

Clifford C of E Infant School

SEND Policy

| | |
|---------------------|---------------|
| Written/reviewed by | Sue Preston |
| Last Review | December 2016 |
| Review Date | December 2017 |

At Clifford Church of England School we aim to enable all children to achieve their fullest potential during their time with us. With this in mind inclusive practice at Clifford Church of England School means that any group of children or individual child who has additional educational needs will have their needs met.

This policy is written in line with the requirements of: Children and Families Act 2014
SEN Code of Practice 2014
SI 2014 1530 Special Educational Needs and Disability Regulations 2014
Part 3 Duties on Schools – Special Educational Needs Co-coordinators
Schedule 1 regulation 51– Information to be included in the SEN information report
Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
Equality Act 2010
Schools Admissions Code, DfE 1 Feb 2012
SI 2012 1124. The School Information (England) (Amendment) Regulations 2012
SI 2013 758. The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:
Behaviour Policies
Safeguarding Policies
Equalities Policy

This policy was developed with parents/carers, representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

Definition of SEN

- 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 if he or she:
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age;
 - or
 - (b) 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. SEN Code of Practice (2014, p 4)

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or

across four broad areas. These areas are:

Communication and Interaction

This covers difficulty with different aspects of speech, language, or social communication.

Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs.

(SEND Code of Practice, 2014. P97)

Definition of disability

Many children and young people who have SEN may also 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’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p5)

1 The kinds of special educational need for which provision is made at the school

At Clifford School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties and behaviour difficulties visual impairment, hearing impairment. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Clifford School we monitor the progress of all pupils to review their academic progress. We also use a range of assessments with all the pupils at various points. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are: Small group Phonics.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. We also have access to external advisors and specialists who use these and other assessment tools to enable us to identify how best to support a child.

The purpose of this more detailed assessment is to understand what additional resources and

different approaches are required to enable the pupil to make better progress. These will be shared with parents, and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for

the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be

able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in

identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN needs of the pupil will be informed by the views of the pupil, parents and class teacher and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

Is significantly slower than that of their peers starting from the same baseline

Fails to close the attainment gap or progress widens the attainment gap.

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37) At Clifford School we strive to ensure all teaching is good or outstanding.

3d additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the

quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and is monitored closely for its effectiveness. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

3e how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Clifford are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3f support that is available for improving the emotional and social development of pupils with special educational needs

At Clifford we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance, PSHE, Circle Time and indirectly with every conversation adults have with pupils throughout the day. For some pupils with the most need for help in this area we also can provide the following e.g. access to counsellor, play therapist, external referral to CAHMs, time out space. Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

3g Supporting pupils with medical needs.

At Clifford we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010). If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

4 The name and contact details of the SEN Co-coordinator

The SENCO at Clifford is Sue Preston

SEN Support

If a child has been identified as having a special educational need, they will be placed upon the Special Educational Needs Register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEN support. The 'pathway' to SEN support can be found in the appendices section. The support provided consists of a four part process:

- Assess
- Plan
- Do

- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered by the SENCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage

Plan

Planning will involve consultation between the teacher, SENCO, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. This will be recorded on an individual education plan (IEP). Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. This review will be recorded. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Speech and Language therapy, etc. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEN and the provision recommended. EHC plans can involve the Local Authority (LA) providing extra resources to help a child which are allocated via the Locality grouping. These could include money, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, LA representatives and other professionals as required.

5 Staff training and Roles and Responsibilities

Where a training need is identified for staff we will find a provider who is able to deliver

it. Training providers we can approach are, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist etc. The cost of training is covered by the notional SEN funding.

Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. Teachers should have high aspirations for every pupil. With advice and support from the SENCO, clear targets should be set and reviewed regularly.

Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENCO. Teachers must involve parents and pupils in planning and reviewing the progress of SEN children. The views and aspirations of parents and children should be sought and regular updates on progress provided.

Headteacher

It is the Headteacher's responsibility to;

- ensure that the SENCO is able to influence strategic decisions about SEN;
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year);
- ensure a process is in place for involving parents and children in reviewing provision and planning for pupils identified with SEN.

Governors

The governing body of a voluntary controlled school must ensure that:

- the necessary provision is made for any child who has special educational needs;
- where the SENCO, the Headteacher or the appropriate governor has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- the Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all children with special educational needs, providing strategic support to the headteacher;
- the SEN policy is published on the school website;
- a qualified teacher is designated as SENCO;
- arrangements are in place to support children with medical conditions; • information regarding the arrangements for the admission of disabled children is published, including the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans
- the name of the person responsible for coordinating SEN provision is published in the school prospectus.

The Governors of Clifford Infant School are responsible for entrusting the Headteacher, Mrs Sue Preston to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEN policy and all other statutory policies as defined by the DfE.

6 Information about how equipment and facilities to support children and young

people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Clifford are invited to discuss the progress of their children and receive a written report which includes the end of year progress report. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not simply that the pupil has a special educational need. All such provision will be recorded and evaluated which will be shared with parents.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person- centered planning. Parents are likely to play a more significant role in the childhood years.

9 The arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The normal arrangements for the treatment of complaints at Clifford are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body. If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

A Service Level Agreement with Educational Psychology service for 3 days per year

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

Telephone 0114 2736009

Email ed_parent.partnership@sheffield.gov.uk

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Clifford we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Attend the local transition meeting between feeder nurseries to share information. In addition meet with the SENCO of any nursery where there is additional information to share. We also contribute information to a pupils' onward destination by providing information to the next setting by attending the transition meeting. Taking the children to taster days and following up with the school in the first term at their new school.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.sheffielddirectory.org.uk/>