



# Special Educational Needs and Disability Policy

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## The Globe Primary Academy

### Policy on Special Educational Needs and Disability Policy (SEND)

This policy was reviewed and updated in October 2014 in line with the revised *Special educational needs and disability code of practice: 0 to 25 years (2014)* and the *Every Child Matters Agenda (2003)*

#### 1. Introduction

- 1.1. This school provides a broad and balanced curriculum for all children. The National Curriculum is our 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. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.2. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.3. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child
- 1.4. The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- 1.5. Every child with SEN and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving social and economic wellbeing.

## 2. Aims and Objectives

2.1. The aims and objectives of this policy are to;

2.1.1. to create an environment that both meets and supports the special educational needs of each child

2.1.2. to ensure that the special educational needs of children are identified, assessed and provided for;

2.1.3. to make clear the expectations of all partners in the process;

2.1.4. to identify the roles and responsibilities of staff in providing for children's special educational needs;

2.1.5. to enable all children to have full access to all elements of the school curriculum;

2.1.6. to ensure that our children have a voice in the process and are at the centre of decisions made and are active participants

## 3. Educational Inclusion

3.1. In our school, we aim to offer excellence, nurture and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

3.1.1. have different educational and behavioural needs and aspirations;

3.1.2. require different strategies for learning;

3.1.3. acquire, assimilate and communicate information at different rates;

3.1.4. need a range of different teaching approaches and experiences;

3.2. Teachers respond to children's needs by;

3.2.1. providing support for children who need help with communication, language and literacy;

3.2.2. planning to develop children's understanding through the use of all their senses and of varied experiences;

3.2.3. planning for children's full participation in learning, and in physical and practical activities;

3.2.4. helping children to manage their behaviour and to take part in learning effectively and safely;

3.2.5. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;

#### 4. Special Educational Needs

##### 4.1. What are special educational needs (SEN)?

- a) '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.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
  - i. has a significantly greater difficulty in learning than the majority of others of the same age, or
  - ii. 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.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' (Child and Families Act 2014 s20)

##### 4.1 What is a disability? (D)

- 'A person (P) has a disability if -
  - (a) P has a physical or mental impairment, and
  - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

(Equality Act 2010 s6)

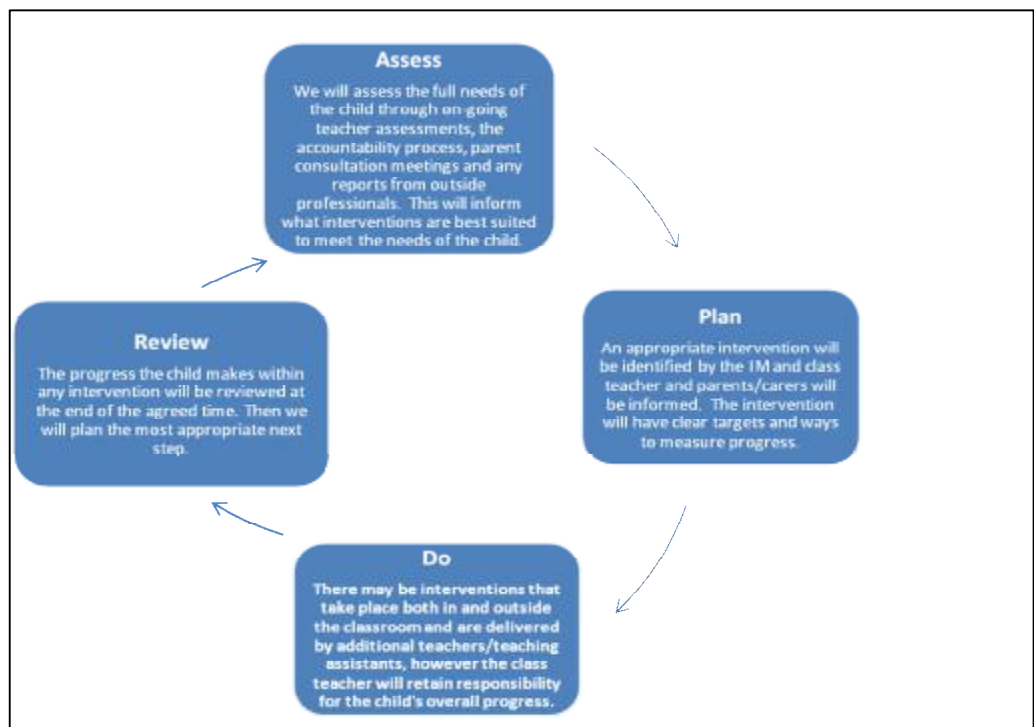
- a. Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
  - i. they have significantly greater difficulty in learning than the majority of children of the same age;

- ii. they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all children.

#### 4.3 Identification of Special Educational Needs or Disabilities

- i. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at The Globe.
- ii. When a concern is evident the class teacher will liaise with the ~~HM~~ [Inclusion Manager](#) and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
- iii. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- iv. There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- v. The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)



4.4 The kinds of interventions within this 'graduated response' are as follows:

4.4.1 Universal – All pupils will benefit from:

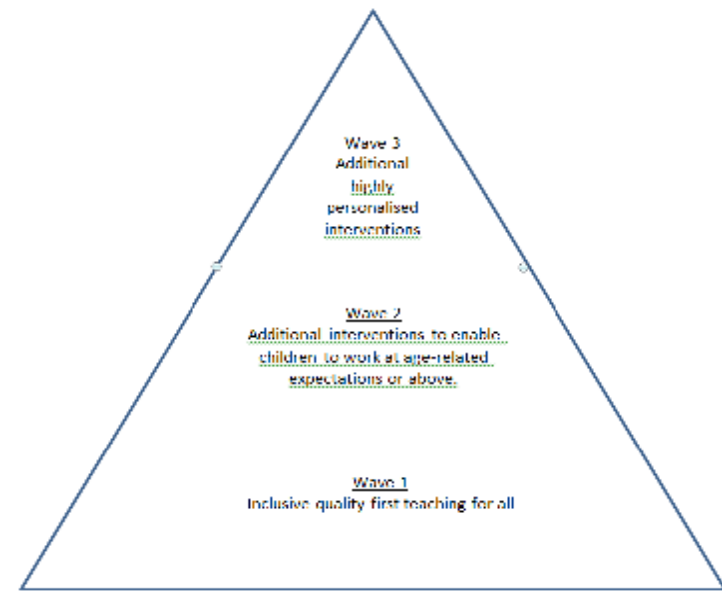
- High quality learning through the provision of high quality teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

4.4.2 Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored by the IM, Class teacher and the adult leading the intervention through the Accountability Process. If a pupil has not made the required progress then the appropriate referral may be made to outside professional support (see below in 4.9).

4.4.3 Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.



- 4.5 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. ~~This level of support is called School Action.~~ The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. ~~The Special Educational Needs Coordinator (SENCO)~~ [The Inclusion Manager](#), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. ~~The SENCO~~ [The Inclusion Manager](#) will then take the lead in further assessments of the child's needs.
- 4.6 We will record, ~~in an individual Education Plan (IEP), in a Pupil Passport,~~ the strategies used to support the child. The [Pupil Passport IEP](#) will show the ~~short-term target set for the child, and the teaching strategies to be used~~ [and will be regularly reviewed and adapted. It will be a working document and personal to the child. It will also indicate the planned outcomes and the data for the plan to be reviewed. In most cases, this review will take place once a term.](#)
- 4.7 ~~If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those in earlier stages of support for pupils used in School Action. This enhanced level of support is called School Action Plus. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting (see 4.10 below).~~ [If the progress of the child continues to be of concern then further appropriate referrals will be made to outside agencies. As part of this process the parent / carers voice will be sought.](#)
- 4.8 If the child continues to demonstrate significant cause for concern, a request for

statutory assessment (EHP) will be made to the LA. A range of written evidence about the child will support the request, [including any referrals and their outcomes and measured impacts. Both parent and child's voice are included in such a request.](#)

#### 4.9 Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at The Globe, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are (this list is not exhaustive):

- Health
- The Speech and Language Therapy Service to Schools (SALTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- ~~Child and Family Consultation Service (CFCS)~~ [Integrated Prevention and Earliest Help Service \(IPEH\)](#)
- The Child Development Centre (CDC)
- The School Nursing Service
- Education
- The Educational Psychology Service (EPS)
- ~~The Learning Inclusion Support Team (LIST)~~ [Learning and Behaviour Advisory Team](#)
- Services for the Hearing or Visually Impaired
- ~~Complex Needs and Dyslexia Service (CNDS)~~ [Autism and Social Communication Team](#)
- [Child and Mental Health service](#)

#### Before making a referral

Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the ~~Children's Access Point~~ [Multi-Agency Safeguarding Hub](#).

The school then takes instruction from that team on how to proceed - whether to make a Child Protection referral and whether to inform parents/carers of that referral.

#### 4.10 Statutory assessment / Education Health Care Plan

4.10.1 The Inclusion Manager takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.

4.10.2 The majority of SEN pupils will have their needs met through mainstream provision, however in some cases in consultation with the parents, the academy is entitled



to ask the Local Authority (LA) to conduct an Education, Health and Care Plan (EHP) needs assessment.

4.10.3 In such cases ~~then~~ a request can be made by the parent/carer, academy to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements already put in place.

The evidence will likely include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- ~~National Curriculum~~ Attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents/carers.

4.10.4 The parents/carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO/Inclusion Manager from the high school will be informed of the outcome of the review.

4.10.5 Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://westsussex.local-offer.org>

and in the WSCC document *Special Educational Needs and Disabilities Guidance and Criteria for Requests for Education Health & Care Needs Assessments*, dated 1<sup>st</sup> September 2014, available on the West Sussex Local Offer website as detailed above

4.11 In our school, ~~the SENCO~~ the SENCO/Inclusion Manager:

4.11.1 manages the day-to-day operation of the policy;

4.11.2 co-ordinates the provision for and manages the responses to children's special needs;

4.11.3 supports and advises colleagues;

4.11.4 oversees the records of all children with special educational needs;

4.11.5 acts as the link with parents;

4.11.6 acts as the link with external agencies and other support agencies;

4.11.7 monitors and evaluates the special educational needs provision and reports to the governing body;

4.11.8 manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;

4.11.9 contributes to the professional development of all staff, including in-service training and updating of current practices e.g. dyslexia, ASD.

## 5 The Role of the Governing Body

5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in the school is the Assistant Headteacher. The Assistant Headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

5.4 The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

## 6 Allocation of Resources

- 6.1 The ~~SENCO~~ **Inclusion Manager** is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 6.2 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The ~~Headteacher~~ **of School** and the **Inclusion Manager** meet annually to agree on how to use funds directly related to statements. **The SENCO draws up the resources bid when the school is planning for the next school improvement plan.**

## 7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the ~~SENCO~~ **Inclusion Manager** assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3 The ~~SENCO~~ **Inclusion Manager** works closely with parents and teachers to plan an appropriate programme of support.
- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the ~~SENCO~~ **Inclusion Manager** can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 The LA seeks a range of advice before making a ~~formal statement of needs or~~ ECHP. The needs of the child are considered to be paramount in this.

## 8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
  - 8.1.1 understand the relevance and purpose of learning activities
  - 8.1.2 experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

- 8.3 ~~Individual Education Plans, which employ a small steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children with additional needs will have a Pupil Passport at both School Action and School Action Plus levels have an IEP.~~
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximize learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## 9 Partnership with parents

- 9.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.
- 9.2 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.
- 9.3 We have regular meetings each term to share the progress of special needs children with their parents. We inform the 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.

## 10 Pupil participation

- 10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 10.2 Children are involved **in identifying what helps them to learn and what makes them successful. This is reflected in their Pupil Passport.** ~~at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets.~~ We recognise success here as we do in any other aspect of school life.

## 11 Monitoring and review

- 11.1 The ~~SENCO~~ **Inclusion Manager** monitors the movement of children within the SEN system in school. The ~~SENCO~~ **Inclusion Manager** provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2 The ~~SENCO~~ **Inclusion Manager** is involved in supporting teachers involved in drawing up ~~Individual Education Plans (IEPs)~~ **Pupil Passports** for children. ~~The SENCO Inclusion Manager and the Headteacher of school hold regular meetings to review the work of the school in this area.~~
- 11.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The ~~SENCO~~ **Inclusion Manager** reports the outcome of the review to the full governing body.

## 12 Working in Partnership With Other Agencies

The school works in co-operation and partnership with various outside agencies including LEA support services, health services, social services and relevant local and national voluntary organisations where the school has identified pupils' needs and from whom the relevant external support agencies can play an important role in identifying, assessing and making provision for pupils with SEN.

## 13 Complaints

Please see the school's complaints procedure. In addition, a parent who has a complaint in respect of SEN may also wish to contact Parent Partnership Service.

The LA has appointed an independent service to help resolve disagreements between parents/schools, parents/LAs with regard to SEN and their child. The service is known as the Disagreement Resolution Service and is named "Global Mediation". Further details can be provided on request.