

# STEEL CITY SCHOOLS PARTNERSHIP



## SCSP SEND POLICY

This policy is reviewed every year in the autumn term  
This edition: October 2016

## Fox Hill Primary, Mansel Primary, Montenev Primary

### Introduction

This policy sets out the framework for SEND provision at the primary schools in the Steel City Schools Partnership, in line with the new SEND Code of Practice July 2014.

The schools provide a broad and balanced curriculum for all children both mainstream and in the Integrated Resource at Fox Hill. In planning teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers are responsible for the teaching & learning of all pupils, and so take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities. These children may need additional or different help from that given to other children of the same age.

### Aims

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of a child are identified, assessed, monitored and provided for.
- To promote the development of self-confidence and self-esteem in all children.
- To promote the emotional well-being of all children.
- To identify the roles and responsibilities of staff in providing for children's special educational needs, ensuring all teachers are fully aware that they are all teachers of special educational needs .
- To enable the children to have to have full access to all elements of the school curriculum.
- To maintain close working relationships with outside agencies.
- To maintain an efficient system of record keeping and communication to ensure progression.
- To ensure that parents and families are able to play their part in supporting their child's development and education.
- To ensure that children have a voice in this process.

## Definition of Special Educational Needs.

Children have special educational needs if they have a learning or behaviour difficulty, which calls for special educational provision to be made for them. All children may have special needs at some point in their lives.

Children have a learning difficulty if:

- They have a significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- They are under compulsory school age and fall within the definitions above.
- Their emotional difficulties/behaviour affects their ability to take part in learning safely and effectively.

The four broad areas of Special needs as set out in the Code of Practice are:

- **communication and interaction** – which can include children on the autism spectrum.
- **cognition and learning** – which includes moderate, severe and profound learning difficulties as well as specific learning difficulties such as dyslexia, dyspraxia & dyscalculia.
- **social, emotional and mental health**, which may manifest itself in different ways such as anxiety, disruptive behaviour, being withdrawn, and includes ADHD/ADD/attachment disorder.
- **sensory and/or physical needs**, which includes hearing and visual impairments (HI & VI), multi-sensory or physical disabilities.

However, it is important to recognise that a child's needs may fall into more than one category, and may change over time.

## Educational Inclusion and access to the curriculum.

*At SCSP we aim to enable all our children to feel included in all aspects of school life, 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 they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:*

- Have different educational and behavioural needs.
- Require different strategies for learning.
- Learn 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 individuals to manage their emotions and to take part in learning.

## 2 Year Old Provision/Foundation Stage/Early Years

We endeavour to ensure that early years practitioners are able to identify and provide for those pupils who have special educational needs. Early identification and referrals play a key part in this. We endeavour to enable all children to join in activities so far as is reasonably practical and compatible with meeting the needs of all the children in the 2 Year Old Provision/Early Years/Foundation Stage.

We recognise that parents play a key role, hold key information and have knowledge and experience to contribute to the shared view of the child's needs and the best way of supporting them.

The Government's Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage. Children will progress at different rates, and by the end of this stage most children may be working towards the goals. Individual children's progress is monitored carefully throughout the Foundation Stage. Those children not attaining the Early Learning Goals will be assessed against Ages and Stages. On-going difficulties may indicate the need for help over and above that which is normally needed for children in the Foundation Stage. We will involve outside agencies such as Speech and Language therapists and Early Years Inclusion teachers when we and parents realise that children's needs are beyond the day-to-day expertise within our schools.

Each child's current level of attainment is assessed on entry in order to ensure that they are able to build the pattern of learning and experience which may already be established during the child's pre-school years.

If the child already has an identified special educational need, this information will be transferred and acted upon. We strongly believe in early intervention.

A child with a statement of special needs will have this transferred to an Education & Health Care Plan (EHC plan) before their transition from Early Years into school.

## Identification, Assessment and Provision.

Identification, assessment and provision for children with special educational needs is a matter for the whole school. This cycle is referred to as 'Assess, Plan, Do, Review' in the CoP (2014). The governing body, the Principal, the SENCO and all members of staff have important day-to-day responsibilities. *All teachers are teachers of special needs.* Teaching such children is therefore a whole school responsibility.

The continuous cycle of planning, teaching and assessing takes into account the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose attainment falls *significantly* outside the expected range may have special educational needs.

They may:

- Have made little or no progress.
- Show signs of difficulty in developing literacy or mathematical skills, which are resulting in poor attainment in other curriculum areas.
- Present persistent emotional or behavioural difficulties, which are not managed or alleviated by the school's behaviour management techniques.
- Have sensory or physical problems, which are affecting their progress.
- Have communication and/or interaction difficulties, which are affecting their progress.

Initial concerns may be expressed by staff and/or parents. These concerns are carefully monitored and reviewed. Teachers and/or the SENCO should discuss the concern with parents and keep a written record of any initial concern. Teachers and the SENCO will discuss what classroom support is appropriate to meet the needs of the child. Concerns are identified by teachers and families. They are also discussed at Pupil Progress meetings each half term, where achievement and progress are looked at in depth.

Children with English as an Additional Language (EAL), and/or are New to English (NTE) need their progress to be monitored across all aspects of learning very carefully. This careful monitoring will show whether difficulties are as a result of learning English as an additional language or if they are as a result of SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

If concerns continue and progress is still felt to be slow then further action needs to be taken. Assessments may show that the child is achieving below an age appropriate level or not progressing at the expected rate. Persistent emotional and/or behavioural difficulties may need to be addressed. The class teacher will seek advice and provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. All support given to children who do not have statements of special educational needs or Education and Health Care Plans is called *SEN Support (SS)*.

At *SEN Support*:

- Quality First Teaching is our Wave 1 approach. All schools in the Trust are developing the Craft of Teaching, alongside Project Based Learning, and undergo observations and regular CPD to further improve teaching skills.
- The class teacher will make use of all available classroom and school resources. This may include books, apparatus, Teaching Assistants, or the pastoral team.
- The class teacher will liaise closely with parents and review progress at least once a term.
- The class teacher will record the strategies used to support the child. This may be through individual work, supported group work in class, a named intervention programme. A pupil

progress review will take place each half term. Both children and parents are made aware of targets set and are an important part of the review process. Class teachers endeavour to meet with parents to discuss the review. Whether or not this is possible a copy of the child's Individual Education Plan is sent home termly for parents to support their children at home and respond with their comments.

If reviews and assessments show that a child is still not making progress, it may be decided by the class teacher, parent and SENCO to seek further assessments and advice from outside agencies. This level of support is still referred to as *SEN Support*, and in order to demonstrate that the child has input from outside agencies as well as from within school, we refer to these children as being *SEN Support Plus (SS+)*.

At SS+, despite receiving individualised support at *SEN Support*, the child may still:

- Continue working at levels substantially below that expected of children of a similar age.
- Continue to have difficulty in developing basic literacy and numeracy skills.
- Have emotional, social or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of the class or group.
- Have sensory or physical needs which require additional specialist equipment or regular advice or visits by a specialist service.
- Have on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At SS+:

- The class teacher will continue to make use of all available classroom and school resources. This may include books, apparatus, Teaching Assistants, support staff and the pastoral team, as well as using advice and/or resources supplied by outside agencies.
- The class teacher and SENCO will continue to liaise closely with parents and review progress at least once a term. There is a formal annual SS+ review.
- The individual targets continue to be set and outcomes reviewed. The targets set are discussed fully between class teacher, SENCO, outside agencies, Learning Support Service ('S2S' – School to School), parents and children.

If the child continues to demonstrate significant cause for concern the following will happen:

- Advice can be sought from the Educational Psychologist (EP).
- The child will be assessed by the Learning Support Service from FS2 onwards, prior to this a child will be referred to the early Years Inclusion Team. Following on from these assessments, and the needs of the child and family, a My Plan may be drawn up, or for a greater level of need, if the IEP and other provision is not making a positive impact, a request can be made to the LA for an Education and Health Care Plan. This is for children who have Low Incidence Needs (eg severe language/ communication/cognitive difficulties.) In exceptional circumstances an EHC plan may be sought for a child with social, emotional and mental health difficulties, which may manifest themselves through behavioural

difficulties. Children with learning needs are classed as high incidence needs and funding is already devolved into school budgets to address these needs.

The provision of special needs support at SS+ may be through:

- Appropriate learning materials or special equipment.
- Group support.
- Individual support.
- Extra adult time to plan, deliver and monitor an intervention.
- Staff development and training to introduce more effective strategies.
- Access to LA and other relevant support services.

### My Plans

When the support and provision above is not having a positive impact on the child and their learning, the next stage in provision is through a document called a My Plan. The My Plan has more information than an IEP, and significantly more input from the child and family. The My Plan will replace the existing IEP, and follow the same 'Plan, Do, Review' cycle. It is formally reviewed each term. The My Plan works as a 'Stand-Alone' document, and it can also be used as submission for an EHCP. For EHCP submissions at least two rounds of 'Plan, Do, Review' should be evident, although in exceptional circumstances the My Plan can be submitted sooner than this.

### Statements of Special Needs and EHC Plans

From September 2014, Statements of Special Needs have been replaced by Education and Health Care (EHC) plans. Current statements will be transferred to EHC plans by April 2018, following a transfer review.

If after advice from the EP or other professionals, the school and parents consider that help is needed from outside the school's resources the SENCO or parents may request an Education and Health Plan to be compiled by the LA.

The process for a new EHC plan will take up to 20 weeks from the initial request to an EHC plan being issued.

All EHC Plan documentation is sent to the LA SEN team, who will decide whether or not to issue an EHC Plan, in consideration with further documentation about the child from involved health and care professionals as appropriate. Should the Panel decide against issuing an EHC Plan it is then up to the school to look again at provision for the child and use the information to meet the child's needs without an EHC plan. The class teacher, in conjunction with the SENCO is then responsible for drawing up an IEP or My Plan to meet the objectives set out in the EHC Plan.

The EHC plan must be formally reviewed at least annually. It is an ongoing document, continually updated. It includes the School Context, progress towards outcomes, and views of all involved, including child, family, education professionals, EP and other health professionals.

## Individual Education Plans (IEPs)

All children on the SEN register have an IEP, written by the class teacher in agreement with the SENCO.

These are working documents, updated at least termly, and are shared with the child, the parents and all working with the child.

Targets are taken from assessment information and advice from outside agencies if they are involved. The targets are achievable so that they can be updated at least termly to ensure progression.

The only exception is when a child has a My Plan, as outlined earlier.

## The Role of the SENCO.

The Special Educational Needs Co-ordinator at Fox Hill is Kathryn Richards.

The Special Educational Needs Co-ordinator at Montenev is Anne Robson.

The Special Educational Co-ordinator at Mansel is Natasha Scott.

The SENCO:

- Oversees the day-to-day operation of the school's SEND policy.
- Co-ordinates provision for children with special educational needs.
- Liaises with and advises class teachers.
- Oversees the records of all children with special educational needs.
- Liaises with the parents/carers of children with special educational needs.
- Contributes to the appropriate in-service training of all staff.
- Liaises with external agencies including the LA support services, Health and Social Services and other agencies as appropriate.

## The Integrated Resource at Fox Hill

Fox Hill Primary has a 21 place Integrated Resource (IR) for children with complex and multiple Special Needs.

All children in the IR have a Statement of Special Educational needs, which will all be transferred to EHC plans by 2018, or an EHC Plan. They are placed in the IR following consultation between LA SEN team and parents.

The IR aims to meet the individual needs of each child through providing a vibrant, challenging and stimulating curriculum and learning environment.

The IR integrates children into mainstream lessons when it is deemed appropriate and with the appropriate level of support.

## The Role of the Governing Body.

The Governing Body has due regard to the SEN Code of Practice (2014) when carrying out its duties towards all pupils with special educational needs,



Each school's governing body has identified a Governor to have specific oversight of the school's provision for pupils identified as having special educational needs. This governor ensures that all governors are aware of the school's special educational needs provision.

The named governors are:

Fox Hill – Dave Sandilands

Mansel – Judy Abbott and Richard Butterfield

Monteney – Natasha Mellor

The governing body reports annually to parents on the status and success of the school's policy for children with special educational needs.

The identified governor will discuss any complaints parents may have concerning the provision made for their child.

### Partnership with Parents.

We try to ensure an active partnership with parents when supporting children with special educational needs.

Information about special educational needs provision is included in the school prospectus, on the website, at initial meetings with parents when children start at school and in the Governor's Annual Report to parents.

We hold regular review meeting with parents to share progress being made by their child. If the parent is unable to attend, it may be discussed over the phone and a copy of the review can then be sent home. An opportunity is given for the parents to add their comments/ feelings. We endeavour to keep them informed of any outside interventions and share the process of decision making by providing clear information relating to their children.

Parents have copies of IEPs and My Plans.

We ask parents to support us by helping their children to achieve their targets and encouraging them as they make, sometimes, very small steps of progress.

### Pupil Participation

We encourage children to take responsibility and to make decisions. Throughout the school we recognise the importance of developing social as well as educational skills.

Children are involved at an appropriate level in Reviews and in setting their own targets. They are encouraged to make judgements about their own performance and attitude and approach as part of this process. They play an active role in developing EHC plans.

### Achievement for All

Fox Hill and Monteney are Achievement for All Schools. This means that we look very closely at the lowest and most vulnerable 20% of pupils. We closely track their progress, their attendance and their involvement in extended activities. The children are identified in planning, and are

targeted by the pastoral team to promote their involvement in activities. All year groups undertake Structured Conversations with the identified children's parents/carers each term.

### Nurture Provision

Monteney has Nurture provision, to support children who are struggling in their mainstream class for a variety of reasons. The provision is to support and develop children's self-esteem and social skills to help them access school life and learning. Monteney also provides a more curriculum-based provision for a small number of children who are struggling to access their learning in the classroom. Breakfast and snacks also form part of this provision.

Fox Hill provides Nurture breakfast daily for children who need support first thing, to ensure they have breakfast and are more ready to engage with their learning.

Mansel also provides Nurture breakfast, which involves multiple groups, supporting our most vulnerable children who may struggle to get to school on time, have challenging home circumstances, who may find it difficult to engage in their school day otherwise. There is also a Nurture lunch group for those who find lunchtimes difficult, whether this is in the lunch room or outside on the yard.

### Transition.

We recognise that the smooth transition between the 2 Year Old Provision, Foundation Stage, Key Stage 1 and Key Stage 2 has an important part to play in maintaining continuity of progress for children with special educational needs.

The SENCO plays an important part in ensuring smooth transition between the 2 Year Old Provision, Foundation Stage, Key Stage 1 and Key Stage 2 by liaising with parents, class teachers, support staff, and outside agencies ensuring that all relevant information is passed on.

Particular care and effort is made by all staff involved to ensure smooth from KS2 to KS3. Teaching Staff, a member of the pastoral team and support staff meet with representatives from the receiving secondary schools and all special educational needs records are transferred. The SENCO liaises with the Secondary SENCOs where required to discuss relevant issues and where appropriate, additional accompanied visits are made by the pupil and sometimes family members in order to help facilitate a smooth transition. Other professionals, such as the EP are involved in the transition of pupils with greater needs, particularly those with statements.

If a child transfers to another school all records are sent or taken to the receiving school. The SENCO and/or class teacher will fully discuss the child's needs and provision with the SENCO at the receiving school.

Signed: A Robson

Date policy agreed by Governors and Directors: November 2016

Date to be reviewed: November 2017 (In line with new legislation)