



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

The vision for Springdale First School is that, “Every Child Matters,” which means that every child will fulfil their potential. Underpinning this are the high aspirations and expectations which all members of the school community have for each child. Through appropriate deployment of resources and specific interventions all children have access to the full curriculum entitlement.

High quality teaching, differentiated and personalised will meet the individual needs of the majority of children and young people. Some children will need educational provision that is additional or different to this. This is a Special Educational Need. School must use their best endeavors to ensure that such provision is made for those who need it. (Code of Practice 2015).

The policy is written with regard to:

- The 2015 SEND Code of Practice.
- The LA Local Offer
- Springdale Core Offer
- Springdale SEND Information Report
- The Equalities Act 2010 and Springdale First School Equality Statement and action plan (2012)
- The Disability Discrimination Act and Springdale First School Disability Access Plan

Definition of SEN

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

- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others in a mainstream school.

For children of two or over, educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area. (1996 Education Act Section 312).

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 are taught.

Rationale

Springdale School is a fully inclusive school that believes in high quality provision for all children, so:

*The school will ensure that the necessary provision is made for any pupil who has special educational needs and/or a disability.

*Children with SEN and/or a disability will be enabled to participate in all school activities so far as is reasonably practical and compatible with the child receiving appropriate SEN provision. The efficient education other pupils must also be taken into account.

*Children who are exceptionally able or who are gifted / talented will receive provision that will stretch and challenge them

* We endeavor to take reasonable steps to 'ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with their not-disabled peers without justification', as required by the Disability Discrimination Act 1995: Part 4 (as at January 2002).

Identification, Assessment and Provision (4 stage cycle)

Provision for children with SEN and/or a disability is a whole school responsibility. *All teachers are teachers of the children with special educational needs.*

There is a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes and interests of the children and enables most to learn. Children whose attainment or progress fall significantly outside the expected range may have SEN and/or a disability.

Assess

Where children are not making expected progress additional provision (usually within Wave 1 and 2) will be put in place. The impact of provision is evaluated regularly; if progress is still too slow and it is deemed that Wave 3 interventions are required the child will be placed at SEN support level.

The aim of the intervention may be to:

- enhance the child's rate of progress
- close the attainment gap between the child and their peers
- ensure access to the full curriculum
- lead to an improvement in self-help, social or personal skills
- lead to improvements in the child's behaviour

Interventions may include:

- different learning materials or special equipment including ICT
- additional group or individual support to provide tailored interventions
- access to LA support services for one-off or occasional advice on strategies or equipment.
- modifications to the learning environment including changes to the building
- out-reach from a special school

Plan

Once a child is deemed to be at SEN support level the parents will be consulted before placing the child on the SEND register. An Individual Education Plan (IEP) will be written. Any further assessments that are required will be put in place. Where the plan is around a sensory or physical need, plans will be put in place for any adaptations required. Targets, which may include those from other professionals, will be set. The IEP will include information about:

- the short term targets set for the child and success criteria
- the teaching strategies to be used
- the provision and man hours to be put in place
- when the plan is to be reviewed (with the parents)
- parental contributions
- outcomes (to be recorded when the IEP is reviewed).

Do

Planned support will be implemented for the agreed time (6 to 8 weeks). There must be close liaison between the class teacher and TAs delivering interventions or specific programmes as the teacher remains fully responsible for the progress of the child.

Review

The impact of interventions will be evaluated and targets reviewed. The provision map will be updated to show any additional support and any assessments that have been completed.

Where a child has an Education, Health and Care (EHC) plan the Local Authority must review this at least every 12 months. The school must co-operate with this review. The LA can request that the school convenes the review on the LA's behalf.

School request for an EHC Needs Assessment.

Where it is felt that progress still hasn't been satisfactory despite "purposeful and appropriate" action being taken over time, including Educational Psychology involvement, the school, in consultation with the parents and child, may request an EHC needs assessment. The SEND Leader must provide evidence of the 4 stage cycle, resources and cost of provision along with the request form. The LA's SEN team will then decide whether to proceed with an EHC needs assessment. Once the decision is taken to proceed the LA must collect further assessments and professional advice within 6 weeks. This will be presented to a multi-agency panel which will decide whether an EHC plan should be issued. The plan must be agreed with health and social care where the needs are complex and will be written in consultation with the parents and child. Personal budgets attached to the plan will be spent in consultation with the professionals involved, the parents and the child (where appropriate). The whole process from initial request to issuing the final version of the EHC plan will be completed within 20 weeks.

Where, after the EHC needs assessment, the decision is taken not to issue an EHC plan all parties will be informed and the way forward discussed. Parents have the right to appeal against this decision and should consult the guidance in the Code of Practice.

Policy for Provision (See LA Local Offer)

There are 4 categories for SEN need which are outlined below together with ways that these needs may be addressed.

Communication and Interaction: Children with speech, language and communication needs will have difficulties communicating with staff and peers as well as understanding what is being asked of them. Children on the Autistic Spectrum are likely to have difficulties in this area with social interaction. They may also experience difficulties with language, communication and imagination which can affect how they relate to others. Referrals for speech and language NHS assessments will be made where appropriate. A speech and language therapist may visit to deliver interventions as well as to provide training for staff and advice for parents. Most programmes set by professionals will be delivered by school staff.

Cognition and Learning: Support for children with learning difficulties may be required when children learn at a slower pace than their peers even with effective differentiation. This can include learning difficulties from Mild up to Moderate (MLD), Severe (SLD) and Profound & Multiple (PMLD). Intervention from local outreach teams will be requested if further guidance and support is required.

A Specific Learning Difficulty affects one or more specific aspects of learning; this includes conditions such as dyslexia, dyscalculia and dyspraxia. Referrals may be made to appropriate professionals (e.g. SENISS or the Community Pediatrician).

Social, Emotional and Mental Health Difficulties: Children with social and emotional difficulties will manifest themselves in different ways. These may include:

- *becoming withdrawn
- *becoming isolated
- *displaying challenging behaviour
- *disruptive behaviours

These behaviours may also reflect an underlying mental health difficulty such as:

- *anxiety
- *depression
- *self-harming
- *substance misuse
- *eating disorder

The DfE has published guidance for managing mental health and behaviour difficulties in schools.

Where a mental health need is suspected a referral may be made to Child and Adult Mental Health Service (CAMHS).

Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder. Where such a disorder is suspected a referral may be made to the Community Pediatrician.

Springdale has a skilled pastoral care team who are able to provide support through pastoral care, ELSA or other sessions. If difficulties persist the Educational Psychologist may be involved.

Sensory and Physical Needs: Some children may require additional support because they have a disability which prevents or hinders them making use of the educational facilities provided. These may be age related or may differ over time. Children with a Visual Impairment (VI), Hearing Impairment (HI) Multi-Sensory Impairment (MSI) or Physical Disability (PD) may require specialist support or equipment to access their learning.

Advice will be sought from professionals such as Occupational Therapy, Physiotherapy, Vision and Hearing Support Service and school will implement any agreed programmes.

A care plan or risk assessment will be written where required.

Training

All staff will receive training on general SEN issues. In addition, training will be provided for staff working with children with specific needs. Teaching Assistants will also receive training on interventions such as Precision Teaching. Where outreach or other professionals are involved they will share advice and may provide training for staff members to raise their knowledge and understanding of the issues and needs. The SEND Leader will attend LA briefings and network meetings.

Equipment and Resources

General SEN resources will be provided to children as required, from the SEN budget. More specialist equipment will be purchased if required. For children who have an EHC plan, funding may be used from their allocated personal budget. In these instances purchases will be made following advice from other professionals.

Under the Equalities Act 2010 the school must make, “reasonable adjustments including the purchasing of auxiliary aids and services for disabled children.”

Transfer between schools

Information regarding children with an identified disability or SEN will be transferred through Early Years Action and Early Years Action Plus from the Early Years setting so that:

- staff with specific skills can be deployed effectively
- the curriculum can be modified to meet their needs
- it can be ensured there are no barriers to learning, e.g. the physical environment
- appropriate next-steps are identified for the child at an early stage
- the parent/ school partnership can be focused on the child’s specific needs

When a child is moving on from Springdale there will be close liaison with the receiving school (which may involve parents) so that an appropriate transition plan can be put in place and key information transferred.

Roles and Responsibilities

The school will identify and provide for pupils with SEN and/or a disability. Support and professional advice for staff will be made available as appropriate.

The Head teacher and SEND Leader will ensure that Annual Reviews for Education, and Health Care plans are conducted in a timely way that meets legal requirements. They will work closely to coordinate the provision for children with a disability and/or SEN in Springdale School.

The governor with responsibility for SEND will carry out monitoring visits at least termly and will report to the Governing Body via the Pastoral Committee.

The **SEND Leader's** must:

- Be part of, or report to, the Senior Leadership Team
- Report to the Governing Body regularly
- Publish the School Information Report and send it to the LA for inclusion in the Local Offer
- Write the SEND policy and ensure that it is implemented
- Co-ordinate the SEN provision made to support individual children, including those with EHC plans, and maintain a detailed provision map
- Maintain the records of all children with a disability and/or SEN and ensure they are transferred as appropriate
- Ensure that specific needs are made known to all who are likely to work with a child with SEND
- Liaise with and advising all staff as well as contributing to their in-service training
- Liaise with parents of children with a disability and/or SEN including ensuring they are notified when a child is identified by the school as having SEN and/or a disability
- Liaise with external agencies and other professionals including Early Years providers and middle schools to ensure smooth transfer between settings
- Track the progress of children with SEN and/ or a disability and bench marking this against local and national data (e.g. using RaiseonLine and FFT) in a way that supports school self-evaluation
- Evaluating the impact of Teaching Assistants including through the Appraisal process
- Lead on annual reviews for children with an Education Health Care Plan
- Provide guidance to parents, including aspects of the Local Offer
- Advise on deployment of the delegated budget

Class teachers' responsibilities include

- Monitoring overall progress and raising concerns
- Planning and ensuring efficient delivery of individualised programmes of learning
- Deploying other adults in the classroom effectively
- Liaising with other professionals as required
- Writing IEPs, in conjunction with the SEND Leader
- Maintaining records of evidence of a child's progress towards meeting IEP targets
- Contributing reports to an Annual Review for a child with an Education Health Care Plan
- Ensuring they have informed understanding of the needs of children with SEND; seeking guidance and training if necessary

Partnership with parents and children

All parents are partners in their child's education; the school will encourage parents of children with SEND to share their knowledge and experience of their child to support provision for them.

The child will be encouraged to participate in, and contribute to, the assessment of their needs, the review and transition processes (if appropriate).

Contact Details

SEND Leader: Mrs Simonne Burgess 01202 692700 sburgess@springdale.poole.sch.uk

Headteacher: Mrs Ruth Leach 01202 692700 office@springdale.poole.sch.uk

SEND Governor: Mrs Isobel Evans Safeguarding Governor: Mr Peter Cotton

Governors may be contacted via the clerk to the governors (Mrs Melena Biwole)

Monitoring and Review Officer, Borough of Poole: 01202 262276

Policy Review

This Inclusion/SEN policy will be reviewed annually in line with the DfES Code of Practice and will elicit the views of all concerned in implementing it to evaluate its success.