



Additional and Special Educational Needs and Disability Policy

Ratified Update: March 2017

1 Introduction

This policy takes account of the SEND Code of Practice, the SEND and Disability Act 2014 and the Equality Act 2010.

All children are individuals and have varying needs throughout their time at Girton Glebe School. All staff recognise that every child has gifts, abilities and difficulties, which need to be addressed by their class teacher.

All children must have an equal opportunity to take part in a broad and balanced curriculum, including the National Curriculum, and in all activities of the school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities. Those who have special educational needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

This policy links with the school's policy on children with significant medical needs.

1.1 Definitions

The following definitions are taken from the SEND Code of Practice (2014).

A pupil has **Special Educational Needs** where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child 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.

From time to time, many children will experience periods of difficulty within, or outside of, school. This may include:

- periods of slow progress
- difficulties with relationships with other children
- disruptions to their home life

Such children are described as having **Additional Educational Needs**.

Special Educational Needs are characterised by the permanence of the required provision – i.e. it is unlikely that there will be a time in the future where the provision will no longer be needed.

Children whose attainment is significantly higher than that of their peers fall under the schools Gifted & Talented and More Able Policy.

Children who are new to English or communicate in a different language at home are not characterised as having a Special Educational Need, though they may have Additional Educational Needs.

2 Aims

Alongside the school's general aims, outlined in the Aims & Ethos, we aim to:

- Raise the achievement of every child so that all children can attain national expectations wherever possible.
- Promote the self-esteem, independence and motivation of all children.
- Listen to children's views and involve them in planning their education.
- Work in partnership with families.

3 Objectives

Additional Educational Needs will be addressed by:

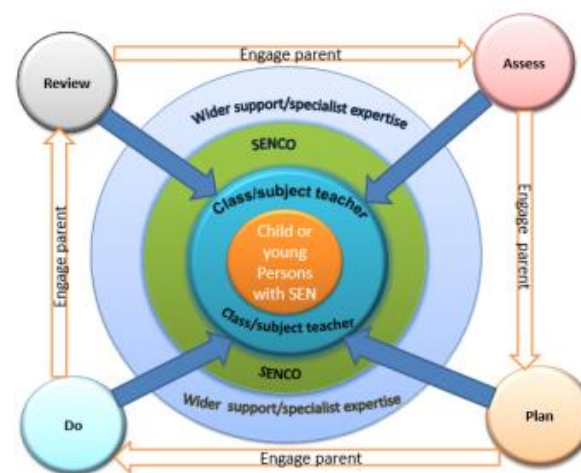
- maintaining the highest expectations of all pupils
- making modifications to the curriculum and teaching at the planning stage so that learning and tasks are accessible, for example: breaking down tasks into smaller steps, making use of technology to present information in different ways
- making modifications to resources or providing additional resources to support learning, for example: word banks, hundred squares, Numicon, etc.
- making use of different pupil groupings, for example: talk partners or varying ability and mixed-ability groupings
- providing short-term, intense intervention to fill in gaps in learning
- maintaining access to a broad and balanced curriculum

Special Educational Needs will be addressed by:

- maintaining the highest expectations of all pupils.
- making modifications to the curriculum and teaching at the planning stage so that learning and tasks are accessible, for example: breaking down tasks into smaller steps, making use of technology to present information in different ways.

- making modifications to resources or providing additional resources to support learning, for example: large print resources, specialist equipment.
- making use of different pupil groupings, for example: talk partners or varying ability and mixed-ability groupings
- making effective use of additional adults working in the classroom to support learning, for example: teaching assistants, parent or community volunteers
- liaising with other agencies e.g. Family Support Worker, Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations
- maintaining access to a broad and balanced curriculum
- ensuring inclusion at all times, recognising and challenging the risk of isolation

The school will use the Graduated response to SEND as outlined in the SEND Code of Practice 2014. This is a cycle of 'Assess, plan, do review' that centres on the child, the provision by the class teacher, gradually including additional input from the SENDCo and / or specialist services. At every stage parents and the child (where possible) will be involved in the process as partners to achieve the best outcomes for the child.



4 Pupil Participation

'Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.' United Nations Convention on the Rights of the Child.

Pupils will be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued.

The ethos of Girton Glebe School encourages and supports pupil participation and highlights in particular:

- The importance of ensuring access for all pupils to all activities within the whole life of the school
- The need for training and encouraging pupils to take part right from the start of their time at this school
- Our genuine commitment to make pupil participation work
- The role of the pupil in setting, monitoring progress and reviewing targets for their SEND Support Plan.

Pupils will be encouraged to contribute to the Statutory Assessment Process for an Education Health and Care Plan.

We will take account of the Children's Act 1989 Guidance and Regulations which says, *'There is a fine balance between giving the child a voice and encouraging them to make informed decisions and overburdening them with decision making procedures when they have insufficient experience and knowledge to make appropriate judgements without additional support'*

5 Working in Partnership with Parents

Girton Glebe School values working in partnership with all parents to promote a culture of co-operation between home and school. This is important in enabling children with additional educational needs to achieve their potential. The views of parents will be sought and we will seek to involve parents in all decisions about their child's additional needs. All communications involving decisions will be recorded.

We will:

- Hold positive attitudes to parents, respecting the validity of the differing perspectives
- Provide user friendly information and procedures
- Recognise the pressures a parent might be under because of the child's needs
- Acknowledge the importance of parental knowledge and expertise in relation to their own child
- Gain parental permission before referring them to others for support

Parents have a responsibility to communicate effectively with the school and so they should communicate regularly with the school alerting us to their concerns. Parents will be invited to take part in the review of their child's SEND Support Plan three times a year. All parents whether or not they are living with the child have the right to be consulted and to be kept informed about the SEND provision for their child.

6 Roles and Responsibilities

Governors fulfil their statutory duty by establishing the policy; monitoring its implementation and securing available resources to meet the needs of pupils with special educational needs (SEND). A governor with a special interest in special educational needs and inclusion is nominated annually. The Headteacher has overall responsibility for the implementation of policy and for the assessment and provision, including allocation of resources, for all children, including those with special and additional educational needs. Staff take responsibility for meeting the needs of all pupils.

The class teacher:

- Raises concerns about pupils who may have additional or special educational needs
- Plans suitable learning challenges for all pupils, including effective differentiation to meet the needs of all pupils
- Teaches all pupils taking into account their individual needs and preparing additional resources where necessary
- Prepares and reviews SEND Support Plans for children at SEN Support.
- Prepares and reviews targets for children with an Education, Health and Care Plan (EHCP)
- Shares SEND Support plans with all appropriate staff (cover teachers, HLTAs, TAs)
- Is responsible for directing the work of teaching assistants allocated to the class or specific pupils
- Meets with allocated TAs regularly (TA talk time)
- Liaises with other adults who work with the class
- Evaluates the learning and progress of the pupil
- Communicates regularly with parents both formally and informally

Teaching Assistants:

- Carry out interventions with or provide support to groups or individuals, as directed by the class teacher
- Prepare resources for interventions or modifications to general class resources
- Meet regularly with the class teachers they work with (TA talk time)
- Make brief records of their work
- Contribute to meetings about individual pupils to whom they are allocated

The SENDCo:

- Implements the school policy
- Manages the day to day operation of Teaching Assistants
- Advises teachers on planning suitable learning challenges for all children
- Advises teachers in the preparation and review of SEND support plans
- Maintains a register of children receiving support through either SEND or AEN processes, oversees the records kept and supports the evaluation of interventions
- Liaises with outside agencies: Educational Psychologists, Specialist Teaching Team, Health Professionals, etc. and ensures effective communication between different agencies through the Early Help Assessment (EHA) process.
- Works in partnership with parents
- Contributes to training
- Reports to the Governing Body

One day of release time will be allocated weekly to enable the SENDCo to carry out their duties.

7 Resources

Decisions regarding the allocation of funds to meet the needs of pupils with additional educational needs and special educational needs are the responsibility of the Senior Leadership Team. Where these decisions impact on the agreed budget, the governing body will be consulted.

8 Admissions and Inclusion

Girton Glebe School will admit pupils with already identified needs, with or without EHC Plans, as well as providing for pupils not previously identified as having additional educational needs. Pupils with Education Health and Care Plans (EHC Plan) will only be refused admission where the child's inclusion would be 'incompatible with the efficient education of other children'. Code of Practice paragraph 9.79

Exceptions may be made by the Admissions Authority to the statutory infant class size limit of 30 pupils where:

- Pupils attend mainstream lessons but are registered at a special school
- Pupils are admitted with EHC plans outside the normal admission round (for the rest of the academic year of admission only).

The SENDCo will work closely with staff of feeder Nurseries and Secondary Schools to ensure a smooth transition for pupils with SEND.

9 Provision

The school will use the Graduated Response as outlined by the 2014 Code of Practice in order to better meet the needs of pupils at the school.

The two principles central to the Code of Practice are that:

- Provision for a child with special or additional educational needs should match the nature of their needs
- The cycle of 'Assess, plan, do, review' outcomes will be recorded appropriately.

The key test for the need for action is evidence that rates of progress are inadequate. (See Appendix 1)

9.1 Class differentiation

Many children's needs can be met by the effective use of differentiation by the class teacher or through adapting resources to ensure access. For children with AEN or SEND there may be adjustments in place in the classroom which allow the child to access the curriculum without further need for intervention.

9.2 Targeted Intervention

The class teacher provides interventions that are additional to and different from those provided as part of the usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and delivering an individualised programme.

As Targeted Intervention is designed to accommodate the needs of individual children, the nature of this support will be identified and monitored during pupil progress meetings and interventions recorded on the provision map.

9.3 SEND Support

Where targeted intervention has been in place and outcomes towards targets have not been achieved despite this input, the next stage of our graduated response is SEND support. The aim is to identify whether there may be an underlining causes for a continued lack of progress towards targets. At this stage the class teacher will involve the SENDCo in identifying next steps and considering referral to the Specialist Teaching Team and other Professionals as appropriate. At this stage an SEND support plan would be drawn up which is designed to accommodate the needs of the individual child. The nature of this support will be personalised but may include:

- The SEND support plan will follow the 'Assess, Plan, Do, Review' model.
- Clear targets will be set and reviewed *at least* termly.

- Meeting between teacher and parents *at least* termly to review and discuss targets and progress towards outcomes. At this stage the SENDCo may be involved in discussions.
- Consultation with the Specialist Teaching Team.
- Discussion between parents and the Specialist Teaching Team.
- Completion of The Early Help Assessment (EHA) to access the support of external agencies if appropriate.
- Referral to Occupational Therapist, Education Psychologist, Speech and Language Therapist if appropriate.

The Early Help Assessment (EHA) process will be coordinated by the SENDCo.

9.4 Request for statutory assessment

In order to request statutory assessment, the child will have demonstrated significant cause for concern. Normally, there will be external agency support; advice from this support will have been acted on and records of its impact (detailing what worked and what did not) will have been kept. The SENDCo will decide when a statutory assessment request is appropriate (though parents may make their own request) and, working with the class teacher, will prepare the request. The final decision rests with a local authority panel.

9.5 Education Health and Care (EHC) Plans

The school will work closely with the Local Authority (LA) and other agencies to meet the needs of children with an Education Health and Care Plans. Children with EHC plans will have Annual Reviews of their EHC plan as required in the Code of Practice 2014. Targets will be set for the year using the SEND support plan format and reviewed with parents *at least* termly.

9.6 Record Keeping

The school proforma is used to record class differentiation, targeted intervention and SEND support. SEND support plans will be available in the classroom and constantly referred to and used by all adults working with a child. Children with behavioural difficulties will have Risk Reduction Plan, Pastoral Support Plan and/or monitoring charts.

10 Complaints

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment, separate procedures apply. Advice for parents can be sought from the LA or from the SENDIASS.

11 Evaluation of Success

The Governing Body will monitor, evaluate and review the provision for pupils with special and additional educational needs. The governor with a special interest in special educational needs and inclusion will meet with the SENDCo at least twice a year to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEND and AEN
- Any child's SEND or AEN are identified early
- Intervention programmes comply with best practice
- The wishes of the child are taken into account
- Educational professionals and parents work in partnership
- SEND Support plans are reviewed regularly
- Equal access to school activities for all pupils
- The extent to which standards have improved generally across groups of children with SEND or AEN – measured by SATs, Target Tracker Steps and P scales
- Numbers of children receiving support including the number who no longer need support.

The Governing Body will receive a brief report from the named governor on the outcomes of these meetings.

Appendix 1 – Triggers for intervention

1. Triggers indicating the need for Targeted Intervention

The child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment (ie below national expectations) in some curriculum areas or parts of core curriculum areas
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- 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 despite the provision of a differentiated curriculum

2. Triggers indicating the need for SEND support

Despite having targeted intervention the child:

- Continues to make little or no progress in specific areas over a sustained period of time
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing English and mathematical skills
- Has emotional or social difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has Sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.