



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Date: May 2019

Next Review Date: May 2020

1. Definition of Special Educational Needs.

- a. "Learners have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b. Learners 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 learners of the same age or
 - ii. Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for learners of the same age in mainstream schools..

(See p 4 of Special Educational Needs and Disability Code of Practice : 0 - 25 years).

2. Special educational provision means

"For learners aged two or more, educational provision which is additional to, or otherwise different from, the educational provision made generally for learners of this age in maintained schools, other than special schools in the area.

(See p 5 of Special Educational Needs and Disability Code of Practice : 0 - 25 years).

3. Aims

- a. At Corsham Regis we believe in providing every possible opportunity to develop the full potential of all learners. Our aim is that all learners with special educational needs participate in activities compatible with the efficient education of other learners and the efficient use of resources.
- b. All learners will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All learners are valued and their self-esteem promoted within the ethos of the Academy. We work in close partnership with parents/carers who play an active and valued role in their child's education.

4. Objectives

The objectives of the policy are:

- a. To identify and monitor learners individual needs at the earliest possible stage so that their attainment is raised.
- b. To plan an effective curriculum to meet the needs of learners with special educational needs and ensure that the targets set on their 'My Support Plan' and EHCP are specific, measurable, achievable, realistic and time related.
- c. To ensure that we put the learner at the centre of all teaching and learning.

- d. To involve learners in the identification and review of the targets identified in their EHCP and to ensure that their views are collected and meaningfully used.
- e. To work in close partnership with parents/carers of learners who have special educational needs and ensure that their views are collected and meaningfully listened to.
- f. To raise the self-esteem of learners having special educational needs acknowledging the progress they have made.
- g. To ensure that all who are involved with learners are aware of the procedures, for identifying, supporting and teaching them.

5. Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the academy in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the academy. Parents/carers are encouraged to involve their child in the decision-making processes, including determining the level of participation, recording children's views and implementing and reviewing their Education Plan. The academy will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the academy. Where possible, all children are involved in making decisions, as soon as they start at the academy. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for success in their Education Plan. We involve them, when appropriate, in the review of their progress and in setting new goals and challenges.

6. Roles and responsibilities

a. Governors' role

- i. At Corsham Regis Primary Academy, a governor has been assigned as a link SEND governor. The SEND governor and the SENCO should meet three times a year to discuss provision within the academy, overall progress and be involved in the strategic development of SEND policy and procedure within our academy.
- ii. The Governing body, working with the Headteacher and SENCO, need to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- iii. The governors play an important role in ensuring that:
 1. They are fully involved in developing and monitoring the school's SEND policy.
 2. They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
 3. SEND provision is an integral part of the School Improvement Plan.
 4. The quality of SEND provision is continually monitored.
 5. An annual report is provided to parents.
 6. Ensure that learners with special educational needs joins in the activities of the school together with learners who do not have special educational needs, so far as is reasonably practical and compatible with the learner receiving the special educational provision their learning.
- iv. The Governing body of a maintained school must ensure that there is a qualified teacher designated as SENCO for the school. *(See p 97 of Special Educational Needs and Disability Code of Practice : 0 - 25 years).*
- v. The Academy's governing body must ensure that arrangements are in place to support learners at school with medical conditions and should ensure that school leaders consult health and social care professionals, learners and parents to make sure that the needs of children with medical conditions are effectively supported. *(See p44 of Special Educational Needs and Disability Code of Practice : 0 - 25 years).*

b. Special Educational Needs and Disabilities Co-ordinator

Currently the S.E.N.D Co role is covered by our Senior Teacher Leading Inclusion Mrs Gail McCrum, who is responsible for co-ordinating the provision of special educational needs throughout the academy. This will involve:

- i. Overseeing the day to day operation of the Special Educational Needs and Disability Policy.
- ii. Co-ordinating provision for children with SEND
- iii. Liaising with the relevant Designated Teacher where a looked after pupil has SEN (This is currently Mrs Gail McCrum)
- iv. Advising on the graduated approach to providing SEND support.
- v. Liaising with early year providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- vi. Being the key point of contact with external agencies, especially the local authority and its support services.
- vii. Liaising, in conjunction with class teachers, with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- viii. Working with the Head teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ix. Ensuring that the school keeps the records of all pupils with SEN up to date.
- x. Completing an overall provision map for the academy and ensuring that class teachers and subject leaders are evaluating the effectiveness of the interventions being run.
- xi. Working alongside staff in assessing learners needs and ensuring
- xii. Monitoring the progress that learners make.
- xiii. Contributing to the in-service training of staff.
- xiv. Monitoring, evaluating and reporting on provision to the governing body in conjunction with the designated responsible person.
- xv. Liaising with parents of children with special educational needs.
- xvi. Monitoring of expertise and training needs within the school – and, where a need is identified, finding suitable training or support.

7. Supporting children's social development

Each class teacher teaches Personal, Social, Health, Health and Economic Education through Learn 4 Life weekly to the whole class. Support is given to individuals and groups as issues arise. Where a need is identified that is additional to the support given in class, Social Skills groups are set up for groups of individuals to take part in. We currently have 3 teaching assistants who have received specialist training in emotional literacy.

8. Dealing with issues related to bullying and support for vulnerable learners

Learner's awareness of bullying is raised through discussion in class and during a themed week, enabling them to realise that it will not be tolerated. Provision of circle time to discuss problems that the learners have noticed at playtime is part of everyday classroom practice. We encourage pupils to talk to adults in the school. The adult will then deal with the incident in line with the anti-bullying policy. The learners have also written their own version of this called 'The Happy Policy.'

9 .The approach to providing SEND support

Quality first teaching including highly effective differentiation	The needs of the majority of learners will be met in the classroom. In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a learner is below age related expectations at half term then they become 'Class concern'.
Class concern/Individual Education Plan	Those learners who are under achieving but we anticipate will make progress with some extra provision in/out class. An IEP will be generated and it will be monitored by both TA and Class Teacher. If the learner continues to make no progress the Graduated Response to SEND Support will be used to access the child's needs. At this point consideration will be given as to whether any outside agencies are required at this point.
My Support Plan	A learner receives additional support in class and/or in intervention groups. Outside agencies are consulted to provide additional support / strategies and ideas. Then a 'My Support Plan' is generated that has the child at its centre.
Education and Health Care Plan (EHCP)/ Statutory My Plan	If, after the 'My Support Plan' has been in place and reviewed several times, it becomes apparent that very little or no progress has been made an EHCP may be requested. This enables a learner to receive specific support in/out class partly funded by the LA.

10 .The Graduated Approach

Where a pupil is identified as having an SEN, our school will take action to remove barriers to learning and put effective provision in place. This SEN support will take the form of a four-part cycle, known as the Graduated Response to SEND Support. These four parts are: Assess, Plan, Do and Review.

Assess	Class teacher and SENCO will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the academy's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.
Plan	If it is decided to place a pupil on an IEP, the parents will be formally notified. At Corsham Regis, parents are part of the assessment and review process for pupils. The plan will be generated by the class teacher, SENCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil. A My Support Plan will be considered where a child still isn't making progress.
Do	The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group, the class teacher remains responsible for overseeing the planning and assessment of the intervention. The person working with them will carry our recorded evaluations.
Review	The effectiveness of the support and the impact on progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress. The information from this process will be used if a Statutory My Plan is requested

Where a pupil has an EHCP, the LA and school must review the plan at least once a year.

10. Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. All learners who's Education Health Care (EHC) Plan) that name the academy must be admitted unless there are very strong reasons why they can't be. We strive to be a fully inclusive academy. All learners will be treated according to their needs in line with the academy's policy for equality of opportunity. No learner will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a learner has a particular need e.g. wheelchair access, the governors will make every effort to ensure the learner's needs are fully met. If a learner is transferring into the academy with an EHCP, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

11 .Local Offer

Wiltshire LA will compile a local offer which details all the services and support available for children and young people with SEN. We will make a link available on our website to ensure that parents and carers are able to access it easily. www.wiltshirelocaloffer.org.uk

12 Identification and assessment arrangements and review procedures

- a. The Academy follows the guidance contained in the Special Educational Needs and Disability Code of Practice: 0 - 25 years (2014). This recommends a graduated approach.
- b. The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs fall into four broad areas. These are:-
 - i. Communication and Interaction
 - ii. Cognition and Learning
 - iii. Social, emotional and mental health difficulties
 - iv. Sensory and/or physical needs
- c. As part of Quality First Teaching, every learner's attainment and achievement are carefully monitored and reviewed by their teacher and the Senior Leadership Team six times per year. In addition, the headteacher reviews pupil progress and attainment with class teachers at pupil performance meetings three times per year. A variety of support materials are used as part of the differentiated curriculum.
- d. If a learner is not making adequate progress, the teacher will discuss the situation with the SENCO and parents or carers of the child. The review will include the strategies and approaches currently in place and establish whether the child needs help over and above that which is normally available within the class or school. Learner's will be assessed against criteria in the Wiltshire Graduated Response to SEND Support and where this review leads to the conclusion that the learners needs are over and above that which is normally available within the class or school, the child will be placed upon the SEN support register, in consultation with the parents.

13 .Generation of a My Support Plan for a learner.

- a. Following a review of the strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-
 - i. Makes little or no progress even when teaching approaches are targeted to their particular needs.
 - ii. Show signs of difficulty in developing skills in literacy or mathematics.
 - iii. Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour and discipline approaches used in Corsham Regis Primary Academy.
 - iv. Has physical or sensory problems and despite specialist equipment still makes little or no progress.
 - v. Has communication and/or interaction difficulties which lead to them making little or no progress.
- b. The MSP will be generated in full consultation with the class teacher, the SENCO, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, a MSP will be generated with the child at its centre. Long term goals will be considered and then the short term goals that will be needed to fulfil these longer term goals.
- c. The 'MSP' will provide for:-
 - i. Who is important to the child
 - ii. The child's view
 - iii. The views of their parents/carers
 - iv. About them as a person
 - v. What is important to the child
 - vi. How best to support the child
 - vii. Hopes and dreams for the future
 - viii. What is important for the child (e.g. health or communication needs)
 - ix. How the child learns
 - x. What is and isn't working for the child and their family
 - xi. Shared action plan with short term targets included
 - xii. Support required
 - xiii. Review against targets
- d. The 'My Support Plan' will be reviewed three times a year, parents will be invited to these reviews.

14.Requesting a EHCP / Statutory My Plan

- a. Where, despite all of our best endeavours, the learner still makes little or no progress in the areas targeted, we will discuss with the parents and learner the need for us to approach the LA to request a statutory assessment for an EHC plan. This may or may not result in the LA issuing an EHC plan. Where a child has an EHC plan we will carry out an annual review which parents, child, the LA, outside agencies, Headteacher, SENCO and the class teacher will be invited to attend.
- b. The EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the 'SEND Lead worker ' who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.
- c. Parents/carers of children with an EHCP have the right to request a personal budget. If this is requested, the SEND Lead worker and the LA will provide support on this.

15. Criteria for evaluating the success of the policy

The policy will be evaluated against the objectives stated on page two, point 4, and measured by: An analysis of teachers' short term planning by English and Mathematics subject leaders, to identify learning objectives for children with special educational needs.

- a. Teachers' planning reflecting the learning objectives for children with special educational needs.
- b. Parents being involved when individual targets are set for children by discussing and receiving copies of the My Support Plan or EHCP for their child.
- c. Learners being involved in discussing, constructing and reviewing their own EHCP's
- d. Learner's attainment or progress, as measured by objective testing and teachers' professional judgement, being raised.
- e. Discussions between the SEND governor and SENCO three times a year to monitor the progress of children.
- f. The School Improvement Plan priorities which include the provision for SEND. Value for money review of our Special Educational Needs funding.
- g. Any external evaluation or inspection.

16. Complaints procedure

If parents/carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the SEND Governor. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

17. Links and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements and inform parents accordingly. These agencies normally include the Local Education Team: Specialist SEN Service - SSENs, Behaviour Support Service - BSS, Educational Psychology Service - EP, Young Peoples Support Service, Early Years Inclusion Team, Education Welfare service, the Sensory Impairment service, Speech and Language Therapist, the Statutory SEN Service, CAMHS, Social Care, Health Service and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Education Plans in order to ensure children's attainment is raised.

18. Links with other schools

We know how critical it is to get transition between phases correct for children.

Pre-school children are invited to visit us for induction visits in the term before they start school. The SENCO and FS2 teacher visit the relevant nurseries throughout the year where necessary to identify needs before the child starts school. Extra TISM (Transition into School Meetings) are arranged for any children where a higher level of need is anticipated, or if the child is already on the SEND support register. Parents, current carers and any other appropriate agencies are also invited to attend. If necessary the academy liaises with other agencies at this stage.

Transitions within the school are carefully planned. Children get to spend time with their new teacher before the start of the new academic year.

Close links are maintained with The Corsham School and other local secondary schools to ensure smooth transition between Years 6 and 7. Staff from the secondary schools visits us and we

arrange for the pupils to visit them. Additional induction visits can be arranged for any Year 6 pupils who have a higher level of need.