



Special Educational Needs and Disabilities Policy

March 2017

COTTERIDGE PRIMARY SCHOOL

Cotteridge Primary School

Cotteridge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School is committed to the UNICEF Rights Respecting Schools ethos and actively promotes the UN Convention on the Rights of the Child

Introduction

The school provides a broad and balanced curriculum for all children. The national curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to pupil's diverse needs. Some children have barriers to learning that mean that they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during the school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and Objectives.

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of pupils are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all pupils to have full access to all the elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.
- To ensure that the requirements stated in the SEND code of Practice: 0 to 25 years are adhered to.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their needs or ability. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are valued as part of the school community.

Through appropriate curricular provision, we respect the fact that children

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by

- Focusing upon inclusive practice and removing barriers to learning
- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Helping children to prepare for adulthood, including independent living and employment.

Identifying Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a learning difficulty if

- They have significantly greater difficulty in learning than the majority of pupils of a similar age.
- They have a disability, which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.
- They are in Cotteridge School Nursery and fall within these categories.

Many of the children who join our school have already attended a Foundation Stage setting. In many cases children join us with their needs already assessed. We undertake an initial assessment on all children that join us during the school year if we consider there may be a special educational need. We do this to formulate an appropriate curriculum at the earliest stage.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **SEND Support**. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep the parents informed and draw on them for additional information. The Special Educational Needs Co-ordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from additional support. The SENCo will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an Individual Targeted Plan (ITP). The ITP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes. The ITP will be reviewed according to the Assess, Plan, Do, Review model and each time a child achieves a target, reward certificates will be issued to ensure parents are aware of the child's success. If a child does not achieve a target, after being given sufficient time to do so, the ITP will be reviewed with targets amended or further strategies in place to enable success.

Code of practice triggers for SEND Support

The triggers for intervention through SEND Support could be the teachers or others' concerns. This must be underpinned by evidence about a child who, despite receiving quality first teaching;

- Needs further support that is different to what is being delivered to the majority of pupils. (Section 21 of the Children and Families Act 2014).
- Is working substantially below the expected National Curriculum assessment criteria of children of a similar age.
- Makes little progress even when the teaching approaches are targeted to areas of weakness.
- Shows signs of difficulty in developing literacy and/or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent, emotional or behavioural difficulties that are not ameliorated by the schools behaviour management techniques.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress.
- Has communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Nature of Intervention

At this stage it is the school's responsibility to provide any support given.

Intervention strategies could include

- Provision of different learning materials or special equipment.
- Staff development or training.
- SENCo time spent on devising the nature of planned intervention.
- Targeted planning and opportunities to learn in smaller groups (if necessary).
- Deployment of support staff.
- One off or occasional advice from the LEA/ other Advisory body support services.

If the ITP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new ITP. The new strategies within the ITP will, wherever possible, be implemented in the child's normal classroom setting.

External Support Service Intervention.

Where the school seeks help from external support agencies, the following points are taken into consideration

- The support agencies need to see the child's records to establish which strategies have been involved and which targets have been set and achieved.
- The support agencies can advise on new and appropriate targets for the child's ITP and accompanying strategies.
- The targets set might require specialist assessment arrangements to gauge the progress. If so, outside specialists, for example, Pupil and Schools Support, could be required for this.
- The SENCo, Class Teacher, Literacy Co-ordinator and the external specialists consider a range of teaching approaches, appropriate equipment, and teaching materials including ICT.
- The external specialist might act in an advisory capacity, assess the child or be involved in teaching the child directly.
- In some cases, improved management, based on advice from health professionals, might reduce the child's Special Educational Need considerably.
- The ITP will be drawn up by the SENCo and the Class Teacher with the help of the external specialist.
- The strategies specified in the ITP should be implemented as far as possible in the classroom setting.
- The delivery of the interventions drawn up in the ITP are still the responsibility of the class teacher.
- If the SENCo and the external agencies consider that the information gathered about the child is insufficient, and that more detailed advice should be obtained from other outside professionals, then the consent of the parents is sought.
- The SENCo should note in the child's records
 - What further advice is being sought
 - The support to be provided for the child pending receipt of the advice.

If the child continues to demonstrate significant cause for concern, a range of written evidence about the child will be collected. At this stage a **Provision Plan** may be put in place along with an up to date **CRISP Plan**. These will be needed to apply for funding on an annual basis. Supporting information on these processes can be gained from the Birmingham Access to Education website: <http://accesstoeducation.birmingham.gov.uk/>

The Education and Health Care Plan (EHC)

From 1st September 2014 no more Statements of SEN will be written. They will be replaced by Education, Health and Care (EHC) Plans. Statements which currently exist will remain valid but will gradually be converted into Education, Health and Care (EHC) Plans over the next three and a half years (by March 2018). These conversions will usually take place at key transition points.

In some cases it will still be necessary to request a statutory assessment for the first time. Information must be gathered from a team of professionals working in the areas of Education, Health and Social Care. When SENAR has received the information and completed its assessment of a child, it will decide whether to issue an Education and Health Care Plan. The Education and Health Care Plan should specify clearly the provision necessary to meet the needs of the child.

Cotteridge JI School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum and any appropriate exclusions from the National Curriculum and changes needed to maintain a broad and balanced curriculum.

All children with a Statement or an EHCP should have short term targets set out in an ITP. At Cotteridge JI ITP's for pupils with Statements or EHCPs are prepared by the SENCo, with support from external agencies and

the class teacher. Where SENAR declines to provide an EHCP the school can request a reassessment after six months. The parents also have the right to appeal against the decision to the SEN tribunal. Supporting information on these processes can be gained from <http://www.mycareinbirmingham.org.uk/>

The Annual Review Process.

The 1996 Education Act stated that all Statements must be reviewed at least annually from the date of the Statement or the last review. This will also be true of Education and Health Care Plans.

Cotteridge will maintain ITPs for pupils with Statements and EHCPs as it does for those pupils receiving SEND Support. Parents and pupils must be consulted and involved in the ITP process. This will include being given a copy of the ITP and related information. Children with Statements or EHCPs must be reviewed at least termly.

SENAR will inform school of the annual reviews at least 2 weeks before the start of each term in which they are due. The Head Teacher will then arrange a review meeting on a date that will allow the SENAR timetable to be met. It is suggested that 2 weeks notice is given.

The following people must be invited:

The child's parents or carers,
The SEN Principle Assessment Officer,
A relevant teacher,
Representatives of any support services involved with child,
Representatives of health services, social services or the Connexions service, where appropriate,
Anyone else named by SENAR or considered appropriate by the Head Teacher.

The invitation should include details of professional advice requested for the meeting, and a date by which that advice needs to be returned in advance.

The Code of Practice 2015 states that all advice received from those invited to the meeting will be circulated at least two weeks before the meeting to collect additional comments, and include comments from those unable to attend. These comments will form the basis for the discussions at the review meeting.

This will include

- Progress towards meeting the targets on the Statement/EHCP.
- Any short term targets established to meet the Statement/EHCP.
- Application of the National Curriculum.
- The progress the child has made towards behaviour or attitude to learning.
- The continued appropriateness of the Statement/EHCP.
- Any transition plan.
- Amendments to the plan.
- Whether the Statement/EHCP should be ceased or maintained.
- Whether the level of support as determined by the CRISP Assessment indicates a reduction.
- Changes to the support plan.

The format of the annual review plan should be used.

Annual reviews should be held at a time and in a way that is practical for the parents to attend and contribute. Careful consideration needs to be given to the age maturity and confidence of the child before deciding if they should attend all, some or none of the meeting. However the child's views should be recorded with support if required.

It should also be noted that parents can request support from SEN Parent Partnership Services and/or an appropriate independent parental supporter. If involved they should be invited to the meeting.

CRISP Funding

CRISP is an integral part of the annual review process. The last CRISP form must be reviewed at the annual review process. It will be used to monitor progress and the appropriateness and quality of the provision.

The new CRISP record will then be considered to see whether the support will stay the same. This form is then submitted at the same time as the annual review.

This form will be completed no more than 6 weeks before the annual review in consultation with the SENCo, the Head Teacher and any relevant outside agencies involved in the child's education.

Personal Budgets

Young people and parents of children who have EHC plans have the right to request a Personal Budget, which

may contain elements of education, social care and health funding. The local authority holds the funds and school commissions the funding (sometimes called notional budgets) via a CRISP Profile. The funding must uphold the support specified in the EHC plan and be agreed by bodies attending the EHC transfer, assessment or review meeting.

The Role of the SENCo

The SENCo will

- Manage the everyday operations of the policy.
- Co-ordinate the provision for and manage the responses to children's special needs.
- Support and advise colleagues.
- Oversee the records of all children with special educational needs
- Act as a link with parents.
- Act as a link with external agencies and other support agencies
- Monitor and evaluate the special educational needs provision and report to the governing body.
- Manage a range of resources, human and material to enable appropriate provision for children with special educational needs
- Contribute to the professional development of all staff.

The Role of the Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs and Disabilities issues. The Headteacher will work closely with the SENCo and the SEND team.

The Role of the Governing Body

The Governing Body has due regard to the Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult SENAR, the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The Governing Body has an identified a governor to have specific oversight of the schools provision for pupils with special educational needs. The Headteacher ensures that all those who teach children with a Statement or EHCP are aware of its nature.

The SEND governor ensures that all governors are aware of the school's SEND including the funding of resources and SEND personnel.

The Role of Teaching and Non Teaching Staff

All staff should be aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers are fully involved in providing for the needs of the children in their care. In writing ITPs and collecting information for the SENCo and other agencies.

Teaching Assistants are responsible for delivering SEND support to children who have special educational needs. Teaching Assistants will also uphold the statutory requirements of a Statement or EHCP.

Record Keeping

We acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed

- Class teachers have responsibility for keeping records of concerns, interventions and progress in the class SEN folder.
- The SENCo is responsible for ensuring that comprehensive records are kept properly and available when needed and will view folders at least once a term.
- If the school refers a child for Statutory Assessment to SENAR or other advisory body, a record of the child's work, including the resources or special arrangements already used are made available.
- The LA agreed criterion for ITPs and reviews are used.
- On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not request them.
- Copies are held in school for future reference.

Allocation of Resources.

The SENCO is not a member of the Senior Management Team. They are responsible for an annual budget. The Headteacher informs Governors of how the SEND funding is used. An annual action plan for SEND is written by the SENCo and forms part of the School Improvement Plan.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlists their active help and participation.

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCo works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Targeted Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children receiving SEND Support will have an ITP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named Governor takes a special interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special educational needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their ITPs and in the ITP review meetings. Children are encouraged to make judgements about their own performance against their ITP targets. We recognise success here as we do in any other aspect of school life.

All children are encouraged to make assessment about how far they have met the targets that have been set for them on their ITPs and the views of the child will be recorded on the review sheet.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Targeted Plans for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full Governing Body.

Other Relevant Resources/Further Information

Children and Families Act 2014

http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

The SEND Code of Practice (January 2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Local Offer and SEND Provision in Birmingham

<http://www.mycareinbirmingham.org.uk/>

Advice and Information for Parents and Carers

<http://www.birmingham.gov.uk/sendiaass>

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