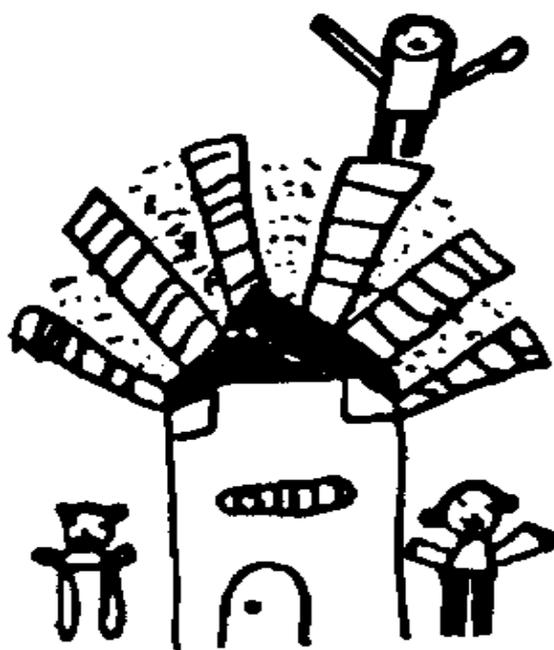


WILLIAM BOOTH
PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY
POLICY
SEPTEMBER 2016

Policy to be reviewed September 2019

Principles and Objectives

In accordance with our Disability Equality Scheme and Inclusion and Equality Policy, at William Booth Primary School we believe that all children benefit from mixing with a wide variety of children and adults, from all cultures and backgrounds, including those who are disabled and those with special educational needs.

In line with national guidance, William Booth endorses the 5 outcomes of the Every Child Matters programme (2005). The 5 areas are: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Well-being.

We have high expectations of all our children. We aim for all children to achieve their full potential through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community; therefore the feelings and opinions of the child are listened to and responded to. Children with special educational needs and/or disabilities (SEND) have a right to a broad and balanced curriculum and to be educated alongside other children. We respect the fact that all children may have a special educational need and/or disability at some time during their lives.

We believe that parents and carers have a vital role to play in supporting their child's learning. We will endeavour therefore to work in partnership with the parents/carers of all pupils.

Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

"A child or young person 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 or a young person 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

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)

Many children and young people 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 and young people 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 or young person requires special educational provision they will also be covered by the SEN definition."

Children must not be regarded as having a learning difficulty solely because the language or form of language is different from the language in which they will be taught.

Aims

William Booth Primary and Nursery School is a mainstream school for pupils aged between 3 and 11. This policy explains how William Booth School makes provision for pupils with SEND, in line with the school ethos and current legislative requirements. (SEND Code of Practice 2014, Children and Families Act 2014, Equality Act 2010)

The aims of the policy are:

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure the special educational needs and/or disabilities of children are assessed and provided for.
- To identify the roles and responsibilities of staff in providing for children's special educational needs and/or disabilities.
- To provide a broad, balanced and suitably differentiated curriculum relevant to the needs of all pupils.
- To ensure access for all children to extra-curricular activities and inclusion in all aspects of school life.
- To promote self-worth, enthusiasm and a sense of achievement in all children.
- To work in partnership with parents/carers and other external agencies to provide an integrated approach to a child's special educational needs and/or disabilities.
- To give children the opportunity to have a voice in the process.
- To monitor and record the progress of children with special educational needs and/or disabilities.

Roles and Responsibilities

Management of Special Educational Needs and Disability

The governing body in co-operation with the Head Teacher determines the school's general policy and approach to the provision for children with special educational needs and/or disabilities, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEND policy and reporting to parents annually.

Marcia Puckey is the governor who has a particular responsibility for SEND and monitors the school's work with respect to children with special educational needs and/or disabilities.

The Head Teacher has responsibility for overseeing the provision for children with special educational needs and/or disabilities and keeping the governing body informed. In conjunction with the special educational needs co-ordinator (SENCO) and the senior leadership team, the Head Teacher is responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

Co-ordination of Special Educational Needs and Disability Provision

The SENCO for our school is Claire Roberts, who is a qualified teacher and holds the National Award for Special Educational Needs qualification.

The SENCO is responsible for:

- The daily implementation of the SEND policy, with regard to systems and procedures.
- Co-ordinating provision and collecting, recording and updating information for children with SEND.
- Requesting additional support for pupils with complex SEND through element 3 LA funding (HLN).
- Ensuring and monitoring support for those children requiring provision through element 2 funding.
- Ensuring there is liaison with parents/carers and external agencies in respect of children with SEND.
- Liaising with, advising and supporting all staff with SEND matters.
- Managing teaching assistants working with children with SEND.
- Contributing to the CPD of the staff.
- Ensuring that the appropriate provision maps are in place.
- Co-ordinating the implementation and monitoring of interventions.

- Producing the online annual SEN information report.

The Role of Staff working with Children with Special Educational Needs and Disability

All members of the school community work towards the school aims by:

- Using the school procedures (as outlined in this policy) for identifying, assessing and making provision for pupils with SEND.
- Sharing a commitment to inclusion and a partnership approach to provision.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the principles for inclusion as emphasised in the inclusion statement in the National Curriculum 2013:

- Setting suitable learning challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils.

Class Teachers will ensure these principles are implemented by:

- Working closely with parents/carers, external agencies, SENCO and support staff to gather information, plan and review learning for children with special educational needs and/or disability in their class.
- Providing learning opportunities and interventions, and/or resources that are additional to, and different from, the rest of the class.
- Devising and reviewing provision maps, in partnership with parents/carers, pupils, TA's and the SENCO.
- Monitoring progress using P-Levels and PIVATs as appropriate.
- Attending review meetings.

In some cases, children with complex special educational needs and/or disability may have a named support TA who will work with the class teacher to plan, deliver and review a personalised curriculum. In these cases, the class teacher is responsible for the child's learning and inclusion with the rest of the class. In order to ensure this, class teachers and TA's will meet weekly to plan for the child's provision.

Identification and the Graduated Approach

Early identification, assessment and intervention are recognised as the key to meeting the needs of individual children. The SEND Code of Practice (2014) recognises four broad areas of need:

- Communication and interaction (speech, language and communication needs and Autism Spectrum Disorder)
- Cognition and learning (moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties and specific learning difficulties)
- Social, mental and emotional health
- Physical and/or sensory needs

Procedures for identification of SEN

The school's monitoring and assessment system for individual children will inform school staff about areas in which a child is not progressing at an adequate rate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

The key test of the need for action is that current rates of progress are inadequate.

Concerns around whether a child may have special educational needs may be raised by a member of school staff or by the parent/carer of a child.

- When a parent/carer has a concern about their child's needs, they are encouraged to speak to their child's class teacher about their concerns. If the class teacher shares the concerns, the class teacher will then complete an SEND concerns form to share with the SENCO (Appendix 1). The parent/carer is able to speak with the SENCO at this point if they feel there is a need to do so.
- If a member of staff in school has a concern about a child's needs, they will liaise with the child's class teacher about their concerns. If the class teacher shares the concerns, the class teacher will then complete an SEND concerns form to share with the SENCO. The member of staff is able to speak with the SENCO at this point if they feel there is a need to do so.
- Class teachers who are concerned about a child's needs will complete an SEND concerns form to share with the SENCO.

When an SEND concerns form is received, the graduated approach, as outlined in the SEND Code of Practice 2014, will be followed.

1. **Assess** - the class teacher, SENCO and parents/carers will work together to assess the child's needs. This will include gathering information from the teacher about the child's progress, attainment and behaviour, as well as information from parents/carers. With parental agreement, external agencies may be contacted if appropriate.
2. **Plan** - in consultation with parents/carers and the child, the class teacher and the SENCO will agree upon the adjustments, interventions and support to be put in place. Expected progress will be agreed upon and a review date set. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will all be recorded by the class teacher using SEND Provision Plans and/or intervention monitoring and tracking forms.
3. **Do** - the agreed support will be put in place. The class teacher will remain responsible for the child's progress and will work closely with other professionals involved in the child's education to monitor and track this progress. The SENCO will support the class teacher and other professionals in the ongoing assessment related to the agreed support.
4. **Review** - the effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents/carers. Next steps for the child will be agreed in collaboration with the child and parents/carers.

SEN and EAL (English as an Additional Language)

The SEND Code of Practice explains that:

"Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN".

At William Booth School, all staff members understand that good SEN practice is also good EAL practice, and both of these are good 'quality-first teaching' practice. If a member of staff has a concern that a child with EAL may have SEN, we will follow the same procedures as with a child who does not have EAL. One difference in this case would be the involvement of an interpreter with parental consent to ascertain whether the child has any difficulties in their home language.

Provision for children with SEND including SEND Provision Plans

At William Booth School, we recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

If a child is identified as being in danger of not making adequate progress, they will be provided with differentiated work in class and their progress will be monitored closely by the class teacher. They may require a targeted group intervention as part of the whole class intervention programme for a short period of time to support accelerated progress in order to ensure they will meet Age Related Expectations.

If these actions do not result in the child making adequate progress and the child is identified as requiring SEND support, they may be supported in one or more of the following ways:

- Further differentiation of work
- Teacher or TA support in small group situations.
- The provision of different learning materials and/or specialist equipment.
- Staff development and training.
- Interventions delivered in 1:1 or small group situations outside of class.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.

The possible provision available at William Booth School for children with identified SEND can be found on the school website (Appendix 2).

If adequate progress is not made after a substantial period of intervention and review at this stage, the teacher in consultation with the parents/carers and SENCO may conclude that further support and advice is needed. This may include the Inclusive Education Service Teams (Learning Support, Autism and Sensory), Multi Agency Locality Team (Education Psychology and CAMHS), Behaviour Support Team and Health Services.

The provision here remains as the provision outlined above, as well as:

- Active and ongoing advice from external agencies.
- Provision of specialist assessment.
- Provision of Local Authority additional resources allocated through element 2 funding, and requests for further support through the High Level Needs element 3 funding.
- Annual Review Meetings in which parents/carers, school staff and external agencies share information and plan for the future provision for the child.

Provision Plans will be used for children requiring support that is additional to, or different from, differentiated approaches that are part of high quality personalised learning. The Provision Plan will detail the support and/or interventions in place for the child, the expected outcomes and a review. Class teachers will regularly review the Provision Plan; this will be done alongside the child and parents/carers where appropriate. Parents' views and comments will be documented on the Provision Plan. (See Appendix 3 and 4 for Provision Plan Guidance and an example Provision Plan).

Education, Health and Care Plans

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Education, Health and Care Assessment) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an Education, Health and Care Plan is necessary, then the pupil's needs and provisions will be summarised in this document. This will be reviewed annually. The school undertakes to carry out specific requirements as outlined in the Education, Health and Care Plan.

Assessment and Monitoring

The progress of children receiving SEND support that is additional to, or different from, differentiated approaches that are part of high quality personalised learning will be monitored using the systems outlined in the section 'Identification of SEND'. This monitoring is in addition to the school assessment system which is used to record and monitor the progress of all children in school. In the Foundation Stage, all children's progress is assessed and monitored using the Early Years Foundation Stage Profile. (EYFSP) Details of the school assessment systems can be found in the Assessment Policy.

In the primary phase (Key Stages 1 and 2) children's progress is assessed using National Curriculum levels. Children in Year 1 who are working below National Curriculum Level 1 will continue to be assessed using the EYFSP. Children in Year 2 - 6 who are working below National Curriculum Level 1 assessed using P-Levels. If the child is not making expected progress within P-Levels, the class teacher will liaise with the SENCO to decide on appropriate actions for assessment. This is likely to be that the child's progress will be monitored using the PIVATS assessment tool. For some children, PIVATS will be used to monitor progress from Year 1. This decision will be made by the class teacher and SENCO and parents/carers will be informed. PIVATS (Performance Indicators for Value Added Targets Setting) ensure that small increments of progress are recorded and celebrated.

External Support Services

Advice and support from external support services is available if requested by the school. The school has arrangements for securing access to these services for pupils with special educational needs and/or disabilities and we believe that effective action on behalf of these children depends upon close co-operation between the school and other professionals. There is regular liaison and sharing of information between the SENCO and external support agencies through multi-agency review meetings and team around the school meetings, as well as regular discussions and meetings through the year.

Partnership with Parents/Carers

The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but it is especially important in the case of those whose children have special educational needs and/or disabilities. We accept and value the contribution that parents and carers make and we encourage their participation. We shall make every effort to identify how parents/carers prefer to work with us. We realise that some families will need both practical help and emotional support if they are to play a key role in the education of their children.

We aim to promote a culture of co-operation and partnership with parents/carers, school and the Local Authority by:

- Ensuring all parents/carers are made aware of the school's arrangements for special educational needs and/or disabilities including the opportunities for meetings between parents/carers and staff.
- Informing parents/carers as soon as a concern regarding a special educational need and/or disability has been raised and working collaboratively with parents/carers as outlined in the graduated approach.
- Inviting parents/carers to contribute evidence of their child's health, development, performance, progress, behaviour and any other factors contributing to difficulties.
- Supporting parents/carers understanding of external agency advice and support.
- Involving parents/carers in the setting and reviewing of their child's targets on their provision map.
- Holding review meetings for children who receive SEND support that is additional to, or different from, differentiated approaches that are part of high quality personalised learning
- Co-ordinating annual reviews for children with Education, Health and Care Plans.

School will meet with the parents/carers of children with special educational needs and/or disabilities three times a year. The purpose of these meetings will be to set clear outcomes, discuss activities and support, review progress and identify the responsibilities of the parent/carer, child and school. These meetings will be held with

the class teacher and/or SENCO. A record of the meetings and agreed actions will be shared with all staff involved in the child's education, and parents/carers will be given a copy of the record.

The Local Offer

It is important for parents/carers to have knowledge about services in the local area that may be able to offer support to families and children with special educational needs and/or disabilities. The school's provision map (Appendix 2 and on the school website) outlines the support available for children with special educational needs and/or disabilities whilst they are at school. The local authority has published information about services in the local area, known as the Local Offer. The link to this can be found on the school website, in our SEND information report on the school website and below:

<http://www.nottinghamcity.gov.uk/localoffer>

The Voice of the Child

We encourage pupils to participate in their learning where possible by:

- Involving the pupil in the setting and reviewing of their targets.
- Inviting the pupil to attend review meetings.
- Identifying with the pupil teaching and learning strategies that work with them.
- Soliciting the pupil's views about their learning.
- Encouraging independence.

Supporting the social and emotional well-being of children with SEND

At William Booth School we take our pastoral responsibilities seriously. Supporting and developing the social and emotional well-being of our pupils is of utmost importance. Children's individual needs are taken into account and provision is planned according to these needs.

Some of the ways we support the social and emotional well-being of children with SEND include:

- Alternative timetables
- Small group provision
- Buddy systems
- Learning Mentor support
- External agency involvement
- Reward charts
- Personalised rewards and sanctions
- Social stories
- Social group interventions
- Nurture groups
- Life skills groups

All of the children at William Booth School are educated about special educational needs and disabilities, with specific focus on needs and disabilities that are particularly relevant to the school. We aim to promote positive attitudes towards special educational needs and disabilities and eliminate cases of bullying in school. We recognise that some children with SEND may need additional support to develop and use strategies to deal with incidents of bullying. In any cases of bullying, the school will take action in accordance with the Anti-Bullying Policy.

Accessibility

As outlined in our Accessibility Plan, Disability Equality Scheme and Inclusion and Equality Scheme, our vision is to increase the extent to which people with special educational needs and/or disabilities can participate in the school curriculum and access education and associated services.

When admitting a child with special educational needs and/or disabilities, the school and family work together to assess the child's strengths, needs and potential barriers to accessing school life. The school also involves external support services when appropriate to ensure high quality care is provided. We then use the information gathered to put appropriate support into place. We also recognise that the needs of the children may change during their time at school and we work with parents/carers and external agencies to ensure we adapt our support accordingly as appropriate.

In addition to supporting children in the ways outlined in the 'Provision for children with SEND' section, and the provision map found in Appendix 2, William Booth School has facilities and equipment for supporting children with physical disabilities. The school site is largely on one level although there are a small number of steps within the school building. A lift is available for children who are physically unable to use these steps. We have a fully equipped hygiene suite, with an overhead hoist, changing bed and shower. We are committed to working with the City's Physical Team to ensure all children with physical disabilities can access all aspects of school life. This includes named staff accessing Moving and Handling Training and the purchasing of equipment such as portable ramps and specialist writing equipment as recommended by the Team.

Admissions and Transition

No pupil will normally be refused a place at William Booth Primary School on the grounds of special educational need and/or disability. The parent/carer of a child with an identified and professionally supported special educational need and/or disability may present a case for prioritisation. If a child has an Education, Health and Care Plan, his/her application will be given priority, in accordance with the SEND Code of Practice. The only time admission will be refused is if William Booth School is unsuitable for the child's "age, ability, aptitude or special educational needs" or "the placement would be incompatible with the efficient education of the other children with whom the child would be educated, or with the efficient use of resources" (Code of Practice p107, reference to Schedule 27, Education Act 1996).

Detailed information is collected when pupils are admitted to school. This is achieved by:

- Talking to parents/carers about their child's needs.
- Liaising with other professionals who may be working with the child.
- Arranging a meeting with SENCO of the previous school if appropriate.

Class teachers and SENCO will be fully informed if there is any information regarding a pupil with a special educational need and/or disability.

On transition all pupil records will be updated and passed on. Class teachers will have detailed discussions as pupils move from class to class. Close liaison between schools will take place as pupils move from school to school and records will be sent to the receiving educational establishment for their attention. If deemed appropriate, staff at William Booth School will work to liaise with the receiving school to develop a transition programme, suited to the child's needs. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support. The Inclusive Education Services within the City of Nottingham LA will be informed if any pupil receiving additional financial support from the LA via HLN funding is to transfer to or from William Booth School.

Professional Development and Training for Staff

We recognise the value of ongoing training and when possible, staff members are encouraged to attend relevant school based external courses provided by other agencies. The SENCO works closely with Local Authority services to ensure that procedures and provisions are relevant and effective. This is then disseminated to the rest of the staff accordingly. Any information about special educational needs and disabilities gathered by the SENCO is made available to all relevant staff.

Reviewing, Monitoring and Evaluating the Policy

The effectiveness of our policy will be reviewed every 3 years or after any significant changes. We will look to seek the opinions of parents/carers and staff when reviewing the policy. Amendments will be made to ensure it reflects our current practice and any local or national developments.

Procedures for Queries and Complaints

We value the partnership between parents/carers and school, but should a problem arise, parents/carers are encouraged to discuss this fully with the class teacher, SENCO or Head Teacher. Any complaints will be treated in accordance with our complaints procedure.

Policy updated: January 2017