



Special Educational Needs and Disability Policy

Amended by:	Laura Willcocks
Date agreed by Headteacher/Governing Body:	September 2016
Next review date:	September 2017

Rationale

Potton Federation is committed to providing an appropriate and high quality education to all the children.

We believe that all children, including those identified as having a special educational need and or disability, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and have the right to be fully included in all aspects of school life.

We believe that all children should be equally valued in school, by all who attend and work there. *(CRC Article 28- All children and young people have a right to primary education.)*

Within the federation, staff will ensure that the Convention of the Rights of the Child (CRC) is embedded into the ethos and curriculum of the school.

We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. *(CRC Article 29-Education should develop each child's personality and talents to the full.)*

We aim to develop cultures, policies and practices that include all learners by responding to them in ways which take account of their varied life experiences and their styles, needs and speeds of learning.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background, including:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are higher ability learners
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

(CRC Article 3 – The best interests of the child must be a top priority in all actions concerning children.)

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may need further support, and that this may be long term, or short term.

The Inclusion Manager is **Mrs R Dean**.

The Higher Ability Coordinator is **Ms C Fletcher at Potton Lower School and Mr L James at Potton Middle School**.

The Governor for Special Educational Needs and Disabilities is **Mrs A Adnitt**.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across both schools.
2. To ensure equality of opportunity for, and to eliminate, prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, Inclusion Manager, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having additional needs at **Stage 1, Stage 2** or who have an **EHC plan**.
6. To ensure that pupils with additional needs are perceived positively by all members of the Federations community, and that additional needs, and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To enable children to move on from us well equipped in the basic skills of Literacy,
10. Numeracy and social independence to meet the demands of the next stage of their learning.
11. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The Federation will ensure that all children have access to a 'balanced and broadly based' curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Our Creative curriculum is differentiated to include appropriate learning outcomes for all pupils. Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

- The Federation will ensure that the 'hidden curriculum' and extracurricular activities are barrier free and do not exclude any pupils.

Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the Federation. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with an ENC Plan through submission to LA after specialist advice has been sought.

Access to Information (see also School Access Plan)

All children requiring information in formats other than print will have this provided. We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Details of our plan to improve access to information, with targets, are contained in the Federation's Access Plan.

Arrangements for coordinating provision for learning support

- The Inclusion Manager will meet each term with year groups to audit changes of provision, new issues and monitor outcomes.
- Where necessary, changes will be made more frequently for some children.
- At other times, the SENDCO will be alerted to newly arising concerns through the 'Record of Concern form'.
- The Inclusion Manager will discuss issues arising from these forms with the class teacher within one week of receiving the form.
- Targets arising from Support Plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The Inclusion Manager monitors planning for additional provision, and supports year group teams with curriculum planning when required.
- The Inclusion Manager, together with the Executive Headteacher, monitors the quality and effectiveness of provision for pupils who have additional needs.
- Support is primarily delivered by class teachers through differentiated teaching methods.
- Additional support is provided by the Inclusion Manager and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the Inclusion Manager and the SLT, in line with current pupil needs, educational initiatives such as Literacy and Numeracy strategies, and the budget. Additional support is funded through individual allocations from the Local Authority.

- Support staff, class teachers and the Inclusion Manager; and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The Federations system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs – See the Teaching and Learning Policy.

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- Key word and SoundsWrite phonic assessments
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN/EHC plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Manager and parent, the child may be recorded as needing either:
 1. Differentiated curriculum support within the class
 2. Additional support through **Stage 1** provision
 3. Additional support through **Stage 2** provision

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher, and the SENDCO will be made aware of the concern.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of support.

The Federation uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making

adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **Stage 1** level may need to be made.

Stage 1 provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **Stage 1**.

1. Children, who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice. Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.
3. The group may be taught by the class teacher and also supported by a TA.
4. The responsibility for planning for these children remains with the class teacher, **in consultation with the Inclusion Manager**.

A child receiving support at **Stage 1** will have a Support Plan.

This document forms an individual record for the child and contains information about school based observation and assessment, a summary of the child's additional needs and desirable outcomes for the child to meet, including any advice sought from outside agencies. The Support Plan also details the child's long term and short term goals and is complete in conjunction with the child, the child's parent/carer and the child's teacher.

Monitoring will be carried out on a weekly basis by all those involved with the child. Significant achievements and difficulties will be recorded. The Inclusion Manager will be alerted to significant developments on the monitoring information by the class teacher, and also on a half-termly basis within the Support Plan review meeting, in order to make adjustments to the provision for the child, if appropriate.

Support Plans will be reviewed at least three times a year, although updates for pupils will be considered half termly. The Inclusion Manager will take the lead in the review process, drawing on information provided by the teacher and support staff. Parents/carers and wherever possible, the child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the Inclusion Manager and Federation colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **Stage 2** level.

Stage 2 provision would be indicated where there is evidence that the pupil:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

Stage 2

Provision at this level will usually include the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the Federation about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support at Stage 2 will have a Support Plan. **Monitoring** will take place as for Stage 1 and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support and the class teacher will keep weekly records of the child's progress.

Federation request for an EHC plan (Educational, Health and Care)

For a child who is not making adequate progress, despite a period of support at Stage 2, and in agreement with the parents/carers, the Federation may request the LA to make a statutory assessment in order to determine whether it is necessary to put together an EHC plan.

The Federation is required to submit evidence to the Local Authority whose SEND Support Team makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the Local Authorities current Criteria for making an EHC Needs Assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education, Health and Care Plans

A child who has an EHC plan will continue to have arrangements as for Stage 2, and additional support provided using the funds made available through the EHC Plan.

There will be an Annual Review, chaired by the Inclusion Manager, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

The Federation's Arrangements for SEND and Inclusion In-Service Training

- The Inclusion Manager attends regular Learning Community meetings to update and revise
- developments in Special Needs Education and Inclusion.

- Meeting additional needs and Inclusion issues are targeted each year through the Federation's 'Development Plan'. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings
- by the Inclusion Manager.
- All staff have access to professional development opportunities and are able to apply
- For additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate – See
- CPD Policy.
- Year groups discuss provision for their cohort at the beginning of each term and alert the Inclusion Manger to further training requirements.

The use made of teachers and facilities from outside the Federation, including support Services

- The Educational Psychologist visits the schools as required following discussion with the Inclusion Manager as to the purpose of each visit.
- Teachers from the Service for Sensory Impairment and Communication Difficulties work in school to support children, both with and without EHC Plans. The specialist advisors work directly with teachers and the Inclusion Manager to develop plans and improve target arrangements.
- The LA Inclusion Service monitors the Federations arrangements for inclusion and support, and arranges tools for self-evaluation and audit.
- The Inclusion Manager liaises frequently with a number of other outside agencies, for example:
 - Social Services
 - Education Welfare Service
 - School Nurse
 - Paediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The Inclusion Manager will attend this meeting if the Federation or the parent thinks this is appropriate.

Where appropriate, multi-agency meetings are set up in school to incorporate all stakeholders who are collaborating efforts to meet the needs of an individual child.

We make sure that all parents/carers are given information about our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.

At review meetings with parents/carers we try to always ensure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Support Plans will include outcomes to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Support Plans and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Regular curriculum workshops are offered for parents/carers to attend. Parents/carers evenings provide regular opportunities to discuss concerns and progress. A separate time to talk to the Inclusion Manager is also available on request.

Regular communication between school and home will ensure that concerns are acted on promptly. If parents feel the federation has not followed its policy or fulfilled its duties the complaints procedure can be followed.

Links with other schools/Transfer arrangements

- Nursery staff will meet with staff from feeder pre- schools prior to pupils starting at Potton Lower School. Home visits are carried out for children starting in our reception classes. Concerns about particular needs will be brought to the attention of the Inclusion Manager after this meeting. Where necessary the Inclusion Manager will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the Inclusion Manager will telephone to further discuss the child's needs.
- Children transferring from Potton Federation to new schools will have a transfer form that gives details of particular needs and additional provision made by the school. The Inclusion Manager will discuss these children with other schools on request.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The Federation regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion Manager, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate.
- Class teachers will alert the Child Protection Officer if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND. The Inclusion Manager maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents'/carers' notice board.

Admission arrangements

- Children with additional educational needs are considered for admission to the relevant school on exactly the same basis as for children without additional educational needs.
- Where either school is oversubscribed, the school follows the county's rules on criteria for admission related to SEND.

Incorporating disability issues into the curriculum

- The PSHCE curriculum includes issues of disability, difference and valuing diversity.
- Advice will be sought from Disabled People's organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

- Potton Federation is aware of the impact of language on children within the federation. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to 'special educational needs' or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time and form time for raising issues of language and other disability equality issues.

Working with disabled parents/carers

- Potton Federation recognises that there will be a number of disabled parents/carers of children within the federation, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in accessible locations.
- When a child starts either school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

(CRC Article 23 –A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.)

Disability equality and trips or out of school activities

- Potton Federation tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our after school activities.

Evaluating the success of the Federations SEND and Inclusion Policy

Each term we analyse the data we have on attainment, we also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions).

We use this analysis to help us plan our provision. At the same time, we set new targets for the term or year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- A reduction in behaviour incidents and exclusions

The Potton Federation

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors' School Profile Document and Prospectus. These documents also include the details of support provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

Termly, the Inclusion Manager will provide information to the Executive Headteacher and governing body as to the numbers of pupils receiving additional education support through Stage 1, Stage 2 and EHC Plans as well as any pupils for whom an EHC Needs Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Executive Headteacher will report on any federation developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The Inclusion Manager will meet with the SEND Governor to discuss Inclusion and current concerns.

Whole school monitoring and evaluation procedures will include many different types of monitoring (see monitoring policy). Outcomes pertinent to additional support provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all pupils takes place regularly. Percentage, average point scores and value added targets are set for the end of every academic year. Our success in all these areas is evaluated annually.

The Federation demonstrates its commitment to this SEND Policy through our work to become a Rights-Respecting School and embed the CRC into our school ethos and values, for all children and staff.

The policy itself will be reviewed annually by the Potton Federation and its Governing Body.

The school and Language Provision will be evaluated and audited by the Inclusion Support team within the LA.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher or Inclusion Manager, who will try to resolve the situation. If the issue cannot be resolved, the parent can submit a formal complaint to the Executive Headteacher.

Any issues that remain unresolved at this stage will be managed according to the Federations Complaints Policy. This is available, on request, from the relevant school office.