COALWAY COMMUNITY INFANT SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Introduction

Significant changes to the SEN Code of Practice were introduced through the Children and Families Act 2014, changes which became statutory from 1 September 2014.

Consultation

This policy was created following consultation with a breadth of relevant parties, including school staff, parents/carers, pupils, the Governing Body and the Local Authority SEN Monitoring Officer.

Definitions

The following two definitions are taken from the Department for Education 2014 statutory guidance document 'Special educational needs and disability code of practice: 0 to 25 years'.

Special educational needs (SEN)

"A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age 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, or
- 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 "

Disabled children and young people

"Many children who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes,

epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition. "

Roles and Responsibilities

The SENCO and Role of the SENCO

The school's SENCO (Special Educational Needs and Disability Co-ordinator) is Mrs Hamilton, who is an experienced, qualified teacher and also the Head Teacher. She may be contacted via the School Office on 01594 833457. Mrs Hamilton is supported in her role by Miss Roberts, who also has a breadth of SEN experience, and is currently completing the National SENCO qualification.

The SENCO has an important role to play in conjunction with the Governing Body in determining the strategic development of SEN policy and provision in the school.

The SENCO has day-to-day responsibility for the operation of SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC (Education and Health Care) plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in Gloucestershire's Local Offer and works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where 'Child in Care' has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

• working with school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

• ensuring that the school keeps the records of all pupils with SEN up to date

Governor Roles

The school has designated a member of the Governing Body with specific oversight of the school's arrangements for SEN and disability. Our SEN Governor is Mr. K. Toombs. He works alongside the management team to regularly monitor and review how expertise and resources used to address SEN are used to build the quality of whole-school provision as part of the school's approach to school improvement.

Mrs K Russell is the designated Children in Care Governor.

Both may be contacted via the School Office on 01594 833457.

Mrs Hamilton is also the Designated Safeguarding Lead.

Teaching Staff

The roles and responsibilities of Teachers and Teaching Assistants are detailed in full within our SEND School Offer on our website.

<u>Aims</u>

- At Coalway Community Infant School we believe that all children are entitled to an education that enables them to make progress, achieve their best, and become confident individuals living fulfilling lives.

- to support the child, and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

- to enable the early identification of children's needs and early intervention to support them

- to provide greater choice and control for young people and parents over support

- to enable collaboration between education, health and social care services to provide support for pupils with SEN

- to provide high quality provision that meets the needs of children with SEN

- to enable access to a broad, balanced, relevant and differentiated curriculum, with teachers setting high expectations for every pupil, whatever their prior attainment

- use of appropriate assessment to set targets which are ambitious, planning lessons that address potential areas of difficulty and to remove barriers to pupil achievement

- a focus on inclusive practice

- to offer the necessary praise, encouragement and involvement through which all children can reach their full potential

- to ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed

- to establish continuity and progression through the Infant and on to the Junior School

Duties

To identify and address the SEN of the pupils that we support we will:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children's SEN, irrespective of whether they have communication and interaction, cognition and learning, social, emotional and mental health needs, physical and medical needs, hearing or visual impairment.

- ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN

- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.

- inform parents when we are making special educational provision for a child

- publish a SEND information report (we call this our SEND School Offer) and our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and an accessibility plan showing how the school plans to improve access progressively over time

- ensure that the quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and our approach to professional development for all teaching and support staff.

- ensure that school leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

- ensure that the identification of SEN is built into our overall approach to monitoring the progress and development of all pupils.

- ensure that the school's arrangements for assessing and identifying pupils as having SEN is set out as part of the school's SEND Offer and Gloucestershire's Local Offer, ensuring that its arrangements are published as part of the information it makes available on SEN. (N.B. Coalway Community Infant School's SEN Information Report – our SEND School Offer - is published on the school's and Gloucestershire's website).

- ensure arrangements will be made to support children with medical conditions. Individual healthcare plans will be devised specifying the type and level of support required to meet the medical needs of such pupils.

Principles

In fulfilling these duties Coalway Community Infant School will have regard to the principles set out below. In particular:

- we will ensure that children and parents are actively involved in decision-making throughout our approaches.

- the school will regularly review and evaluate the breadth and impact of the support we offer or can access (For full details see our SEND School Offer).

- the school will give due regard to our general duties to promote disability equality and duties under the Equality Act 2010 towards individual disabled children and young people. Reasonable adjustments will be made, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The school also has wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. (For full details see our SEND School Offer).

Publishing Information: SEND School Offer

The **Governing Body** publish information on the school's website about the implementation of the Governing Body's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Coalway Community Infant School's SEN School Offer is available on www.coalway-inf.gloucs.sch.uk. The information included is in accordance with that set out in the Special Educational Needs and Disability Regulations 2014.

Local Authority Published Information

The School's SEND School Offer also gives details of the school's contribution to Gloucestershire's Local Offer and includes information on where the Local Authority's Local Offer is published.

The school is also required to make data available to the Local Authority regarding the levels and types of need within the school. This data is required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the National SEN Information Report.

Monitoring and Evaluation of SEN

Evaluation of the success of the school's SEN policy and provision takes place in a variety of ways including the following:

- An annual review of the SEN Information Report (SEND School Offer) and SEN policy
- A Self-evaluation review undertaken by the SENCO and SEN Governor two times per year, using a self-review guidance document
- On-going evaluation through:
  - Parental feedback, including during My Plan reviews
  - Dialogue with Teachers and Teaching Assistants
  - Monitoring of classroom practice
- Termly monitoring of teacher assessments
- Analysis of Key Stage 1 SATs, Year 1 Phonics test and Foundation Stage Profile results for Code of Practice children
- Analysis of progress of different groups (e.g. boys and girls across the Key Stage)
- Evidence of 'value added'
- Provision secured for SEN children
- Analysis of SEN funding and spending
- Success rates in respect of My Plan targets
- Movement within the stages of the Code of Practice or along the graduated pathway
- Children no longer requiring SEN provision

Admission Arrangements

The Head Teacher is responsible for admission arrangements, which accord with those laid down by the Local Authority.

It is the policy of Coalway Community Infant School to admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. The school will not refuse to admit or

provide for a child because it is felt that the child's special educational needs cannot be catered for.

Funding for SEN

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula.

The school has an amount identified within our overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, Head Teacher and Governing Body have established a clear picture of the resources that are available to the school. They consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

This enables the school to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN (as detailed within the SEN Information Report - SEND School Offer).

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The Local Authority may provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Legislation

Key legislation which has been taken in to account when formulating this policy:

- **The Children and Families Act 2014 -** with particular reference to Part 3, SEN guidance and associated regulations.

- **Special educational needs and disability code of practice: 0 to 25 years:** Statutory guidance from the Department for Education which sets out what is expected of organisations who work with and support children and young people with special educational needs and disabilities

- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act

- **Department for Education Working Together to Safeguard Children (2013):** Statutory guidance from the Department for Education which sets

out what is expected of organisations and individuals to safeguard and promote the welfare of children

- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review)** and **Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers

- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission

- **Supporting pupils at school with medical conditions (2014):** Statutory guidance from the Department for Education

- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

F. Hamilton

Review date: October 2018

Review cycle: Annually