

Special Educational Needs Policy



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Special Educational Needs Policy

Access for all...

At Sir Alexander Fleming we follow the guidelines set out in the 2014 Code for Special Educational Needs: for 0 to 25 years. The key elements of the statutory framework in Part 3 of the Children and Families Bill reflect the principles below:

- Involving children, parents and young people in decision making.
- Identifying children and young people's needs.
- Greater choice and control for parents and young people over their support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Supporting successful preparation for adulthood.

Definition of Special Educational Needs and Disabilities

In accordance with the Code of Practice, we believe that children have a Special Educational Need or Disability if they:

“Have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children with SEND are classified into 4 broad areas of need. There are:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical (SP)

We ensure that children in our care are not regarded as having a learning difficulty solely because of their home language is different from the language in which they will be taught. In keeping with Equal Opportunities guidance we ensure that children are not disadvantaged for any reason, because of their race, gender, nature of need or socio-economic background.

(Please refer to Equal Opportunities, Gender Equality and Race Equality policy for further information).

The main areas this policy will cover are:

1) Management of Special Educational Needs and Disabilities within the school

Working in partnership with:

Parents

Children

Governors

Outside Agencies

2) The School's Admission and Inclusion Arrangements

Admissions Policy

Transition Arrangements

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Headteacher
Governor
Class teacher
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Inclusion Manager
CPD Opportunities for Staff
Specialist Staff

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Section 1

Management of Special Educational Needs and Disabilities within the school and nursery

The Special Needs and Disabilities Coordinator is Lisa Pigg and EYFS Manager, Liz Hullin. The named governor with responsibility for SEND is Mr P Bailey. They work in partnership with class teachers, teaching assistants, the school's inclusion manager, the pastoral team, the Nurture room and parents to provide thorough and meaningful support, which provides SEND children with the best opportunities possible to make good progress.

Working in Partnership

Parents

We believe that the parents of children with SEND play an essential role in supporting their children's progress both in and out of school. As a result of this, the school work hard to ensure strong links with parents. The school's Inclusion Manager and pastoral team are always available before and after school to talk to, should parents have any queries or concerns. The SENDCO also runs termly information sessions, which all parents of children with SEND are invited to by letter. Further appointments can be made with the SENDCO as required by contacting the school. Class teachers are also always available both before and after school. If they are unable to answer your question directly, parents may consult the SENDCO or Inclusion Manager. We regularly share children's targets with parents/carers through parents' consultation meetings and offer advice on

supporting their children's learning at home. Feedback on provision for children with SEND is also welcomed on our termly parent questionnaires, which are handed out at parents' evenings.

Children

At Sir Alexander Fleming we encourage the children in our care to be independent learners and to develop a "can do", resilient attitude. We therefore love to hear from the children as to how they think they can improve their learning environment. This is true of all children in our school, SEND children included.

The main school body is also given the opportunity to voice their opinion on the way the school is run every term. The Maths and Literacy coordinators carry out surveys with the children on what they think is good and needs improving about in the way we teach these subjects. A termly pupil wellbeing survey is also carried out, to help ensure that our school community feel happy, safe and secure in their environment. Again, children with SEND will be included in all of these and questions will be reworded as appropriate to ensure full understanding of what is being asked.

In addition, the school's pastoral team play a key role in ensuring that the pupil voice is heard. Children can visit the team at any time of day to air their concerns or just for a chat! The team have a "Worry Box" outside their room, in which children can leave notes. The most recent addition to the pastoral team is Monty Monkey. Monty is frequently seen around school and likes to ensure children are happy. If children find it difficult to talk to someone directly, Monty also has his own email address which children can use to contact him on and Monty will reply as quickly as possible with advice.

Governors

Our link governor takes an active role in SEND and its development. He regularly visits school; spending time in classrooms working alongside SEND children, tracking children and discussing practice with the SEND team.

The Governing Body is also kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the Headteacher, SENDCO and Link Governor at Committee and Full Governing Body meeting.

The Link Governor for SEND meets on a termly basis with the SENDCO to ensure appropriate provision is made for pupils with SEND.

The Governing Body are invited to observe the intervention programmes in place for children with SEND. The SENDCO regularly presents data about the progression and attainment of all SEND children to the Governing Body.

The Governing Body reviews and monitors the school SEND policy.

Outside Agencies

At Sir Alexander Fleming we work in partnership with outside agencies to provide effective interventions for children. These agencies include:

- Educational Psychology
- Behaviour Support Service
- Learning Support Advisory Teacher
- Sensory Impairment Service
- School Nurse
- Education Welfare Officer
- Occupational Therapy
- Princess Royal Hospital Outreach Team
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Service
- Haughton Outreach
- The Linden Centre
- Mentor Link
- Relateen

Section 2

The School's Admission and Inclusion Arrangements

Admissions Policy

Telford and Wrekin is the admissions authority for Sir Alexander Primary School and all maintained schools follow standardised procedures for admissions.

Children with Education, Health and Care Plans (EHCPs) are placed by the LEA, with every effort made to take account of the wishes of parents and pupils.

When children join Sir Alexander Fleming School we liaise with parents / carers and previous settings to create a clear picture of children's needs.

The admission arrangements for those pupils with Special Educational Needs but without a statement/ EHCP are the same as for all pupils. Pupils who have a statement of Special Educational Needs/ EHCP are placed by Telford & Wrekin LA, who make every effort to comply with parental preferences.

If a child wishes to transfer to Sir Alexander Fleming following exclusion from another school or due to a difficulty relating to SEND, then the Governors must be informed of the details behind the case and reasoning for the potential move. Governors may then need to spend time looking at the capacity of our school to support the child. They will then need to agree to the process taking place before the child is offered a place at the school.

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. This will usually mean that the child is fully integrated into the class unless this would be incompatible with the efficient education of other children. In these circumstances extraordinary arrangements might need to be considered.

All children with Special Educational Needs and Disabilities play a full part in the daily life of the school and are encouraged to join in all activities.

Transition Procedures

We understand that for children with SEND, moving to a new class, key stage or school can be particularly worrying and may also incur difficulties of a practical nature.

As most children join us in September, as a matter of course we hold a transition afternoon at the end of the summer term, in July. On this afternoon, children will meet their new teacher and class and take part in activities, in their new classrooms. Children from elsewhere who are due to start at the school often attend these sessions.

If a child is moving to us from a different school, a tour (within school hours) can be made by booking an appointment with the main school office. This gives children and parents alike the opportunity to see what Sir Alexander Fleming is like on a normal day-to-day basis. Where necessary we may feel that it is appropriate for a child to have additional visits to their teacher and classroom on the lead up to the transition, this will be assessed on a case by case basis. If a child has specific physical difficulties, it may be necessary to make additional visits to the school prior to a child's first day, in order to complete risk assessments, to ensure appropriate resources are in place and to train staff. In previous years, at this time, we have worked alongside the Local Authority's Occupational Therapy team to ensure that appropriate procedures and resources are in place.

It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. For children with SEND this will then be read by the school's SENDCO and passed to their new class teacher. If parents have any particular concerns they wish to discuss with either the SENDCO or class teacher, an appointment can be made.

Transfer from Nursery to Primary

Sir Alexander Fleming Primary has its own nursery on site. Children with early signs of Special Educational Needs at the nursery are supported by staff and this is overseen by our EYFS Manager, Liz Hullin and Katie Reese. On transfer to Reception the nursery arranges transition meetings to ensure that as much information on the child in question is shared. Consequently the Early Years Foundation Stage curriculum can be adapted to suit the needs of that particular child and the cohort in general.

Pupils moving up to school from nursery are often already very familiar with the school environment before they start. Reception teachers hold a transition day for parents and children in the summer term, in which they meet their new teachers.

Transfer from Primary to Secondary

Children with Special Educational Needs are well supported in the important transition to secondary school. Parents are assisted by teachers and the school's SENDCO in making a decision as to what type of secondary placement would be most suit the needs of their child. They are also aided in completing the necessary paperwork to give them the best possible chance of achieving this placement.

All secondary schools in Telford and Wrekin offer a series of transition days. If a child with SEND has particular concerns about attending secondary school, we can also arrange additional visits. In previous years our Inclusion Manager has taken individual children or small groups to visit at a quieter time.

Section 3

Access and Special Provision

Sir Alexander Fleming provides a fully accessible environment for those children with physical needs. There is 1 disabled toilet situated in the school. It is fitted with grab bars. All of the classrooms are large and organised to suit the needs of the class. The rooms are well lit, ventilated and are engaging for the children.

The school is also lucky to have a "Compass Centre". This nurture room is furnished with comfortable seating, play tents and bean bags. It also features dim lighting and fairy lights. There are also a number of toys in the room aimed at focusing and relaxing the children. This provides an excellent space for children to calm down and refocus, if they are finding the classroom environment challenging.

The playground features a number of large tarmaced areas and a gazebo for those who wish to spend their break times more quietly.

Staff provide alternative ways of giving access to experiences or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education. Staff recognise and allow for the mental effort expended and time needed by some disabled pupils e.g. fatigue related to specific disorder. School visits including residential trips are made accessible to all pupils irrespective of attainment or impairment.

Mental Health

At Sir Alexander Fleming, we believe strongly in the following definition of mental health:

"A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life. Children with good mental health have the ability to recover effectively from illness, change or misfortune."

We believe that it is therefore essential to ensure that the children in our care are in good mental health and we understand that an anxious child or a child in poor mental health is not a child who is being given the best opportunity to learn and achieve to their full potential.

We give teachers the power to refer children for Mental Health support as they feel is necessary as is set out under the Code of Practice for SEND 2014). Teachers are supported by the SENDCO/ Inclusion Manager in accessing support from CAMHS for children who they feel are suffering from mental health difficulties. We feel that the sooner intervention begins with students with mental health concerns the better. Our pastoral team work diligently to support these children until external support children until external help is available and beyond as we acknowledge that it is essential for children with such difficulties to have an individual or group of individuals in whom they can trust.

Children in Care

Sir Alexander Fleming Primary School believes that in partnership with Telford & Wrekin Council as Corporate Parents, we have a special duty to safeguard and promote the education of Children in Care. We recognise that, nationally, pupils in care have significantly underachieved compared with their peers. We promote the inclusion, well-being and achievement of these children in our school.

It is our aim:

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Children in Care and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our school's role as corporate parents to promote and support the education of Children in Care, by asking the question, "Would this be good enough for my child?"

(Please see the "Sir Alexander Fleming School Policy on the Education of Children and Young People in Care" for more information.)

Access Needs & Disability Discrimination Act

(See School Accessibility Plan)

Our school is regularly surveyed by our attached Occupational Therapist and the LA's Access Officer. This ensures that provision for wheelchair access, signage and access for the visually impaired, provision for the hearing impaired and access for children of reduced stature are within LA guidelines. This will be reviewed annually and updated as required.

Section 4

Identification, Assessment and Review

As with all other children in the school, the progress of children with SEND is assessed every 6 weeks. The school holds half termly pupil progress meetings which are attended by teachers, phase leaders, the Deputy Head and Headteacher. At these meetings any children who are considered to be off track in terms of meeting their targets are discussed. Following these meetings, the SENDCO meets with class teachers to put together intervention groups for the following half term. If children are making good progress it may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and consistent. Every 6 weeks the SENDCO will also contact teachers to discuss any possible referrals to different agencies which may be required or any additional resources which may need ordering. In line with local authority guidance we follow the "Assess, Plan, Do, Review" Model. Every 6 weeks we assess the progress children are making. If a child has not made as much progress as we had hoped, we (the SENDCO along with teachers and teaching assistants) plan what we are going to do to support the child and to hopefully assist them in making greater progress. Then we do what we have planned –this may be in the form of an intervention, providing resources, making a referral etc. Finally, usually after a period of about 6 weeks, we review how successful we have been and the progress the child has made.

Once this process has been completed we will assess again and it may be decided that we need to plan for further provision for that child to be put in place, or that no further support is required at this time. Some children's needs are such that their support will need to be ongoing throughout their time at school. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Plan (EHCP).

Section 5

Record Keeping

Records are available to the teaching team, other professionals and parents / carers (upon receipt of a written request to view records). Child Protection records are not open for parental viewing. The following records are kept on SEN children:

- Class teachers and Teaching Assistants maintain records in the red SEND class file.
- Each child with Special Educational Needs will have a centrally held file (stored in the Meeting Room), containing records as follows:
- Info card detailing dates and nature of input from other professionals
- Pupil Profile
- LSAT/ other professionals' reports and reviews
- Reviews and action plans
- Concerns Forms if related to SEN – passed to the Headteacher in the first instance and actioned as appropriate. Child Protection (CP) Concerns are filed in the CP File in the Headteacher's office

Section 6

Intervention Programs that are available within school

Following the 6 weekly Pupil Progress meetings discussed, it is the job of the school's SENDCO to decide which interventions will be run in each phase for the next half term. The interventions will be selected depending on the needs of the children with SEND in that phase at that time. In some cases, it may be felt appropriate for children to take part in an intervention which is running in a different phase (year group), such a decision will be discussed with parents. The school offers a wide range of interventions, which Teaching Assistants and Teachers are trained in. Some of these are brought in intervention packages (produced nationally), whilst others are bespoke interventions, which have been developed in house to meet the needs of a particular group of children. If an appropriate intervention is not available staff will often develop their own.

Interventions currently available in school include:

For children who need support in Maths:

- Number Crunchers
- Rapid Maths
- Plus 1
- The Power of 2
- Springboard Maths
- Overcoming Barriers

For children who need support in Literacy:

- Letters and Sounds
- Chatterbooks
- Code X
- Football fun
- Speed Spellers
- Toe by Toe
- Speed Reading
- Rainbow Readers
- The Volunteer Reading Programme

For children who need support socially or with their behaviour:

- Mini Gold
- Circle of Friends
- Socially Speaking
- Lego Build to Express

For children who need support with their fine/gross motor movement:

- Write From the Start

- Fiddly Fun
- Fun with Movement
- Dough Disco

For children who need support with their speech and language:

- ELKLAN
- Listen with Lucy
- Language Land

The impact of intervention programs is measured through pre and post intervention program assessments. This allows the teaching team to ensure that interventions are effective and ensure 'value for money'.

Section 7

Complaints Procedure

We strive to support children to the best of our abilities within the limitations of time and resources available. Parent/ carers' concerns should be addressed in the following order:

1. Class Teacher
2. Deputy Headteacher
3. Headteacher

All the above will attempt to deal with concerns within one working week; this may be in writing but will usually take the form of a meeting / discussion / feedback to parents / carers, with written notes made as appropriate. Continuing concerns (of which there have been none in the previous academic year) may be addressed to the Governor with responsibility for SEND via the school, requesting that the matter be raised with the governing body. Parents may seek advice from the Parent Partnership Scheme (further details available from school).

Section 8

Resource / Budget Allocation

This is initially based on a formula which relates to an SEND component, Free School Meal (FSM) and Statement (EHCP) funding. Budget allocations cover:

- Directed support from a TA, the class teacher, SENDCO or lunch time supervisor as appropriate.
- Training
- Support from external agencies, e.g. Educational Psychologist, Learning Support Advisory Teacher (LSAT), Behaviour Support Team (BST), Speech and Language.
- Administrative time, e.g. for booking appointments / meetings and SEN paperwork.
- Targeted release time for teachers, SENDCO and TA team.
- Resource purchases.

Section 9

Resources

The school's SENDCO is responsible for ordering any additional resources which children with SEND may require. A good supply of such resources is also kept in stock. The school follows the advice of outside agencies such as Occupational Therapy to ensure that children's needs are supported appropriately. Resources which are commonly used within school include:

For children with fine/gross motor and posture difficulties e.g. Dyspraxia:

- Writing slopes
- Easi-grip pencils and pencil grips
- Different types of scissors
- Handled rulers

- Wobble/wedge cushions

For children with concentration/behavioural difficulties e.g. ADHD:

- Fiddle toys
- Concentration screens
- Personalised timetables

For children with specific learning difficulties e.g. Dyslexia:

- Tinted overlays
- Reading rulers
- Alphabet strips
- A variety of practical maths equipment
- Sound buttons (to record sentences)
- ICT resources including Clicker

Additional equipment can be ordered as is required. For those with more complex physical difficulties for example, specialist equipment (such as hi-lo changing beds, standing frames etc.) can be sourced.

Section 10

Policy Review / Self Evaluation

The effectiveness of SEN practice will be reviewed annually, led by the SENDCO, with full discussion with the link governor, Senior Management Team, parents / carers and other interested parties. To include:

- Number of children on the SEN register
- Nature and efficiency of assessments used
- Nature of provision and support
- Support / value for money of external agencies
- Quality and usefulness of record keeping (and time taken to maintain such records)
- Organisation of Teaching Team and timetabling
- Resource allocation
- Questionnaires and interviews with the teaching team, other professionals, children and parents

Success Criteria

Criteria for measuring success to include:

- Effective systems for identification, assessment, referral, reporting, reviewing and tracking
- Pupil progress evident in core subjects and behaviour
- Up to date action plans
- Plans for LSAT visits
- Clear and realistically challenging targets
- Parental and child involvement and satisfaction
- SEND policy consistently applied
- CPD undertaken as appropriate
- Resources available
- Success in meeting targets
- Children move from the register as appropriate
- Awareness raising and discussion with parents and governors
- Networking and research to keep abreast of current best practice

Section 11

Roles and Responsibilities

SENDCO Responsibilities include:

- Strategic Direction and Development of SEND Provision in the School (with the support of, and under the direction of the Headteacher and leadership team).
- Exercise a key role in assisting the Headteacher and governors with the strategic development of SEND policy and school based provision
- Support all staff in understanding the needs of pupils with additional needs and ensure the objectives to develop effective school based provision are reflected in the school development plan
- Review the objectives and targets for pupils with additional needs from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Analyse and interpret relevant school, local and national data and advise the Headteacher on the level of resources required to maximise achievement
- Monitor the attendance of children with SEND
- Liaise with staff, parents, local authority, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision

The Headteacher, has responsibility for:

- Overseeing Special Educational Needs and Disabilities provision within the context of whole school management
- Liaising with the governing body
- Ensuring an inclusive curriculum
- Identification and allocation of support staff
- Allocation of resources

The governor with responsibility for SEND is Mr P Bailey

The responsibility of the Governing Body is to:

- Ensure that provision is made for pupils who have Special Educational Needs and Disabilities
- Ensure that the needs of pupils with Special Educational Needs and Disabilities 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 special Educational Needs and Disabilities
- Consult Telford & Wrekin Education Authority and the governing bodies of other schools, when necessary or desirable, in the interests of coordinated special educational provision in the area as a whole
- Ensure that a pupil with Special Educational Needs and Disabilities joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible
- That these children receive the Special Educational Needs and Disabilities provision their learning needs call for, and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the schools policy for pupils with Special Educational Needs
- Termly updated visits into school – meetings with SENDCO and Senior Learning Support Assistant
- Review policies around SEND – Disability /Accessibility Plan Have regard to the Code of Practice when carrying out it's duties to pupils with Special Educational Needs and Disabilities
- Ensure that parents are notified of the decision of any extra provision being made for their child Monitor the attendance of children with SEND

The class teachers are responsible for:

- Working with all children on a daily basis and identifying and monitoring individual needs
- Team working with the Teaching Assistant Team to support the learning, physical and emotional development of all children.
- Liaising with the SENDCO and outside agencies and Inclusion Manager
- Involving the children in the planning of their targets
- Maintaining close liaison with parents
- Inputting information where necessary to the TAC meetings

The Teaching Assistant Team is responsible for:

- Implementation of targets on a 1:1 or group basis
- Monitoring progress and assessing pupils progress in intervention groups
- Discuss progress with colleagues, children and parents and plan future action
- Follow professional development to support their role in school
- Follow guidelines for confidentiality
- Support children with a positive attitude towards their progress
- Input towards and attendance at children's annual reviews and other relevant meetings
- Resource management to include ordering, cataloguing and organisation of additional classroom resources and SEND resources

Inclusion Manager Roles and Responsibilities

The Inclusion Manager provides support and guidance to children, and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve potential.

Responsibilities include:

- Contributing to the identification of barriers to learning for individual pupils and provide them with a range of strategies for overcoming the barriers.
- Establishing and developing effective one-to-one mentoring and other supportive relationships with pupils.
- Developing, agreeing and implementing time bound action plans with groups and individual pupils and those involved with them based on comprehensive assessment of their strengths and needs and to maintain accurate records of work for each identified pupil.
- Assisting pupils to make a successful transfer between educational establishments and transition at key stages in their learning.
- Facilitating and maintaining access to specialist support services for pupils with barriers to learning.
- Assisting in the identification of early signs of disengagement and contributing specific interventions to encourage re-engagement.
- Developing and maintaining appropriate contact with the families and carers of pupils who have been identified and informed about the pupil's needs and progress, and to secure positive family support for the pupil.
- Input towards and attendance at pupil's annual reviews and other relevant meetings.
- Follow guidelines for confidentiality.
- Development of PSHE / SEAL.
- Promoting attendance and punctuality.
- Attending TAC meetings – support and information.

CPD Opportunities for Staff

The staff at Sir Alexander Fleming Primary School and Nursery have a wide range of qualifications, which enable them to support children with SEND effectively. We think carefully about the strengths staff have and how we can use these skills to support the children in our care. Staff have completed professional development courses in the following areas:

- Listen with Lucy (Speech and Language programme)
- Language Land (Speech and Language programme)
- ELKLAN (Speech and Language programme)
- Managing speech and language difficulties within the classroom
- Autistic Spectrum Disorder Awareness
- Makaton (Sign language for children)
- Positive behaviour management strategies
- Lego build to express
- Physical restraint and handling
- Understanding attachment theory
- CPI autism awareness
- Practical strategies for managing Dyslexia and Dyscalculia in the classroom (BDA)
- Effective SEN management
- Nurture Group training
- Breaking down barriers
- Managing actual or potential aggression
- SEN assessment

The SENDCO is constantly looking for opportunities to further develop staff's training. Future courses will be booked in line with the needs of children in the school at the time.