviewed and the class teacher working with the SENDCO, and in consultation with parent and child, should revise the support in light of progress achieved. If a child continues to make less than expected progress despite evidence based support and interventions matched to their areas of need the school should discuss with parents the need to involve outside specialists. The SENDCO, teacher, specialists and parents should consider evidence-led teaching approaches, equipment, strategies and interventions that may be utilised to support child progress. The provision should aim to deliver the outcomes agreed and a termly review date set where the teacher, supported by the SENDCO, can discuss progress achieved with the parents. The views of the child should be included in these discussions. A record of the outcomes and provision agreed in the discussion should be shared with appropriate school staff and a copy given to parents. The school information management system should be updated as appropriate. Where despite relevant and purposeful action to identify, assess and meet the needs of the child, they have not made expected progress, then the school and/or parents should consider requesting an Education, Health and Care Plan.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

Education, Health and Care Plans

An Education, Health and Care Plan will normally be provided where, after a Statutory

Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of support that their child receives are encouraged to contact school directly to ask for a mutually convenient meeting with the school in order to resolve the issue together.

For complaints regarding support from the Local Authority or EHCP's the Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)