



NINE ACRES COMMUNITY PRIMARY SCHOOL

South View, Newport, Isle of Wight, PO30 1QP

Team Work Respect Aspiration Perseverance Caring Creativity Citizenship Courage Independence

'Striving for Excellence'

Special Educational Needs and Disability Policy June 2019

Nine Acres Primary School

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Policy Statement

We believe that every child is unique and should be given the opportunity to shine in all they do. We believe that every child has the right to receive an education which enables them to fulfil their potential in a supportive and caring environment. As a school we focus on the values of team work, respect, aspiration, perseverance, caring, creativity, citizenship, courage and independence. It is with these values in mind that this policy has been written.

Introduction

We are committed to working in partnership with all who are involved with our children to ensure that we achieve the best possible outcomes for the individual child within a nurturing and inclusive environment. This policy covers all children who require additional or alternative support which is different to that which is usual practice for children of the same age. This may be in terms of assessment, planning, teaching, resourcing or curriculum provision. This policy outlines how the school supports children with special educational needs and disabilities (SEND), complies with the Department for Education and Department of Health's Code of Practice (2015) and guidance provided by the Local Authority. This policy should be read in conjunction with the schools SEND Offer available on the website. www.nineacrespri.iow.sch.uk

Definition of Special Educational Needs and Disability (SEND)

1. When a child or young person has special educational needs – as defined by the Children and Families Act 2014:
 - I. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - II. A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - (a) - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) - 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.
 - III. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
 - IV. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

The reference to the well-being of children and young people is to their well-being as defined by The Children and Families Act 2014:

- (a) physical and mental health and emotional well-being;
- (b) protection from abuse and neglect;
- (c) control by them over their day-to-day lives;
- (d) participation in education, training or recreation;
- (e) social and economic well-being;

- (f) domestic, family and personal relationships;
- (g) the contribution made by them to society

(Please see Appendix A for definition of SEND)

2. Special educational provision, health care provision and social care provision

- I. “Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in—
 - (a) mainstream schools in England,
 - (b) maintained nursery schools in England,
 - (c) mainstream post-16 institutions in England, or
 - (d) places in England at which relevant early years education is provided.
- II. “Special educational provision”, for a child aged under two, means educational provision of any kind.
- III. “Health care provision” means the provision of health care services as part of the comprehensive health service in England continued under section 1(1) of the National Health Service Act 2006.
- IV. “Social care provision” means the provision made by a local authority in the exercise of its social services functions.
- V. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (instead of health care provision or social care provision).

AIMS

- To enable each child to reach their full potential academically, emotionally and socially.
- To include every child fully in the school community and enable them to develop the skills necessary for a successful and fulfilling adult life.
- Using Quality First Teaching to offer an inclusive curriculum and underpin the learning experience of children to ensure the best possible progress for all our children whatever their needs or abilities.
- Making reasonable adjustments, the school environment will be able to meet the individual needs of the child.

The SEND objectives of the school are:

Through providing Quality First Teaching and appropriate waves of intervention we will:-

- Ensure all children have access to a broad and balanced curriculum by providing a differentiated plan appropriate to their individual needs and abilities.

- Ensure identification of any child requiring special educational needs and disabilities (SEND) provision as early as possible.
- Ensure as far as possible that children express their views and are fully involved in decisions which affect their education.
- Promote a successful and communicative partnership with parents in supporting the individual with their specific special needs at all stages of the process.
- Promote effective working partnerships with outside agencies where appropriate to meet identified special educational needs

Responsibilities

Role of the Governors

The Governing Body will monitor and evaluate the quality of provision made for children who have SEND. They will do this through various methods including reports from the Special Educational Needs and Disability Co-ordinator (SENCO), analysis of data, analysis of SEN expenditure, school visits and where appropriate discussions with parents and children.

Role of the SENCO

The SENCO is responsible for monitoring and evaluating SEND work throughout the school and advising or seeking advice where appropriate. The duties will include:

- Monitoring the day to day operation of the school's SEND policy.
- Leading the co-ordination of provision for SEND throughout the school in conjunction with SLT.
- Providing support and advice for teachers and learning support assistants.
- Monitoring the progress of all children with SEND.
- Contributing to the in service training of staff.
- Liaising with external agencies.
- Maintaining the SEND Register

Role of the class teachers

All class teachers are responsible for following this policy. They are responsible for ensuring that they identify individual needs quickly through carrying out regular assessment procedures. They will provide good 'quality first teaching' and ensure any additional intervention or variation is provided where appropriate. They will set individual targets for children in their own class. Class teachers are also responsible for ensuring there is full involvement of parents and children and liaising with outside agencies where appropriate. Class teachers will ensure that information about individual children is transferred from class to class and, where appropriate, from school to school.

Role of the Learning Support Assistant (LSA)

All LSAs are responsible for following this policy. They are responsible for liaising with the class teacher and sharing information about pupil progress. Where intervention is needed, it is the responsibility of the LSA to keep records of pupil attendance and performance. LSAs will conduct assessments on the pupils with SEND as directed by the SENCO.

Role of Parents

We believe parents are vital to ensuring the progress of children with SEND and we recognise that parents know their children best. Parents of children with SEND will be kept well informed of their child's targets

and progress. Class teachers or the SENCO will meet termly with parents of children with SEND. Parents who require additional support or information can make an appointment at any point to discuss their child's progress or difficulty.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, teachers, LSAs and children working together.

Procedures

The following procedures for identification and SEN provision should be followed:

- All children will have access to a broad and balanced curriculum delivered through 'quality first teaching'. This will include, planned differentiated activities, appropriate and achievable learning outcomes, regular assessments to identify areas where children may be struggling and a variety of teaching and learning styles. Daily phonics sessions across EYFS and KS1 will develop children's phonological awareness and give children of all abilities access to reading and spelling at their own pace and level.
- When a child is not making adequate progress and this has been identified using the normal assessment and tracking systems, it is discussed by the class teacher, LSA, Head teacher and SENCO during pupil progress meetings. The class teacher will identify areas for additional support, identifying the areas of concern and strategies to support e.g. booster groups, precision teaching or targeted support to enable children to catch up and bridge gaps in their learning. These interventions focus on activities that the class teacher feels appropriate in meeting children's educational needs. Parents will be kept informed.
- If the child does not make adequate progress with additional interventions, the class teacher will consult the SENCO. The SENCO may do some basic assessments of the child's ability to aid identification of areas of need. If areas of need are identified, this is discussed with parents and the child will enter the school's SEN register.
- If a child fails to improve over time or if a significant difficulty becomes evident, the SENCO may refer to an outside agency for further assessment, advice or support using the relevant referral forms. Following these assessments the school will follow the advice given. Parents will be fully involved in this process.
- Where appropriate multi-agency professional meetings will be called to monitor, evaluate and plan for progress and provision.
- It may be that progress continues to be limited even with many interventions in place. The SENCO along with the Head Teacher and Class teacher will then make a decision as to whether to apply for a statutory assessment. Parents will continue to be involved in the process.

Social, Emotional and Mental Health Support

Play Therapy and Emotional Literacy Support (ELSA) are available for children experiencing social, emotional and mental health difficulties (SEMH). Supporting parents, liaising with staff and intensive work in the following areas mean that children can begin to access learning, self-esteem is raised and children have a better school attachment.

- Play, play therapy, basic counselling, anger management, behaviour management, raising self-esteem, speech and language development (this is additional and can support Speech and Language therapy provided by the NHS) physical co-ordination, nurturing activities provide specific support for individual children as needs are identified.

Resources

The support of children experiencing difficulties is met from within the delegated schools budget and funding is specifically designated for SEND provision. Advice is sought from external agencies when children are assessed as needing specific support. Where specific resources are advised by specialist agencies the school, to the best of its ability will provide the resource as soon as possible. There are a range of generic resources in school to cater for the different needs of children.

Curriculum

Nine Acres Community Primary School offers children a broad and balanced curriculum through relevant topics of interest. Children with SEND have full access to the curriculum and in addition may have differentiated activities linked to their School Support Plans.

Children with SEND are always included in daily school activities, school visits and after school activity clubs. Children are prepared in advance where necessary, for trips and changes to the schedule of the day to help minimise distress and enhance the child's school experience.

Appeals and Complaints

See also school policies for complaints procedures.

Use of the complaints procedure currently in place will ensure parents of all children are treated respectfully.

Working with parents in partnership to ensure their child is happy at Nine Acres Community Primary School and that School support plans are discussed regularly is good practice. If parents feel that discussions with the school have broken down they can be directed to SENDIASS, an independent body that can represent and support parents with children with SEND (particularly children with an EHCP – Educational Health Care Plan).

Continuous Professional Development

The school staff have in-house training with the SENCO and outside agencies to support their work with children with SEND. The SENCO and senior leadership team also identify areas where whole school training is needed and arrange this as appropriate.

The SENCO attends relevant cluster and forum meetings and ensures that necessary information is fed back to relevant staff.

Outside agencies come to the school to provide specialist training to staff e.g. Speech & language/ social interaction training.

Transition

The Head Teacher, SENCO and Class Teacher will maintain close relationships with local groups and preschools and feeder secondary schools. Our Early Years Teachers liaise with pre-schools to ensure children with SEND are well known and provided for before they come into school. Staff will attend the summer term IDP meetings for children identified by the Early Years Intervention Team, who are transferring into the school.

In school year transitions e.g. Y3 to Y4 are supported through transition booklets for the next year group, additional opportunities to meet the new teachers and LSAs, after school meet the teacher sessions for

parents and children and an open day in the summer holidays for selected children to re-familiarise themselves with the school environment.

The year 6 teachers, head teacher, support staff and SENCO also work very closely with staff and SENCO at the secondary schools during the year 6 transfer.

Health and welfare of children

See also school policy for Safeguarding.

The safety and wellbeing of all children is paramount. As a school we follow our safeguarding policy and procedures to ensure that every child, regardless of their age, gender, religion or ethnicity, can be protected from harm. The team work with parents and outside agencies to achieve the best for children, irrespective of their circumstances to ensure they are treated fairly and equally whilst in our care.

The school nurse attends the school at regular intervals of development e.g., general health checks in the Reception or intake year, hearing, dental and vision checks. The school nurses can be asked to give children specific health checks with parental permission, if deemed necessary.

The Head teacher who is also the Designated Child Protection Lead Officer (DPLO), together with the Deputy Head, the SENCO and Child and Family Support Worker monitor health, attendance and well-being of all children, including child protection issues.

This Policy will be reviewed on an annual basis and monitored by the Governing Body to ensure that it is line with any new curriculum or legislation requirements.