

Special Educational Needs & Disability Policy



Black Firs School

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' *February 2013*
- 'SEND Code of Practice 0-25' *September 2014*
- Statutory guidance on 'Supporting children at school with medical conditions' *April 2014*
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards *2012*

This policy was created by the school's SENDCo, Daphne Wright, CHS SENCo, Mrs. H. Savvides, with the SEND Governor, Mrs R Cam in liaison with SLT, all staff and parents of children with SEND. This is in compliance with the emphasis in the New Code of Practice for SEND (*2014*) on collaborative working and the involvement of all stakeholders.

Definition of Special Educational Needs (*Code of Practice for SEND, 2014, 6:15*) 'A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer children will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'

Name of SENDCO:

Mrs. D. Wright email: dwright@black-firs.co.uk B.ED, National award for Special Educational Needs Coordination (*NASENDCo Award*) (*required by the Children and Families Bill, 2014, clause 64*).

Black Firs Primary is slightly larger than average- sized school of 266 children and up to 50 pre-school children. We employ 49 teaching and support staff. Black Firs School is part of the Congleton Multi-Academy Trust, CmaT. The School motto: 'Striving to be the best we can be' is based on a mission statement that is inclusive and we therefore embrace the equality and diversity legislation represented in the Equality Act 2010 and the new Special Educational Needs and Disabilities Code of Practice (2014) which both place a duty on schools to promote equality and diversity, including for those with SEN and disability.

Mission Statement

We believe that learning is a life-long activity, which engages everyone in our School community. To kindle this love of learning, we engender enthusiasm and strive to be the best we can be.

We see every activity as a learning opportunity.

We are collegiate in our approach; we enhance everyone's self-esteem and maximise their potential. We endeavour to create a happy, purposeful atmosphere throughout our School.

As individuals we make a positive, responsible contribution to

the life of the School,
the well-being of the global community
and in shaping our own future.

Section 1

Aim

The School recognises that every teacher is a teacher of every student, including those with SEND. Every teacher therefore has high expectations of all children and will work, in partnership with the SEND support team, to raise the aspirations and expectations for all students, with a clear focus on outcomes for children and young people and not just hours of provision or support.

Objectives

1. To identify and provide for students who have special educational needs and disability
2. To work within the guidance provided in the SEND Code of Practice, 2014

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3. To operate a “whole student, whole school” approach to the management and provision of support for SEND
4. To support the Special Educational Needs Co-ordinator (SENDCo) in the implementation of current legislation as represented in the SEND Code of Practice (2014)
5. To provide support and advice for all staff working with students who have special educational needs.

Section 2: Identifying Special Educational Needs

The identification of special educational needs is built into the overall process of monitoring and evaluating the progress of all students. Teachers review half-termly assessments of student progress and attainment via their cohort action plan. Students who are making less than expected progress will be identified on the cohort action plan and any extra support within the classroom will be detailed on this action-plan. However, where there are broader concerns, the SENDCo will liaise with class teachers and teaching assistants to offer advice & strategies if increased support is required.

Under the new code of practice, any support offered to students which is additional to or different from that offered to all students’ falls under the heading ‘SEND support’. This replaces ‘School action plus and School action’. Children offered SEND support would have progress that is:

- Significantly slower than that of their peers starting from the same base-line
- Fails to match or better the student’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

(SEND Code of Practice, 2014, 6.17)

SEN support (*detailed below*) would also be offered where a student fails to make progress in other areas of School life, such as in social interaction, which would prevent them from making a successful transition to adult life. It is also recognised that other factors may contribute to less than expected progress for a student, such as poor attendance or English as an Additional Language. Also, poor behaviour does not in itself constitute a special educational need in the new Code of Practice, though may be the result of an unidentified difficulty. These needs will be addressed by the School, though not necessarily through SEND support.

We believe in early intervention strategies; many students will have their needs recognised and appropriate adjustments made whilst in the primary school phase. Black Firs School works closely with partnership primary and high schools, including having representation at Primary SENDCo Network meetings, to facilitate the sharing of information and a smooth transition process.

Section 3: Graduated Response to SEN Support

Quality first teaching is the key to excellent student progress. The teacher is responsible for the progress and attainment of all students, including those with SEND and will make reasonable adjustments to ensure good access to the curriculum by all. Even when additional support is available, through additional members of staff or a structured intervention programme, the teacher remains accountable, and therefore responsible, for overall progress. High quality teaching, differentiated to support the needs of individual students, is the first step in our response to those who may or may not have SEND. The quality of teaching in School, together with the support available to students with SEND, is regularly reviewed by line managers, SLT and the SENDCo. Detailed information on the needs of specific groups of students e.g. those with an autism spectrum condition, are available to staff at the beginning of the academic year on the school’s information system. The SENDCo & trained TA’s participate in staff training and are able to offer advice on the needs of SEND students whenever teaching and learning is being discussed in teaching teams.

Where quality first teaching is not sufficient to secure progress for a student, TA’s in each team are well versed in intervention strategies and will work alongside the child. Accountability for tracking the impact of these ongoing interventions will remain with the teacher responsible; it will be recorded on the Provision Maps and Cohort Action-plan. The SENDCo and other teaching assistants, with specialist training, will offer further support and advice as required.

Some students with SEND will need ongoing support with learning, throughout their school life. These will fall under the heading of ‘SEND support’ and will be kept on a register in School so that all teaching staff are aware of their needs. Appropriate outside agencies will be asked to assist School in providing programmes of support and in carrying out further assessments as needed. The new Code of Practice is very clear that schools should not delay in providing the support needed by SEND students as soon as the need is identified. An emergency fund is available at local authority level, should an urgent need become apparent.

Students who are likely to need ongoing support have SEND in one or more of the following categories, as identified in the new Code of Practice:

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

Students requiring additional support will have the costs of the first part of that support met by the school’s own resources. Only when a severe difficulty is indicated would any top-up funding be provided by the Local Authority. This would be provided through an

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Education, Health and Care Plan (EHC Plan), replacing the current system of statements and statutory assessment. Students who already have statements will be consulted, along with their parents, as to whether they wish to maintain the statement for the time being, though all statements will be phased out over a three year period.

Section 4: Managing Students' Needs on the SEN Register

Children who are identified as having a special educational need which requires support which is additional to or different from that provided for all students, will be managed under the heading 'SEND Support' and a register will be kept of these children.

Children at SEND Support will have an Individual Support Plan (ISP), stating what needs have been identified, how to remove key barriers to learning and how evidence will be collected to demonstrate progress for the student. ISP's will be updated at regular review meetings with parents. This may be completed by the teacher responsible at a parents meeting or by the SENDCo at a separate meeting.

If the student is still not making progress, despite the School's best endeavours and the support of parents, the SENDCo may involve other agencies in providing support for the student e.g. the Educational Psychologist or the Cheshire East Autism Team (CEAT). Only in exceptional circumstances would an assessment through the Education, Health and Care Plan system be completed. In most circumstances, students with this higher level of need would be identified either before school or at pre-school. Parents and, if appropriate, the student, will be kept informed throughout any further assessment process and consulted at each stage.

Children who are making progress in line with expectations and have a good attitude to learning would normally be removed from the 'SEND Support' register. Exceptions would be made for students with ongoing social difficulties or health problems which may make them vulnerable should support be removed altogether. Similarly, students who require access arrangements would still be provided with appropriate support in exams, within the regulations.

Section 6: Supporting Students and Families

The School has produced a 'local offer' which lists in detail what parents can expect if their child chooses to attend Black Firs School, whether or not they have a special educational need. The local offer for Black Firs School meets the requirements of the SEN Information Report (*Regulations 51, part 3, section 69(3)(a) of the Children and Families Act*).

School has regular contact with a number of agencies who can support parents and families outside of school. Cheshire East Parent Partnership provides both practical support such as accompanying parents to meetings as well as information about specialist groups.

Admission arrangements for SEND children are the same as for all children and can be found in the School prospectus and on the School website. Places may be allocated early to students with statements or Education, Health and Care Plans, where a local authority considers that Black Firs School can best meet that student's special educational needs.

Section 7: Supporting Students at School with medical conditions

The School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010.

Some students *may also have* special educational needs (SEN) and may have a statement or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students with medical conditions who do not have an Education, Health and Care Plan will have their needs documented in a Care Plan. These are managed by the SENDCo and class teacher.

Section 8: Monitoring and Evaluating of SEND Provision

The School has well established systems for monitoring the quality of teaching and learning throughout the School. This includes:

- Learning walks, with feedback through line management to staff
- Book scrutiny
- Homework assessments
- Visits by School Governors

The pastoral class teachers complete a termly Cohort Action Plan identifying the individual needs of children in their cohort. These are submitted to the SENDCo so that they can review the provision of SEND support. SENDCo will also evaluate provision via:

- Evidence of impact of intervention programmes
- Learning walks focused on SEND students, with and without extra support
- Student voice exercise to assess attitudes to support
- Scrutiny of termly tracking of progress & RAISE Online report and data for SEND students over several years.

Evidence collected through these processes is used to inform the whole school development plan with an emphasis on Quality First Teaching for all students.

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Section 9: Training and Resources

SEND provision in School is funded from the main school budget, identified via formula funding as the SEN Block. The Low Incidence formula is an agreed Borough wide amount per child, for those children who did not achieve ELG at the end of EYFS. This budget is not necessarily targeted at those children. We will also receive High Needs Top-up Funding for those higher needs children who have a statement or education, health and care plan which requires more than six hours extra support. Which means, not all students with statements receive this top-up funding, which is why many statements, in consultation with parents and students, will cease to operate as the support for the student is not affected.

Whole-school training issues are identified through the School development plan and through consultation with staff on a regular basis and through teaching and learning meetings. Training is provided for the whole school at the start of each academic year and this can incorporate general training from the SENDCo or more specific training for example if a new student has a SEND not previously catered for in the School. Training is offered as part of the Congleton Cluster Conference in October/November each year and there is a high take-up for SEN training options. Individual training needs are identified through the performance management system and are addressed by line managers with advice and support from the SENDCo. New members of staff take part in an induction process, which includes support in dealing with SEND students and a meeting with the SENDCo to explain the systems and structures in place around the School's SEND provision.

The School's SENDCo has the National Award for SEND Coordination. The SENDCo regularly attends both local partnership, CeCP, and Borough SENDCo Network meetings for both primary and secondary SENDCo's in order to keep up with local and national updates on SEND.

Section 10: Roles and Responsibilities

The role of the SENDCo *'The SENDCo has day to day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans.'* (SEND Code of Practice, 2014, 6.88).

Role of the SEND Governor

Mrs. J Harrison is the named Governor for SEND. Reports to the full Governing Body are given termly, via the Headteachers Report, to inform them about the progress of students with SEND. The Governors agree priorities for spending within the SEND budget with the overall aim that all students receive the support they need in order to make progress. Mrs Harrison meets on a regular basis with the SENDCo to offer advice and support and to take the role of 'critical friend' in matters concerning SEND.

Role of Other Staff

There are 11 teaching assistants working across School supporting quality first teaching in the classroom, providing support to small groups and 1:1 interventions. The teaching assistants are part of the teaching teams and contribute to the assessment of special needs and provision maps.

Mrs. D Wright is the Deputy Head with responsibility for SEND. The Headteacher has responsibility for Children in Local Authority Care and Child Protection / Safe-guarding. Mrs Wright is the advocate for SEND within the senior leadership team.

The First Aiders are responsible for managing the School's responsibility for meeting the medical needs of students. Kirsty Plant has responsibility for ordering and maintaining resources and monitoring training needs & records.

Section 11 Storing and Managing information

Paper copies of documents are kept in the office while students are at the School. After this, they are transferred to the child's next school with their other records. Information stored on the electronic system in School is password protected and only available to authorised staff. Information is only shared with outside agencies (*including examination boards for the purpose of access arrangements*) with the express permission of the parent or student.

Section 12: Accessibility

Accessibility information is included in the School's Equality and Diversity policy available on the Schools Website.

Section 13: Bullying

The School operates an anti-bullying policy and a Behaviour Policy available on the Schools Website. Teaching on bullying and how to report it is included in School assemblies. The class teachers are the first point of contact should parents have concerns about bullying.

Section 14: Dealing with complaints

If at any stage a parent or carer is unhappy with the provision that is being made for their child they should in the first instance approach the child's teacher. If this does not resolve the issue then the parent should then speak to the SENDCo who will discuss and advise the next steps. In the very unlikely event the situation is still not resolve the parent should then speak Headteacher. Should a complaint be made as a School we have a Complaints Policy, which is available on the Schools Website. A parent may wish to seek advice at this time from the Parent Partnership Service.

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However if a parent or carer disagrees with the contents of a statement or an Education, Health and Care Plan (or a decision not to issue one), an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.

Section 15: Reviewing the policy

This policy and the Local Offer / SEND information that accompanies it will be reviewed on an annual basis. The SEND Governor will decide whether changes are sufficiently significant to trigger a consultation process at that stage.

This draft offered by D. Wright February 2015, for consultation purposes.

Key Documents consulted:

New SEND and Disability Code of Practice (Sept 2014) esp. ch6, 'Schools'

NASEN 'Key requirements in updating your SEND policy in line with SEND Code of Practice 2014'

Black Firs Local Offer

Black Firs Equality and Diversity Policy

Congleton High School / CMaT SEN policy

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