



# Special Educational Needs and Disability Policy

The Pochin School

Date Approved      17/5/17

Date of Renewal    5/20

Headteacher        .....

Chair of Governors .....

## **Contact details:**

Head Teacher: Mr Stephen Cotton B.Ed , MSc.

Our SENDCo is: Mrs Ann Cook B.A. (Hons), PGCE, NASENCo Award.

Tel: 0116 2692078

School Governor with a responsibility for SEND : Mrs Ria Sharpe

## **OUR PHILOSOPHY**

The aims of The Pochin School are based on the values derived from the following documents and guidance complying with the Statutory Requirements laid out in the SEND Code of Practice 0-25 (11<sup>th</sup> June 2014):

- Equality Act 2010:advice for schools DfE February 2013
- Under the SEND Code of Practice 0-25 (June2014) every teacher is a teacher of every child or young person including those with SEND  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)
- For SEND information in conjunction with Leicestershire's local offer see  
[http://www.leics.gov.uk/index/children\\_families/local\\_offer/local\\_offer\\_learning.htm](http://www.leics.gov.uk/index/children_families/local_offer/local_offer_learning.htm)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document October 2013
- The Pochin School's Safeguarding Policy
- The Pochin School's Accessibility Plan
- Teachers Standards 2012
- This policy was created by the SENDCo liaising with the SEND Governor and Head Teacher.

Our school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensures full curriculum entitlement and access. The school has undertaken a substantial remodelling and building program in recent years which has provided two new classrooms located on the first floor. There is no lift/stair lift access at this time to these areas. There is however wheelchair access to ground floor classrooms and playground areas but limited access to the office area. The children's toilets were also recently refurbished but they do not include a disabled toilet, though this can be located within the Village Hall.

We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

**AIM:**

Our aim is to adhere to a holistic approach with regard to SEN by raising the confidence, aspirations of and expectations for all pupils with SEN, so providing a focus on real outcomes for pupils, not just hours of support.

**OBJECTIVES (HOW WE ARE GOING TO DO IT):**

1. To identify as early as possible and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To provide support and advice for all staff working with special educational needs pupils.

**IDENTIFYING SPECIAL EDUCATIONAL NEEDS:**

As mentioned in our objectives, we acknowledge the need to identify SEN as early as possible. Indeed in the Code of Practice 0-25 it states:

*‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.’*

The purpose of identification is to work out what action needs to be taken, not to fit a pupil into a given category.

Under the new Code, there are now 4 categories of SEN (page 97-98):

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health Difficulties
- ❖ Physical and/or Sensory Needs

It is important to note here that other factors may impact on progress and attainment, but they are not necessarily SEN. For example:

- Behaviour will no longer be an acceptable category to describe SEN. Under the new Code, any concerns relating to a child or young person’s behaviour should be tantamount to a recognised/identified need from the most appropriate of the four new categories of SEN.
- Disability - the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN.
- Attendance and Punctuality
- Health and Welfare

- English as an Additional Language
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

### **A GRADUATED APPROACH TO SEN**

Class teachers are responsible and accountable for the progress and development of their pupils. This includes children accessing support from Learning Support Assistants or Specialist Teachers/staff. Class teachers are gathering information and assessments about their pupils. This stage would normally include a discussion with parents about their child and should be focused on their child's strengths and difficulties, parental concerns, agreed outcomes sought and the next steps.

Children are considered to have SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching. Additional intervention and support cannot compensate for a lack of good quality teaching.

In our school the emphasis on high quality teaching, appropriately differentiated for individual pupils is the first step in responding to children who have or may have SEN. We consistently review the quality of our teaching and where necessary will work to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of most frequently encountered SEN. This may be accessed via Staff training/Teacher Days; staff meetings; external providers. We have endeavoured to raise the profile of Dyslexia in our school. This meant staff training took place to raise the profile, recognition and methods of teaching dyslexic pupils.

### **HOW DOES OUR SCHOOL DECIDE WHETHER SPECIAL EDUCATIONAL PROVISION IS APPROPRIATE?**

Class teachers, the Head Teacher and the SENDCo would consider all of the information gathered by the school relating to:

- Formative assessment (monitoring pupil learning to find/notice strengths and difficulties)
- Using effective tools e.g. tracker systems
- Early assessment/testing materials
- National data and expectations about progress.

It may be that for higher levels of need, school would have to draw on more specialised help/assessments from external agencies e.g. Health, Educational Psychologist, Specialised Teachers (Vision/Hearing) and so on.

However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided

that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made. The child then becomes part of the School SEND Support category. This SEN support takes the form of a four part cycle: **Assess, Plan, Do, Review**.

Where children require support at this level, the class teacher and SENDCo will look at all of the school based assessment data for a particular child. Parental experience and views will also be taken into consideration. It may be at this point that the views are sought from external agencies. This assessment should be reviewed regularly as this will ensure that interventions match needs and any barriers to learning are identified and overcome. It also means that the effectiveness of interventions are monitored for their effectiveness.

We feel that the best outcomes are achieved for our pupils where families are involved. This means that we are able to discuss and plan the best support with all the information that is available. Where possible we try to involve the children in this process as it helps them understand the nature of their difficulties, but also helps with regard to maintaining self-esteem and commitment. Children who are receiving support above and beyond class differentiation are subject to an Individual Education Plan (IEP). These are reviewed twice yearly and outcomes and new targets are shared with parents where possible. Intervention outcomes are monitored rigorously to ensure that a child is receiving the best intervention to meet their needs. The interventions cover small groups and one to one (known as waves two and three respectively).

### **MANAGING PUPILS' NEEDS ON THE SEN REGISTER**

In each Term, The Head Teacher and the SENDCo look at all the available forms of data and, along with input from class teachers, construct a provision map based on Wave 3, Wave 2, Quality First Teaching. We also plan for those children with high level needs requiring more specialist 1:1 provision and intervention. Within this map, named children are then planned for as to when their intervention will take place during the term. Monitoring forms are completed to show a baseline assessment and at the end of the intervention another assessment is completed in order to measure the success of the programme and a review conducted to see whether further intervention is required. The outcomes from the interventions are used to feed into children's new IEP targets and parent's evenings. Level of provision is based upon the needs of the cohorts and adult support in each class adopted accordingly.

Please see our local offer on our website regarding provision decisions –

[www.pochin.leics.sch.uk/sen.htm](http://www.pochin.leics.sch.uk/sen.htm)

Where children do not appear to be making progress (using all the necessary forms of assessment available to us) as a result of interventions, observations and/or adult support, the school will again involve parents when decisions need to be made regarding the need for other external organisations to become involved. Obviously this has an impact on the school budget and those costs are considered by the Head Teacher, School Business Manager in conjunction with the Governing Body.

Under the new Code of Practice, where a child is already at SEND support, it may be that their needs change substantially. At this point all agencies concerned with that child may decide to apply for a SEND Support plan in order to accommodate the needs of that child. It may also aid transition to another key stage.

Threshold Criteria will still need to be met in order to apply, but in some cases top up funding may or may not need to be applied for. This option to apply for additional money can be completed at the time of applying for the SEND Support plan. In some cases a request for a Statutory Assessment may be made by parents or the school to apply for an Education Health Care Plan. A timeline for the processes, including applying for a statutory assessment/Education Health Care (EHCP) Plan are included here:

[http://www.leics.gov.uk/send\\_assessment-2.pdf](http://www.leics.gov.uk/send_assessment-2.pdf)

Where children and families need support at home they will be directed to the services available made through the Local Authority's local offer:

[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

Where possible we aim to aid parents in the application process(es) to access external agencies. Please speak to the Head Teacher or SENCo for further information.

### **CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

We are aware that there are times in children's education that they may need to come onto the SEND register/record. Also as a result of progress made, support received, early intervention etc it may become apparent that a child no longer needs to remain on the SEN register/record. At this point in time, upon consultation with parents and the child, the child may be removed from the record. As always, the Graduated Approach of assess, plan, do review apply.

### **SUPPORTING PARENTS AND FAMILIES**

#### ***Useful websites/information:***

Local Authority Local Offer

[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

The Pochin School SEND information

[www.pochin.leics.sch.uk/sen.htm](http://www.pochin.leics.sch.uk/sen.htm)

Useful agencies to support parents

[http://www.leics.gov.uk/index/education/going\\_to\\_school/parents.htm](http://www.leics.gov.uk/index/education/going_to_school/parents.htm)

Guide for Parents

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Admission Arrangements:

<http://www.leics.gov.uk/admissions>

Transition: please refer to our SEND Information Report section 12.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Our school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement or Education, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Medical Conditions:

Please contact the school directly for further information regarding Medical Conditions.

A link to the Department for Education website regarding guidance on supporting children with medical conditions:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349435/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

### **MONITORING AND EVALUATION OF SEND**

Regular, careful monitoring helps us to evaluate the quality of our provision in school. We also have an annual opportunity for parents to meet with the SENDCo for example a coffee morning or SEND Surgery.

There is a regular meeting every term between the SENDCo and the Governor with a responsibility for SEN, who is Ria Sharpe.

## **TRAINING AND RESOURCES**

Staff training needs are identified as a result of the needs based within the school community. The increase in the numbers of children with Dyslexic tendencies meant that staff were trained to spot the signs of dyslexia and then subsequently looked at specific ways to make their classrooms more dyslexia friendly.

Where a need for Autism awareness was identified whole staff training (Autism Education Trust), including lunch time supervisors, was implemented along with opportunities to speak with experienced professionals that come into school from external agencies e.g. Autism Outreach Service. There are times slotted into the Staff Meetings to cover issues/training etc to all members of staff.

Where a new member of staff is appointed, opportunities to speak with/seek advice from the SENDCo are made readily available to explain systems and the needs of individual pupils.

Our school SENDCo attends termly SENCONet meetings in order to keep up to date with local and national developments in SEND. The STEP group of schools, to which The Pochin School is a member, also has a termly meeting where SENDCo's from the member schools come together to discuss ways of improving transition and continuity across the Group. Good local links with feeder schools are established to enable good transition programmes to be organised for pupils moving to year seven.

## **ROLES AND RESPONSIBILITIES**

Roles and Responsibilities are clearly defined within our school community. Our SEN Governor Ria Sharpe works with Ann Cook, our SENDCo, on a variety of issues relating to children with special educational needs and the parents of those children. As a member of the governing body, she attends bi-annual briefings and is able to access specialist training.

We have a number of experienced Learning Support Assistants in the school who work with our SEN children covering a variety of programmes of intervention. Mrs Alison Kirk has been replaced, as of April 2017 by Mrs Lisa O'Donnell to work on a one to one basis with those children whose needs require a wave three approach.

## **STORING AND MANAGING INFORMATION**

Please speak to the school directly relating to these policies.

## **REVIEWING THE POLICY**

Currently our SEND Policy is reviewed annually.



## **ACCESSIBILITY**

### Statutory Responsibilities

There is a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering maintained schools in their area.

Please ask to see a copy of the school's Accessibility Plan.

## **DEALING WITH COMPLAINTS**

Please refer to our Complaints Policy as per our web page:

[www.pochin.leics.sch.uk/parentsinfo.htm](http://www.pochin.leics.sch.uk/parentsinfo.htm)

## **BULLYING**

Please refer to the Anti-Bullying policy on our school website:

[www.pochin.leics.sch.uk/parentsinfo.htm](http://www.pochin.leics.sch.uk/parentsinfo.htm)