



# **Policy for Special Educational Needs and Disability.**

## **Stalmine Primary School**

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Written by Mrs E Parkinson (SENCo)

Link Governor: Mrs Dyllis Dickinson

## **Policy Statement**

We at Stalmine Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school's SENCO, Emma Parkinson, and is to be used with governors, staff and parents & carers of pupils with special educational needs and disability.

## **Definition of Special Educational Needs**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

*Children have a learning difficulty if they have:*

a) a significantly greater difficulty in learning than the majority of the children of the same age.

b) a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

**These definitions are based on The Special Needs and Disability Act 2001.**

## **Aim**

We aim, within the limits of school resources, to recognise and provide for any pupils who are identified as having a special education need.

We aim to provide a positive school atmosphere in which *all* children, irrespective of their difficulties, gender, culture or abilities, are valued by all.

## **Objectives**

1. Wherever possible, the school aims to provide the necessary resources to satisfy special educational needs.
2. To strive to address the needs of all pupils in the school both with and without a statement of special education needs or Educational Health and Care Plan.
3. To aim to achieve early identification of a special educational need together with appropriate intervention.
4. To provide access to a broad and balanced curriculum to all pupils.
5. To provide opportunities for parental and pupil involvement, recognising the value of their knowledge and experience.
6. To acknowledge that all members of staff are responsible for pupils with special educational needs.
7. To carefully assess pupils and match provision to their individual requirements.
8. To work closely and cooperatively with all agencies concerned with the provision of services for special educational needs.
9. To recognise and have due regard to the Special Educational Needs Code of Practice on the identification and assessment of special educational needs.

## **Identifying special educational needs.**

We refer to the Code of Practice which describes the four broad categories of need. These categories give an overview of the range of needs that are planned for at our school. **(Assess-Plan-Do-Review).**

The purpose of the identification is to work out what action the school needs to take, not to fit a pupil into a category. At Stalmine Primary School, we identify the needs of pupils by considering the needs of the whole child not just the special education needs of the young person.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

## **Broad Areas of Need**

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

According to the SEND Code of Practice 2014, there are four broad categories of need. These include:

### **COMMUNICATION AND INTERACTION**

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communicating. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination; which can impact on how they relate to others.

### **COGNITION AND LEARNING**

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have

disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **SENSORY AND/OR PHYSICAL NEEDS**

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairments (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI must have a combination of vision and hearing difficulties.

- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**(Definitions taken from SEND Code of Practice 2014)**

### **Graduated approach to SEN support**

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching practitioners or specialist staff.

Quality First Teaching is the first step in responding to pupils who have or may have SEND.

The Headteacher regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

Special educational provision involves the teacher and SENCo considering all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment using effective tools and early assessment materials.

For higher levels of need, the school SENCo will draw on more specialised assessments from external agencies and professionals.

The decision to place pupils on the SEN Register follows the '**Assess-Plan-Do-Review**' cycle.

Parents, families and children are involved in the Assess-Plan-Do-Review cycle from the outset.

### **Managing pupils on the SEN register**

- At Stalmine Primary School, we assess, plan, deliver, review and record provision using SEN Support Plans, Individual Education Plans and Provision Maps which tell us what needs have been identified and the clear outcomes to be achieved within an agreed timeframe.
- The class teachers hold responsibility for evidencing progress according to the outcomes described in the document.
- Reviews will take place each term with parents and pupil.
- The school's SEN Information Report shows how the level of provision is decided (this is available on the school website).
- The SENCo will liaise with and monitor the additional support provided by specialist services.
- Parents and pupils are involved from the outset.

When a child has made adequate progress following intervention/adjustments and high quality, personalised teaching, the child will continue to be monitored by the class teacher in partnership with the parents and child.

### **Supporting pupils at school with medical conditions**

- The school recognises that pupils at school with medical conditions should be supported and have full access to education, including school trips and physical education.
- The school complies with its duties under the Equality Act 2010 for children who are disabled with medical conditions.
- Children who have special educational needs (SEN) and may have a Statement or Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Monitoring and Evaluation of SEND**

The Headteacher, Governors and all teaching staff regularly and carefully monitor and evaluate the quality of provision we offer all pupils. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Monitoring and evaluation includes: audits, planning files and book scrutinies and lesson observations by the Headteacher.

## Training and resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- The school's SENCo regularly attends Local Authority SEN cluster meetings in order to keep up-to-date with local and national updates in SEND.
- The school's SENCo also attends termly cluster meetings with the Link Educational Psychologist.

## Roles and responsibilities

A governor with the responsibility for SEN must be appointed and liaise regularly with the SENCO.

The governing body should have regard for the Code of Practice when carrying out duties towards all children with SEN.

They should ensure that the necessary provision within budgetary limitations is made for pupils with SEN.

In cooperation with the Head teacher and SENCO, they should determine the school's general policy and approach to provision for children with SEN.

They should ensure that the teachers are aware of the importance of identifying and providing for those children with SEN.

They should report annually to parents on the success of the school's policy for pupils with SEN to include information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services.

A current update of SEN should be reported at each Governors meeting. They should ensure SEN provision is being communicated to parents.

They should ensure that pupils with special educational needs are included in the activities of the school and with other children.

They should consult with the LEA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

The SEN Governor is responsible for maintaining an awareness of special needs provision in the school on behalf of the governing body.

The SEN Governor meets with the SENCo to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy.

- The Designated Teachers with specific Safeguarding responsibility are Miss Hannah Binns (Headteacher) and Joanne Clarke (Assistant Head Teacher).
- The Headteacher is responsible for managing PP/CLA funding.
- The Headteacher is responsible for meeting the medical needs of pupils.

## Data protection

- Stalmine School will:
  - Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of SEN pupils.
  - Maintain an accurate and up-to-date register of the provision made for pupils with additional needs.
  - Record details of additional or different additional need provision on a provision map.
- A data protection policy is available on the school website and is also available on request from the school office.

## Accessibility

- An accessibility plan is available on request.

## Confidentiality

Stalmine School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

1. To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
2. On the order of any court for the purpose of any criminal proceedings.
3. For the purposes of investigations of maladministration under the Local Government Act 1974.
4. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
5. To Ofsted inspection teams as part of their inspections of schools and local authorities.
6. To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
7. To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

### Dealing with complaints

- Details regarding the school's complaints procedure can be found on the school website or on request from the school office.

### Bullying

The school anti-bullying policy outlines the steps are taken to ensure and mitigate the risk of bullying of vulnerable learners. This is available on the school website and on request from the school office.

### Reviewing the policy

- The Special Educational Needs Policy is reviewed every two years or earlier if necessary.