

QUEENSWOOD SCHOOL



Strengthening Our Community

Special Educational Needs Policy

Agreed by Governors:
To be reviewed:

July 2018
July 2019

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1. Introduction

New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. The new SEND Code of Practice accompanied this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

One significant change that arose from the reforms was that Statements of Special Educational Needs, for those children with the most complex needs, were replaced with the Education, Health and Care Plan (EHCP). 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 Telford and Wrekin 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. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<http://www.telford.gov.uk/SEND>

2. Basic Information about SEND Provision

Principles and Objectives

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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 child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Queenswood Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum provides opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Special educational provision means;

Educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA.

- We endeavour to monitor all pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e.
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - sensory and/or physical needs
- We work closely with **all** parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.
- We believe that **all** practitioners are teachers of pupils with SEND and differentiate according to the needs of the children in their care.
- Monitoring the progress of all pupils is an ongoing process that enables early identification of any children who may require additional or different provision to be made.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.
- Pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development and ensuring all contribute to the social and cultural activities of the school.
- Parents are encouraged to discuss any issues and concerns with the class teacher.

Management of SEND within the school

- Parents are always kept informed of any additional or different provision being given and invited to contribute to and attend review meetings about their child.
- Pupils who make slower progress are given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school. (See Appendix 1.)
- All children receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2014: Page 09.
 1. *Setting suitable challenges*
 2. *Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.*

- We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual child.

Co-ordination of SEND Provision

- The Special Educational Needs & Disability Co-ordinator (SENDCO) for our school is Mrs Ali Melville
- The SENDCO is responsible for: -
 - Overseeing the day-to-day operation of SEND policy and keeping the policy up to date.
 - Co-ordinating provision for children with SEND.
 - Ensuring there is liaison with parents, teachers and other professionals in respect of children with SEND.
 - Managing teaching assistants (TA's) including timetabling.
 - Advising and supporting practitioners in the school
 - Ensuring appropriate Individual Provision Maps (IPM's) are in place, that relevant background information about children with SEND is collected, recorded and updated.
 - Reviewing IPM's and children's progress generally with class teachers on a termly basis.
 - Organising liaison with outside agencies (listed below) as well as Annual Review meetings of children with Statements of SEND.
 - Analysis of data to inform action planning.
- The Head teacher has overall responsibility for financial resources, staffing levels, as well as staff deployment and in-service training.
- The SENDCO is also responsible for ensuring that provision for SEND children is met by interagency co-operation. We work on a regular basis with various agencies. (Appendix 2)

The Role of the Governing Body

We have an identified link governor for SEND.

The Governing Body should:

- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEND joins in with all pupils in the activities of the school, so far as is reasonably practical without compromising:
 - the child's needs and SEND provision
 - the efficient education of the pupils with whom they are educated
 - the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with SEND.

- Ensure that parents are notified of and included in the decision of any extra provision being made for their child. (see Appendix 5)

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

Admissions

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed and their views sought.

Pupils with Statements/EHCP's and those without, are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. This is done in accordance with Telford and Wrekin's Admissions Policy.

Specialisms

The school has experience in supporting children with a variety of needs. Staff have experience in supporting children with ADHD, speech and language difficulties, dyslexia, dyspraxia and ASD.

A variety of resources are available and small groups of children are able to use quiet areas of the school at times if appropriate.

Wheelchair users are able to access main areas of the school. Adaptations have been made in order to meet the needs of some physical disabilities – see accessibility plan.

3. Identification, Assessment and Review

Resources

A proportion of our budget is allocated for resources, which include materials for use in supporting children with SEND.

The provision of additional support from teaching assistants is made as appropriate from the delegated SEND budget.

Development of resources to support children with SEND is ongoing and linked with priorities in the School Development Plan.

We are continually developing our resource base of books, equipment, ICT etc. available. (See appendix 3)

The children with Statements/EHCP's in our school receive support through a combination of teacher and teaching assistant support in a classroom context or a withdrawal group.

Identification and Assessment

Most assessment takes place in school as part of an ongoing process of teacher assessment through teaching and learning. Some standardised tests are used when necessary which provide quick indicators of a child's difficulties in Literacy and Numeracy skills and may provide evidence of a child's rate of progress.

We are committed as a school to the early identification and intervention of children who may have SEND. Detailed observations are made in a variety of contexts as well as assessing recorded work. Information is also obtained from parents/carers and any other records from previous schools.

The graduated response adopted in the school recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the LA Policy.

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 and grade boundaries 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.
- 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 going forward.

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 will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.

i) Parent's 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 will be formally advised of this and the pupil will be added to the SENDCo's records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. 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.

If a teacher identifies a child who may have SEND then a process is set in motion involving steps towards taking school action. It may be necessary to devise an Individual Provision Map (IPM - See Appendix 5 for examples). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENDCO and parents/carers and involves them in arranging interventions, strategies, programmes and additional support. This is shared with the child and reviewed each term, or as appropriate.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the child.

If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from Health, Social Services, Support Services or the Education Psychological Service may be involved with the child. A new IPM will be drawn up in consultation with the parents/carers.

The IPM is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

In some cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, the LA may issue an Education Health and Care Plan.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

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

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

The SENDCO ensures that all the appropriate records are centrally kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/next school etc.

SEAL Teaching Assistant - Some children need some support in their social or emotional development. These needs can then be addressed through small group interaction and structured activities in a calm and comfortable setting.

Curriculum Entitlement

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations, assessments at end of Key stage, objectives of the National Curriculum 2014, LA assessment pack and standardised tests. All information gained is used to support planning in order to aid progress.

Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Review

We regularly monitor and review the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENDCO and subject co-ordinators monitor classroom practice, analyse pupil tracking data and test results and identify value added data for pupils with SEND.

Procedures for Concerns

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENDCO or the Head Teacher and a response will be made as soon as possible.

4. Staffing Policies and Partnerships

Professional development for staff:

All staff and the SENDCO are to be involved with further training in line with the priorities identified in the School Development Plan.

SEND issues may be discussed during our regular staff meetings. These are related to specific concerns relevant to the needs identified or in ensuring that staff are kept up to date with information and legislation.

The SENDCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

Support services available:

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND Support Services, Health Services, Social Services, etc.

Advice and support from outside agencies can be purchased if a need is identified.

The various Support Services available are listed in appendix 2. There are also various voluntary agencies that the school can contact which provide support for parents, if applicable.

Partnership with parents:

The school is committed to involving parents/carers in their child's education. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in home/school record books if appropriate. Individual Provision Maps are recorded in the children's home school diary so that they can be accessed by pupils and parents at appropriate times.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Parents/carers are encouraged to use the Information, Advice and Support Service (formerly Parent Partnership - see appendix 2) for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.

We promote a culture of co-operation between parents, schools, LA and others. This is important in enabling anyone with SEND to achieve their full potential.

We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Pupil participation:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.

Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IPMs, discussing their choices, assessment of needs and in the review procedures. IPMs are shared with pupils and the interventions or assistants put in place to help meet the child's needs are explained by their class teacher.

Transfer arrangements

We have procedures in place to ensure that transfer arrangements with all other educational establishments take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

When a pupil changes school all records are sent to the receiving educational establishment for their attention. The SENDCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

5. Arrangements to Monitor and Review the Policy

The SEND Policy is evaluated and reviewed annually.

The SEND Policy should be read alongside the Behaviour and Equal Opportunities Policy as they are directly linked.

The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

Reviewed December 2016

APPENDICES

1. Differentiation models
2. List of Support Services
3. Resources Sheet
4. IPM example
5. IPM letter to parents example

APPENDIX 1

Differentiation: Practical Models

1. **Differentiation by task:** Children either as individuals or groups, will be given different tasks based on prior attainment.
2. **Differentiation by outcome:** Children will be working on the same task following a common stimulus, but the teacher will have a range of expectations based on previous learning and will make individual comments to children based on the outcomes for that activity.
3. **Differentiation by support:** Children will work on a common task but a group or an individual will receive additional support from the class teacher or another adult who may use a variety of techniques to aid the children in that task.
4. **Differentiation by resources.** (Children will be set a common task, but will be given different resources that may extend or support them).
5. **Differentiation by input:** Children will be given a particular task but whereas some children are set directly to the task, others have it broken down into small manageable steps.
6. **Differentiation by grouping:** Children will have a common task to complete but some or all are grouped in a way that would enable them to achieve success.
7. **Differentiation by extension:** Children will be set a common task but a group or individual will receive an additional challenge by way of an extension to the task.
8. **Differentiation by information:** Children will be set a common task but will be given different information or different amounts of information which may extend or support them.
9. **Differentiation by role:** Children will undertake a joint task but individuals will be given separate roles in achieving the task.
10. **Differentiation by recording:** Children will be set a common task but there will be different recording demands according to the prior attainment of children.
11. **Differentiation by pace:** Children will be given a common task but the time allocated for completion of the task is based on prior attainment.

APPENDIX 2

S.E.N. DIRECTORY OF SUPPORT SERVICES <http://eps.taw.org.uk/>

Learning Support Advisory Teacher – Julie Hofland

Educational Psychologist – Louise Carr 01952 385 216

Family Connect - 01952 385385

Primary Education Adviser – Alison Browne 01952 380863

School Nurse – Julie Tsang 01952 62134

Governor SEND -

NSPCC Child Protection Helpline 0800 800 500

Sensory Inclusion Service 01952 522660

Information, Advice and Support Services (IASS)
(Formerly Parent Partnership) 01952 291350

APPENDIX 3

RESOURCES

- Range of reading schemes including:-
- Literacy World/Satellites
- Rapid Reading
- ELS, Y3LS(QUEST)/FLS activities
- Progression in Phonics activities
- *See Literacy Policy for more detail*
- Roll and Write
- Teodorescu writing scheme
- Dyslexia – A multi-sensory literacy scheme
- Speed up handwriting scheme
- Ace Spelling dictionaries
- Syllabification
- Number ball
- Privacy Board
- Word Workshop activities
- Dyscalculia Toolkit
- Talking Maths
- Tim Fin
- In an Instant
- Range of ICT software
- Use of Electronic Library
- Range of pen and pencil grips and holds
- Wide range of games/activities in classrooms.

APPENDIX 4

Individual Provision Map -

Name **Queenswood Primary School** **D.O.B** **Year Group**

Area(s) of Need:
Literacy Numeracy

Expected outcome	Intervention/Provision	Staff:Pupil ratio	Who will deliver?	Frequency
	In class support Out of class support			
	In class support Out of class support			

When will this be reviewed?

Name & position of person/s completing this Map (Class Teacher)

Review of Provision for... .. **Date**

Level of support: School Action +

	Outcome of Intervention Progress made	Next steps Continue or change intervention?
1.		
2.		

Name of person completing this review:	Position: Class Teacher
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APPENDIX 5



Queenswood Primary School

Yates Way, Ketley Bank
Telford, TF2 0AZ
Tel: 01952 386961

Headteacher: Ms J Clarke
Deputy Headteacher: Mrs E Willoughby
Chair of Governors: Mrs C Chadderton



Dear Parents/Carers

Your child is identified by their class teacher as needing certain areas of their learning. For the next half term this is what we will be working on with (PUPIL NAME)

Expected outcome	Intervention/Provision	Review date

We would value any feedback or comments regarding any progress you notice at home in these areas. If you have any comments to make please do not hesitate to speak to either your child's class teacher or myself.

Thank you for your support.

Mrs A Melville
SENDCo
Special Educational Need Co-ordinator