Corbridge C of E First School

Policy for Special Educational Needs and Disabilities (SEND) 2017

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Corbridge Church of England Aided First School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The staff, governors and parents work in partnership to create an environment in which everyone feels valued and is encouraged to realise their full potential. We are an inclusive school and are dedicated to supporting children with Special Educational Needs and Disabilities (SEND). Every pupil with SEN and/or a disability in our school has an entitlement to fulfil their optimum potential. This is achieved by ensuring the wellbeing of all pupils so that they are able to access the curriculum and learn within an environment sympathetic to their learning style.

Definition of 'SEND'

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

A child or young person has SEND 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.

The definition of disability in the Equality Act (2010) states:

Children with '…a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-today activities'. This includes children with sensory impairments as well as long term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Defining Areas of Need

There are four broad areas of need that are set out in the SEND Code of Practice that can be found below. Most children and young people with SEND do not fall into a specific category and can have needs that cut across all of these areas and their needs may change over time.

The following types of SEND are set out in the SEND Code of Practice:

Communication and Interaction

Speech, Language and Communication Needs (SLCN) – a learner may have difficulty in communicating with others – such as what they want to say, understanding what is being said to them, or not understanding or using social rules of communication.

Autism Spectrum Disorder (ASD) – learners may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for these learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate differentiation. Difficulties may include specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Health Difficulties

Learners may experience a wide range of social and emotional difficulties. These may include disorders such as attention deficit disorder or attachment disorder, the display of challenging or disruptive behaviours, anxiety or self-harming.

Sensory or Physical Needs

Some learners require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Such difficulties can be age related and fluctuate over time. These may include a vision impairment or physical disability.

Identification of SEND

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulties and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code of Practice makes it clear that all class teachers are responsible and accountable for the progress and the development of all pupils in their class. It is the expectation that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special needs.

The code is also clear that class teachers should identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is (but not limited to):

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers; or
- Widening the attainment gap

If a child arrives at our school with identified SEND, the SENDCO or head teacher will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about a pupil's progress or attainment, we will contact parents to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO or the head teacher through the school office. Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

Graduated Levels of SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. We ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies.

Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

Wave 1 - Quality First Teaching

Children receive quality first teaching which includes differentiated class work, in class support and quality feedback. The progress of the children on this level will be closely monitored and reviewed.

Wave 2 - Additional School Intervention

Continued or increased concern may lead to children receiving additional targeted interventions. This may include small group teaching or specific intervention programmes. These focused interventions are recorded on Intervention Plans by class teachers and teaching assistants involved with the target group. These interventions are regularly evaluated through pupil progress meetings. The SENDCO will monitor the impact that these interventions are having on the child's progress and attainment.

Wave 3 - SEN SUPPORT

Where a child continues to make less than expected progress, despite interventions, personalised provision will be put in place and specialist outside agencies may be involved in supporting the child and working alongside teachers, support staff and parents. Children in receipt of SEN Support form the school's SEND register and an Individual Intervention Plan is put in place for them. This is shared with parents and outcomes are monitored closely.

SEN support will arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised.

Person Centred Review Meetings

All children who are receiving SEND support will be invited to a termly review meeting along with their parents. At the meeting we will explore the provision in school from the point of view of the child themselves and of their parents. The aim of this meeting is to ensure we are meeting all needs to a high standard – enabling each child to *'be the best they can be!'*

Early Help Assessment (EHA)

If more than one agency is required to support a child (or if there are a range of needs within the family itself) an Early Help Assessment can be carried out with the consent of the family. The EHA is a simple way to help capture the needs of children and families in order to make a plan to meet those needs. It's purpose is to provide a co-ordinated response across agencies so that no-one misses out on the support they need. After the EHA has been put in place regular 'Team Around The Family' meetings will be held in order to consistently monitor and evaluate the support in place. All agencies involved in supporting the child/family will be invited to attend these meetings.

Additional Funding

For a number of children, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from the school's own resources, a request will be made to the local authority for either Top Up Funding, or for them to conduct an assessment of individual educational, health and care (EHC) needs. Parents can also request an EHC Needs Assessment.

Once a child's needs have been discussed with all of the people involved they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

School will use any additional funding awarded to provide a personalised and bespoke education plan for that child. Reviews of the impact of additional funding will be carried out regularly to ensure value for money and that outcomes are met.

If the decision is taken not to issue Top Up Funding or an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the school's existing provision.

Related policies - This policy should be read in conjuncture with other school policies, particularly:

- Accessibility Plan
- Equalities Policy
- SEND Information Report

The school's provision map (please see appendix 1 below) provides an overview of the types and range of support available in school.

Our school SEND Information report provides further information about the agencies we work with – this is also available on the school website. For further information refer to the school **SEND Information Report** and Northumberland County Council SEND Local Offer

This policy will be reviewed annually.

A COPY OF THIS POLICY IS AVAILABLE IN LARGE PRINT ON REQUEST

Area of Need	All pupils where appropriate Wave 1	Catch –Up Wave 2	SEND Wave 3
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to word processor Targeted TA, in class support	High frequency word games ICT phonics games Read Write Inc 1stClass@Number In class support from TA Targeted teaching group provision Multi-sensory spelling practice groups Peer Tutor Program Springboard Maths Group pre-teaching	Intense literacy support Accelread / Accelwrite 1:1 Read Write Inc Additional individual reading 1:1 personal target tutoring Toe by Toe/Word Wasp Developmental Dyspraxia Toolkit Dyscalculia Toolkit Personalised pre-teaching
Communication and Interaction (ASD)	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols / non-verbal communication Structured school and class routines Targeted TA, in class support Peer Massage	Talk Boost In class support with focus on supporting speech and language Peer Tutor Program Emotional Literacy Lego Therapy	Speech and Language support – personal program delivery 1:1 mentoring Work station provision ASD Teacher support Language and Communication services support NHS speech and language support
Emotional, Behavioural and Social	Whole school behaviour policy – motivation based approach Whole school / class rules Class reward systems Circle Time Special person Targeted TA, in class support Peer Massage	Small group Circle Time (as appropriate) Social Skills group training Peer Tutor Program Emotional Literacy Lego Therapy	Individual counselling Individual reward systems Home/school diary Peer mentoring (as appropriate) 1:1 mentoring Circle of Friends NHS – mental health services (CYPS) School Nurse Behaviour support services Educational Phycology services
Sensory and Physical	Flexible teaching arrangements Staff aware of implications of physical impairment Pencil grips Peer Massage / Activ8	Brain gym exercises Handwriting Intervention Sensory Intervention	Individual support in class during PE / play time 1:1 Sensory Diet Occupational/Physio Therapy Support School Nurse

APPENDIX 1 – PROVISION MAP 2017-2018