



Special Educational Needs and Disability Policy

The Parliament Federation is committed to making our schools inclusive and accessible to all children and to make sure that children are reaching their full potential.

Introduction:

At the Parliament Federation, we have regard for the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (statutory guidance for organisations who work with and support children with special educational needs and disabilities DfE 2014), on the early identification and assessment of children who have special educational needs and / or a disability.

What is a special educational need?

(Extracts from the SEND Code of Practice 2014 (updated 2015))

3.1 All children learn and develop at different rates and have areas of strength and interest in addition to areas for development. Whilst it is anticipated and clearly outlined in the SEND code of practice that high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people, it is also recognised that some children and young people will require educational provision that is *'additional to and different from'* this. The SEND code of practice maintains the definition of special educational need that was first described and defined in the 2001 Code of Practice and is as follows:

'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

'a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nurseries, mainstream post-16 institutions or by relevant early years providers. For a child under two years, special educational provision means educational provision of any kind.'

3.2 A special educational need is a barrier to learning that might take a variety of forms. However, it is worth re-stating that high quality teaching, differentiated for individuals, is the first step in responding to children and young people who may have SEN.

Disabled Children and Young People

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'. 'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairment such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. Section 17 (11) Children Act 1989.

In this policy, we detail how we aim we make provision for all children at The Parliament Federation

We aim to foster an environment where all children are:

- seen as children first;
- listened to;
- fully accepted and involved in all activities;
- encouraged and enabled to be as independent as possible;
- respected when care is of a personal nature.

In order to meet the needs of all children, including those with special educational needs and / or a disability, we consider the following issues:

- the voice of the child;
- working in partnership with parents/carers and professionals;
- access;
- quality learning opportunities (planned and differentiated);
- staffing levels – making sure these are adequate to meet a child's needs;
- training of staff;
- resources and equipment;
- challenging stereotypes and promoting positive attitudes amongst all children and staff;
- individual programmes, monitoring of progress and record keeping.

Educational inclusion:

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, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- 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.

Teaching assistants support teachers to respond to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work with small groups or individuals, as specified by the teacher/Special Educational Needs and Disability Co-ordinator (SENDCo);
- using suitably modified resources or activities to help meet specific objectives.

Access to the curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers will establish systems and procedures for carefully tracking pupil progress and use this information to identify those who are making less than expected progress given their age and individual circumstances. The SEND code of practice states that such progress may be characterised in the following ways:

- is significantly slower than that of their peers starting from 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;
- widens the attainment gap.

It is stated in the SEND code of practice that slow progress and low attainment do not necessarily mean that a child/young person has SEN and should not lead to a child/young person being labelled as such: rather it can be a starting point for further, more in depth assessment. In line with the new way of thinking, parents/carers should be kept fully informed and be part of the process.

Teachers use a range of strategies to meet children's needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. If a child, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas;

- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the schools;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

The SENDCo would meet with parents and the class teacher to discuss concerns. The SENDCo will add the child to the Special Education Needs/ Disability Register and advise the class teacher on appropriate interventions.

Assessment:

- Early identification of special educational needs is vital. The class teacher will inform the parents and SENDCo at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.
- The class teacher and the SENDCo will assess and monitor the children's progress in line with existing school practices.
- The SENDCo will work closely with parents and teachers to plan intervention with an additional support programme

Deciding to place a child at SEN Support:

There is a four part cycle of SEN support outlining how we adopt a **graduated approach** to meeting needs. Through this cycle, actions are revisited, refined and revised with a growing understanding of a child/young person's needs and what supports the child in enabling progress and securing good outcomes.

ASSESS: we will undertake a clear analysis of a child's needs drawing on a range of information, including the view of the child and those of parents/carers. A diagnostic label e.g. autism is not an identified need.

PLAN: we will inform the parents/carer and child of the intervention to be put in place, and the expected progress and outcomes. Any interventions and support delivered will be based on evidence of effectiveness.

DO: the class teacher retains overall responsibility for ensuring support is delivered and monitored.

REVIEW: impact and effectiveness of the support and intervention provided will be reviewed in light of any progress made, taking into account the views of the child and the parent/carer.

When special educational needs begin to present as severe and complex, and where a child continues to make less than expected progress, despite well matched evidence-based support and interventions, we will consider involving relevant external agencies. However, it must be remembered that settings can involve specialists at any point to advise on early identification of SEN and effective evidence-based support and intervention. The decision to involve specialists will always be discussed and undertaken with parents/carers and where appropriate, with the child. In adopting the principles of person centred planning, there will be a joined up and collaborative approach to meeting the needs of children.

'The SENDCo and class teacher, together with specialists and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches,

appropriate equipment, strategies and interventions in order to support the child's progress. They should agree outcomes to be achieved through the support, including a date by which progress will be reviewed.' (SEND Code of Practice 2014)

All children at SEN support have an additional support plan. Additional Support Plans employ a small-steps approach, and feature significantly in the provision that we make in the federation. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

The resulting Additional Support Plan for the child will set out fresh strategies for supporting the child's progress. The strategies specified in the plan will usually be implemented, at least in part and if appropriate, in the normal classroom setting. The delivery of the interventions recorded in the plan continues to be the responsibility of the class teacher.

We will support children in a manner that acknowledges their entitlement to share the same learning experiences their peers enjoy. Wherever possible, we will not withdraw children from the classroom situation. There are times though when, to maximise learning for all, we work with the children in small groups or individually, or within designated provision teaching.

If the SENDCo and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, the consent of the child's parents will be sought.

If a child continues to make little or no progress, a request may be made for an Education, Health and Care (EHC) Assessment. The Local Authority (LA) works with the school in seeking a range of advice before making a request for an Educational, Health and Care Assessment.

The majority of children and young people with SEN will have their needs met within our mainstream provision using the graduated approach. The LA, however, must assess the information available and prepare a plan where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to educational settings.

The decision to initiate an EHC needs assessment and the allocation of EHC plans is based on the guidance in the SEND code of practice.

Allocation of resources:

- The SENDCo, in conjunction with the Heads of School, is responsible for the operational management of special needs provision within the federation, including the provision for children with Educational Health and Care Plans
- The Governing Body is informed how the funding allocated to support special educational needs has been employed; including the training of staff with new interventions and programmes of support, by the SENDCo.
- The SENDCo advises on how to use funds directly related to needs and may draw up a resources bid to feed into the school improvement plan.

Roles and responsibilities:

The teaching staff are responsible for meeting the SEND issues in their own class and the SENDCo co-ordinates SEN within the federation, keeping the Heads of School and the Governing Body fully aware of SEND issues.

Based on recommendations given by the SENDCo, the Heads of School and the Governing Body will determine the school's policy and resources allocation.

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The Special Educational Needs and Disability Co-ordinator (SENDCo):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- identifies training needs to develop whole school skill based;
- acts as link with external agencies and other support agencies;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- monitors and evaluates the special educational needs provision and reports to the Governing Body;
- manages a range of resources, human and material, linked to children with special educational needs;
- ensures that transition procedures are followed from both pre-school and movement to secondary education.

The Governing Body:

- secures the necessary provision for any pupil identified as having special educational needs/disability; including staff training as necessary.
- ensure that a pupil who has special educational needs/disability, those needs are made known to all who are likely to teach them.
- consult with the local authority and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ensure that a pupil with special educational needs/disability joins in with the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational needs provision.
- report to parents on the implementation of the school's policy for pupils with special educational needs.
- monitor the progress and overall attainment of children identified as needing SEND provision, ensuring all pupils fulfill their potential.

Physical access:

The school is on one level throughout. Corridors are wide and general access for physically disabled pupils is good. The school has a purpose built medical room. There are toilets within school that are specifically adapted for disabled use.

Partnership with parents/carers:

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share the progress of special needs children with their parents/carers.

We inform 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.

We are committed to working closely with parents and believe working in partnership helps all children gain the most from their time at school.

Monitoring and evaluation:

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and Governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCo is involved in supporting teachers involved in drawing up Additional Support Plans for children.

The SENDCo regularly reviews the work of the school in this area, including the effective use of resources.

School development needs are prioritised based on the support for individual needs in school and the training needs of all staff.

The named governor with responsibility for special needs is kept informed of developments.

The Governing Body reviews implementation of the policy annually and considers any amendments in light of SENCO reports and annual review findings.

The named SENCO is: **Mrs. J. Rose**

The Designated Governor is: **Mrs. R Goodman**