

AYCLIFFE DRIVE PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

**Updated September 2021
To be reviewed 2024**

Curriculum Committee

Staff Responsible

Miss K Fitzsimmons
Mrs M Green
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INCO
Head Teacher
SEND Link Governor

SEND Policy

We are a school which shows regards for all pupils.

The 2011 Education Act states that we must meet the individual needs of all our pupils. The school has a statutory duty to inform the child's parents that special educational provision is being made for their child.

Values and Aims

We aim to:

- identify children with disabilities or special educational needs (SEND) as early on in their school life as possible;
- meet the needs of pupils with SEND, following advice from outside agencies when appropriate.;
- provide interventions at a suitable level when a child is identified as having SEND;
- use high quality teaching that caters for different learning styles to allow children with SEND to access the National Curriculum and close any gaps in their attainment;
- provide children with complex needs, a personalised curriculum where quality first teaching and reasonable adjustments are not enough to allow access to the curriculum.
- provide our SEND children with a broad balanced and relevant education which includes the full National Curriculum or an appropriate curriculum for the Foundation Stages;
- monitor the progress of each child with SEND through a whole school approach to assessment;
- enhance each SEND child's motivation, self-esteem, confidence and independence;
- encourage all the children in our school to value each other's contributions to school life;
- promote good relationships with the parents of our SEND pupils by involving them as far as possible with their child's education so that they are fully informed and have the opportunity to express their views;
- keep the governors informed about progress and effectiveness of our SEND policies;
- involve the individual child, and their parents, where appropriate, in relevant discussions regarding appropriate provisions for their child e.g. at EHCP reviews, parent consultations, sharing of provision plans and timetables
- use resources effectively to support children with SEND;
- to work with outside agencies.
- Make reasonable adjustments to allow children access to appropriate learning.

Initial Assessment

The predictable needs budget that the school receives each year ~~has~~ allows us to provide 1:1 and small group support with the Assistant SENCo. This support usually takes place out of class as well as this some children are getting 1:1 and group support in class. The children who receive support may change throughout the year and is dependent on the subject being taught.

This support is in addition to the support provided by the class teacher and teaching assistant in class. It is important to provide in-class opportunities for children working on their targets.

The class teacher will provide for identified pupils with Special Educational Needs and Disability through:

- a whole school approach to target setting and monitoring;
- the provision of intervention, styles and strategies that are additional to, or different from what is provided for all children.

The school will provide for pupils with Special Educational Needs and Disability in line with the schools offer (SEND information document) and through a graduated model.

The triggers for SEND support will be if the child:

- is identified in the first half term of joining the Foundation Stage via baseline assessments
- makes little or no progress despite targeted support;
- shows signs of difficulty in literacy or numeracy
- shows persistent emotional or behavioural difficulties not addressed by usual behaviour management techniques;
- has significant sensory or physical problems;
- shows communication or interaction difficulties.

School Support

Depending on need, small group or 1:1 intervention is offered to the child and communicated to parents. Every member of staff working with the child is accountable for his/her progress. At the beginning of the intervention we will carry out an initial assessment to set the starting point, and monitor the impact of the intervention on the child's progress carefully. Our induction, training, regular communication and support structures ensure teachers and teaching assistants have a clear understanding of the learning needs of children with SEND.

Rigorous monitoring enables us to assess whether the learning need is temporary or long term, and whether there is a need to engage outside agencies and specialist support. Some children with an EHC Plan (formerly Statement of SEN) may receive additional support from an ~~SEN~~ teaching assistant or the Assistant SENCO, monitored by the INCO. The SEN team support individuals and groups of children in class (and sometimes out of class) by adapting resources and planning in collaboration with the class teacher. Specialist equipment and digital technology are utilised where appropriate to support access and participation in learning. We listen to children to find out how they are settling into school, what they enjoy mostly, thus building on their strengths and interests to plan personalised support. Senior leaders observe lessons, monitor planning and practice and meet regularly with teachers and support staff to support and monitor the progress and well-being of children with SEND.

The professionals involved in the teaching and learning of a child with SEND contribute to develop a provision plan, a document that establishes the termly provision to be put in place for the individual

child. This is shared with parents and the child, where appropriate, at the beginning and throughout the process. Parents will be offered the opportunity to discuss their child's provision 3 times a year. This may be at parent consultation appointments, EHCP review, formal or informal meetings. Aycliffe Drive School is committed to make provision for all types of SEND, including training of staff, specialist equipment and liaising with outside agencies.

The School Development Plan is a tool used by senior leaders to improve our provision, making changes when things need to be developed and building on previous success. In addition the INCO monitors the Provision Maps on a termly basis and staff make appropriate changes to provision.

Special care is taken when assessing the needs of children whose first language is not English. Although having limitations of having English as an additional language it is not SEN, we monitor to ensure all the needs (including SEND) of children with EAL are identified early and the SEND needs are not masked by the language barriers.

The Governing Body challenges us to make sure we constantly improve the quality of provision and outcomes for children with SEND. Aycliffe Drive has a SEND Governor who takes responsibility for SEND matters. The INCO and SEND Governor meet regularly to examine provision and practice, making visits to the classroom to look at learning and teaching and talking with pupils to ascertain their views. A number of parents sit on the Governing Body. Aycliffe Drive always seeks Governing Body approval when reviewing and revision our Inclusion Policy and Local Offer.

Partnership with Parents/Carers

We will contact parents as soon as concerns are raised about the learning and/or development of their child. The class teacher is the first point of contact. The class teacher will, supported by the INCO, closely monitor the progress of the child, feeding back to parents at regular intervals. If he/she does not make sufficient progress by Quality First Teaching, further interventions will be discussed with the involvement of the INCO. The class teacher will work closely with parents and share tasks and strategies to support the children at home. Comments from parents about the child's home learning are welcomed and valued and inform the planning of individualised support. Any possible assessment by specialists will also be discussed with parents.

Identification and Provision for More and Most Able Children

Our aim is to provide the best possible education for every child, including those who stand out in certain areas of learning. We use our data and take into account teachers professional judgements to identify these children. Following identification provision is planned and implemented by the teacher. As our pupils learn through self-choosing appropriate challenges, no ceiling is put on learning for any child and those who are more and most able can challenge themselves by going wider and deeper into their chosen subjects. Those who are talented in the non-core curriculum subjects are encouraged to join our clubs or if older to become sports leaders.

Referral Procedures

When a member of staff is concerned about how well a child or young person is progressing (has concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing), they can request the involvement of specialist services to assess and work with the child.

A Families First Assessment is a four-step process whereby practitioners can identify a child's or young person's needs early, assess those needs holistically, deliver co-ordinated services and review progress. This is designed to be used when:

- a child or their parent/carer, raises a concern with a practitioner
- a child's needs are unclear, or broader than the practitioner can address

The process is entirely voluntary and informed consent is mandatory, so families do not have to engage and if they so do they can choose what information they want to share. Children and families should not feel stigmatised by the process; indeed they can ask for an assessment to be initiated.

An assessment should be offered to children who have additional needs to those being met by universal services. Unless a child is presenting a need, it is unlikely that it will be offered.

Requesting assessment for an EHC Plan

The purpose of an Education and Health Care (EHC) Plan is to secure the best possible outcomes for children with SEND across education, health and social care and, as they get older, prepare them for adulthood. It specifies the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes. EHC Plans specify how services will be delivered as part of a whole package and explain how together the services will deliver improved outcomes across education, health and social care for a child.

Families, school staff and specialists can request an EHC plan to be prepared by the local authority. This is always done with the knowledge and agreement of the parents. Following the request, the Local Authority will make the decision on whether the assessment is necessary and will communicate its decision to parents within 6 weeks. When making an education, health and care assessment, the local authority must take into account the views of families and the children. **All further information about EHC plans can be found in the Special Educational Needs Code of Practice 2014 chapter 3.**

Supporting the learning of pupils with SEND - the Graduated Approach.

Where a pupil is identified as having SEND, our aim is to remove barriers to learning and put effective special educational provision in place. This support is carried out through a four-part cycle – assess, plan, do, review – known as the graduated approach.

This means that initial decisions and actions are revisited and revised with a growing understanding of the pupil's needs. The most successful forms of support, which are helping the pupil make good progress, are identified and outcomes are evaluated. This approach is very detailed, with frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

These frequent reviews are embedded in our SEN support cycle.

1 Assessment

An initial assessment is carried out to analyse the pupil's needs where targets are set with clear success criteria. This is drawn on the teacher's assessment and observations about the pupil, their previous progress and attainment, as well as the individual's development in comparison to their peers and national data, the views and experience of parents and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent.

2 Planning

The assessment forms the basis of planning the provision to meet the child's needs. The class teacher and INCO plan the intervention. This is delivered by teachers or especially trained support staff, with all details of the child's needs, targets and success criteria are shared.

3 Delivery

The delivery of the planned intervention is closely monitored by the class teacher and the INCO. Sessions are regularly observed and the child's progress and overall response to the intervention is noted.

4 Review

After a previously agreed period of time the child's progress is reviewed against the success criteria and targets set out during the initial assessment. This review takes place during a progress meeting, attended by everyone involved in the child's support. The outcome of the intervention is evaluated and new targets are set. Planning is informed by these outcomes.

We endeavour to involve parents in discussions regarding their child's provision in order to extend the intervention in the child's home life with parents carrying out activities with their children.

Plans are for those pupils for whom outside agencies are embedded in the child's provision created for every child who has SEND. These plans are shared with all members of staff working with the child. It highlights areas of concern, includes targets, success criteria, objectives and outcomes the child is working towards. It has details about the child's interests, likes and dislikes and strategies that best support learning. The parents, the INCO, teachers and support staff are sometimes involved in writing the plans, so that all experiences are shared and taken into account.

Where a pupil has an EHC Plan, the local authority will review that plan as a minimum every twelve months.

Record keeping, confidentiality and using assessment data to plan effective provision

In addition to making use of ongoing, summative assessments, class teachers assess students termly and record the assessment results on SIMS. The progress of each child is closely monitored, comparing it against previous assessment as well as the National and Local average. In cases where the outcome of the assessment is not satisfactory and the child has not made sufficient progress, the child's learning will be closely monitored by the class teacher and interventions may be discussed with parents and other members of staff. In cases where the child is receiving additional support or SEN support, they will be listed on the SEN Register as well as SIMS. An initial assessment will be carried out and recorded, with the details of the child's needs and targets appearing on the Provision plan. Details of SEN, outcomes, teaching strategies and the involvement of specialists are also recorded in this document. Provision Maps are created to outline all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The INCO and the learning support team uses the provision maps to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring and evaluating outcomes. For children with an EHCP, the provision identified in section F will form the basis of their support in school.

Communicating with parents

All schools are required to provide a written report about the child's progress once a year. We will also contact parents sooner in cases where the child's progress, development or behaviour causes concern. The school also has an open door policy which is much appreciated by the parents. Class teachers and the INCO are normally available to listen and discuss any concerns, and individual appointments can be made for a more in-depth discussion. Parent-teacher meetings take place twice a year to discuss each child's progress individually.

Where a pupil is receiving SEN support, the class teacher and the INCO talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupils and the school. A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff. This record is also given to the pupil's parents. We ensure that all information about children with SEND is treated with confidentiality and discussed only with professionals working with the children.

Training and Performance Management of staff working with children with SEND

The INCO supports class teachers in planning for children with SEND.

Part of this is to discuss training needs of the teacher and support staff to effectively help children with SEND in our school. Each year, the school audits the skills, experience, confidence and training of teachers and teaching assistants. We use this to inform further training on SEND issues such as ASD and dyslexia as well as medical needs. Individual teachers and teaching assistants attend training courses run by outside agencies that are relevant to the specific needs of the children in their class.

All staff coming in any type of contact with the child with SEND has basic awareness of the needs of the child. We also issue a "Pupil Passport" for these children listing key information and approaches. When a child with a particular type of SEND joins the school, at least one member of staff will undertake specialist training to adapt teaching and learning to meet a particular type of SEN.

Specialist Support Services such as Educational Psychology and Speech and Language Therapy currently provide staff with expert advice and training to help support children with additional needs in the classroom, as well as from other specialist services.

The school's INCO, Miss K Fitzsimmons, also attends regular training and the local authority INCO Forums (held termly), ensuring we are informed of and up-to-date with national developments and local projects on inclusion.

Working in partnership with Specialist Services

We will seek the advice of a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately training staff in school. The parents will always be consulted in any decision to involve specialists.

Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum, including the National Curriculum.

This is achieved through implementation of the Graduated Model.

Where possible we do not withdraw individual children to work alone. However, in certain cases a child may work 1:1 or in a small group for the timetabled session with the SEND Teaching Assistant. Reasons for this measure would be:-

- if a child requires additional teaching intervention, eg phonics;
- if the child had specific physical problems which would benefit from physiotherapy or speech therapy;
- if a child might benefit from a short time alone with an adult to reinforce a particular point;

- if a child is very disruptive in the classroom and would benefit from activity away from the other children;
- if a child is following an individual programme of work eg, 'Tracks'.

At Aycliffe Drive each child is provided with the opportunity to work and learn alongside his/her peers, either as part of the whole class or as part of a small group with other teaching or non-teaching staff. This is through strategies that are additional to, or different from those already in place.

At Aycliffe Drive School we often have two year groups working in a class. This can extend the time available for a SEND child to reach a level of achievement in literacy and numeracy. This often helps to minimise pressure, stress and sense of failure.

Each child's targets are tailored into small attainable steps. Praise and encouragement are offered consistently.

The National Curriculum 2014 provides areas within which to set individualised objectives.

In the Foundation Stage setting, the appropriate curriculum provides the opportunity for the identification of individual objectives.

From September 2015 all pupils entering reception will be involved in carrying out baseline assessment. This will be used for early identification of special needs and provision will be arranged accordingly.

To encourage participation and foster a feeling of achievement and success our special needs children's strengths and interests are promoted.

The school's ethos encourages a supportive attitude whereby our pupils value each other and a positive growth mindset exists.

The Role of the Inclusion Co-Ordinator

The INCO seeks to overcome barriers to learning through:-

- Development of SEND policy
- Determining and co-ordinating provision
- Monitoring pupil achievements
- Providing professional guidance to colleagues
- Overseeing records
- Liaison with parents
- Liaising with external professionals
- Maximising the effective use of resources.
- Reviewing and updating provision maps
- The INCO role is Senior Management position.
- The employment costs of the INCO are set against the core budget rather than SEN funds.
- INCO supported to use ICT for record keeping, management and monitoring.

Monitoring Role of the INCO

The INCO monitors the pupil's progress through:

- continuous observation and assessment;
- parental contributions;
- reviewing strategies currently used as a basis for planning;

- evaluating the provision of additional or different action made through SEND Support

NB The school has a duty to inform the child's parents that special educational provision is being made for the child. (statutory)

Achievement Criteria.

Adequate progress may be defined as progress which:

- closes the attainment gap;
- prevents the attainment gap growing wider;
- is similar to peers starting from the National Attainment Baseline;
- matches or better previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in behaviour.

Parental Involvement

The school will work in partnership with parents:

- acknowledging and drawing on parental knowledge and expertise in relation to their child;
- focusing on the children's strengths as well as areas of additional need;
- recognising the personal and emotional investment of parents and be aware of their feelings;
- ensuring that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings;
- respecting the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- respecting the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers;
- recognising the need for flexibility in the timing and structure of meetings.

More Able and Most Able

The definition of a more able pupil is one who has performed above expectations in one or more of the core subjects or in any other curriculum area.

The definition of a most able pupil is a rare child with exceptional ability in any core subject or any other curriculum areas

The school will target the more able at the top 5 to 10 per cent of pupils, regardless of the ability profile of the pupils at the school.

Please cross reference this policy with Teaching and Learning including Marking and Feedback which explains Aycliffe Drive School's ethos where no ceiling is put on learning and all pupils are encouraged to challenge themselves

Complaints

On the first instance, parents should discuss concerns and complaints with the class teacher. Families of children are able to contact the INCO or speak to the class teacher. If parents are not satisfied with the outcome they can contact the headteacher or the Governing Body of the school. Alternatively, to complain about a service received, they can contact the local authority.