



# **Special Educational Needs and Disabilities Policy**

<b>Formally adopted by the Governing Body of All Angels' Federation</b>	
<b>On:</b>	<b>September 2019</b>
<b>Chair of Governors/Trustees:</b>	<b>Rosemary Games</b>
<b>Review:</b>	<b>September 2020</b>

### **The SEND Code of Practice**

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. An SEN Code of Practice also accompanies this legislation.

### **The SEND Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Norfolk that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need and/or disability. The Local offer can be found at

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

### **Aims**

We want every child to be the best they can be, academically, emotionally and socially. We aim to ensure that every child feels happy and safe, both at home and at school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice 2014.

### **We will achieve these by**

- Identifying the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school.
- Carefully assessing and monitoring the progress of all pupils in order to identify possible SEN and intervening where progress is less than expected. This will ensure that all children are able to reach their full potential.
- Working with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Communicating and working with parents/carers to gain a better understanding of their child, and involving them in all stages of their child's education.
- Making appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

### **2. Responsibility for the coordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is Helen McCarney (Head Teacher).
- The staff co-ordinating the day to day provision of education for pupils with SEND are Anna Gooch (SENDCo at Clover Hill V.A. Infant and Nursery School) and Kath Brabbin (SENDCo at St Michael's V.A. Junior School).
- The Governor responsible for monitoring the schools' SEND provision is Rosemary Games (Chair of Governors).
- The Designated Teachers for Looked After Children are Anna Gooch (Clover Hill V.A. Infant and Nursery School) and Sarah Clafin (St Michael's V.A. Junior School).



### **3. Arrangements for coordinating SEND provision**

The SENDCo will hold details of all SEND records for individual pupils. All staff can access:

- The All Angels' Federation SEND Policy.
- The schools' SEND information report.
- The EduKey provision mapping database which includes information on individual pupils' special educational needs and/or disabilities, including pupil profiles, provision maps and individual plans.
- A copy of the SEND Register (held on Pupil Asset data base).
- Guidance on identification of SEND in the Code of Practice 2014
- Advice and/or reports from other agencies.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Norfolk's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the schools SEND provision.

### **4. Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. For further information, please see our Admissions Policy on our school websites.

### **5. Specialist SEN provision, external agencies and voluntary organisations**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and/or disabilities. We will seek specialist SEND advice, provision and training from SEND services where necessary.

In cases where a child is under observation or there is a cause for concern, we may seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. Parent/carer permission will be sought and parents/carers will be kept fully informed and involved in the process. The SENDCo is the designated person responsible for liaising with the following:

- Child and Educational Psychology Practice (CEPP)
- Speech and Language Therapy Service
- Occupational Therapy Services
- Child and Adult Mental Health Services
- Other healthcare providers such as GP's and Paediatricians
- Physiotherapy Services
- General Practitioners
- Community Paediatric Team
- Alpha Inclusion Services

- Access Through Technology
- School Nursing Team for the Norwich area
- School to School Support
- Referrals to Specialist Resource Bases.
- Sensory Support Services.

## **6. Accessibility**

Clover Hill V.A. Infant and Nursery school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits. St Michael's V.A. Junior School site is wheelchair accessible with two disabled toilets large enough to accommodate changing. All rooms are accessible and the school has a lift (large enough for a wheelchair) to access the top floor.

## **7. Allocation of resources for pupils with SEND**

All Angels' Federation receives funding directly to the school from the local Authority to support the needs of learners with SEND. This is described in an SEN memorandum.

The West Norwich Cluster of Schools is given limited additional funding from the Local Authority. Top up funding can also be applied for by the schools and is awarded in exceptional cases.

The West Norwich Cluster of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. All schools in our cluster have signed a governance agreement which helps us work together.

## **8. Identification of pupil needs**

The Code of Practice defines SEND as: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational 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 or mainstream Post 16 institutions.

### **A graduated approach: Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Additional provisions, including their outcomes, will be recorded on the school EduKey Provision Mapping system.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

- g) Parents/carers will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to talk with the school, sharing relevant information.
- h) The child is recorded by the school as being under observation due to concern by a parent/carer or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/carers informally or during parents'/carers' evenings.
- i) Parents'/carers' evenings are used to monitor and assess the progress being made by children.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the child's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place. 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/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental/carer concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental/carer 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 and to plan and assess the impact of support and interventions and links with classroom teaching. The class teacher will be responsible for overseeing the recording of interventions on our EduKey Provision Mapping database, including intended and actual outcomes for each child. These will be monitored by the SENDCo. Support with further assessment of the pupil's strengths and weaknesses and advising of the implementation of effective support will be provided by the SENDCo.

## **Review**

Reviews of a child's progress will be made regularly and these will be recorded on our EduKey Provision Mapping database. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward. Class teachers will meet with parents/carers at least three times per year to discuss progress.

## **Referral for an Education, Health and Care Plan**

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP). If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested and applied for by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources which will usually include:

- Parents
- Educational Psychologist
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

## **Education, Health and Care Plans (EHCPs)**

- a) Following Statutory Assessment, an EHCP will be provided by Norfolk County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.
- b) Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.



- c) Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by the EHCP coordinator, 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.

## **9. Access to the curriculum**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo and class teacher will consult with the child's parents/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the cluster of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group interventions are available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate all pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEND**

The Head Teacher and SENCOs oversee the schools' policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning off site and outside the classroom.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done through discussion and progress meetings with parents/carers and staff.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEND provisions are recorded on our EduKey Provision Mapping database by the teachers and/or teaching assistants working with each child. Progress made through each intervention is evaluated and recorded at least half termly, or when an intervention comes to an end e.g. Talk Boost runs on a 10 week cycle. The overall responsibility to ensure these interventions are recorded and running effectively lies with the class teacher. Progress against targets and against National Curriculum expectations are monitored by the SENCOs. This helps to identify whether provision is effective.

## **12. Complaints procedure**

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENCo, who will be able to advise on formal procedures for complaint.

## **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The two SENDCos are both fully trained and hold the National Award for SEND. They attend relevant SEND courses, Networks and cluster meetings and facilitate/sign post relevant SEND focused training opportunities for staff.

We recognise the need to train our staff on SEND issues and the Governors have allocated funding to support this professional development. The SENDCo and senior leadership team ensure training opportunities are matched to school development priorities and those identified through staff audits and provision mapping.

## **14. Working in partnerships with parents**

All Angels' Federation believe that a close working relationship with parents/carers is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic provisions are set and targets met effectively

We welcome parents/carers to talk with their child's class teacher after school, or at an agreed and mutually convenient time. Formal parent consultation meetings are available for all parents/carers on a termly basis. The SEND coordinators are available to talk to and they are able to signpost parents of pupils with SEND to the Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

This policy complies with the General Data Protection Regulation of May 2018.

**Adopted: September 2019**

**Review date: September 2020**