



## ALDERMAN COGAN'S CE PRIMARY SCHOOL

# SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Alderman Cogan's is a Voluntary Aided, Church of England Primary School offering a comprehensive Christian primary education to families in East Hull.

The School is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Alderman Cogan's.

We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the school, the wider community and the Glory of God. Our aim is that all children reach their full potential, not just academically, but also spiritually, physically, socially, and aesthetically.

This is the context in which this policy is written.

This policy was written in July 2014 and reviewed in 2015 and 2016. It will be reviewed again in the Summer Term 2017.

## Special Educational Needs & Disability(SEND) Policy

### Introduction

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Our Special Educational Needs Co-ordinator (SENCo) here at Alderman Cogan's CE Primary School is Mr C Devaney.

Mr Devaney holds the National Award for SEN Co-ordination and is a member of the Senior Leadership Team (SLT).

Mrs D Barnard is the Assistant SENCo.

Mr Devaney and Mrs Barnard can be contacted at the school on 01482 376203.

Alderman Cogan's CE Primary School is committed to providing high quality, appropriate education to all of our children, including those identified as having a Special Educational Need.

We believe that all children have an entitlement to a broad and balanced academic, social and spiritual curriculum and are fully included in all aspects of the school life.

Planning for SEN is based on an understanding of each individual child's strengths and needs and seeks to address those needs using well evidenced interventions, targeted at the specific areas of difficulty.

Support is family centred and considers each individual family's needs and the best way to support them and their child.

All teachers are teachers of children with special educational needs.

When planning, teachers set suitable learning challenges and respond to children's individual and diverse learning needs.

A minority of children may have particular learning requirements that could create barriers to learning.

These requirements could arise as a consequence of a child having special educational needs.

It is vital to identify those children whose needs fall outside the normal range in any area at an early stage, and devise and implement different or

alternative learning opportunities/programmes to meet those needs.

Delays in identification can give rise to a learning difficulty and subsequently a loss of self-esteem, frustration in learning and possible behaviour problems.

Most children will have their needs met using the school's own resources and expertise.

However if following initial intervention, children are still failing to make satisfactory progress, the SENCo, in discussion with parents and staff, may decide that the child has a Special Educational Need.

Parents will then be informed that their child will be placed on the SEN register, and that Special Educational Provision (SEP) will be provided.

Children may have special educational needs throughout, or at any time during, their school career.

The SENCo may request advice and support from specialist professionals and external agencies.

Planning and assessment for children with special educational needs will take account of the type and extent of the difficulty experienced by the individual child, and focus on how best to support them and their family.

#### Aims and objectives

The aims of this policy are:

- To ensure that the special educational needs of children are identified early, assessed and supported appropriately.
- To raise the aspirations and expectations for all pupils with SEN.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- To create a nurturing environment that meets the special educational needs of each child.
- To promote inclusion (please also see Inclusion Policy) and enable all children to have full access to all elements of the school curriculum, including those with a SEN and/or a disability.

All children may have special educational needs at some time in their school lives.

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

The SEND Code of Practice (0 to 25yrs) describes the four broad categories of need as:

- Communication & Interaction

Including speech, language and communication and Autistic Spectrum Condition

- Cognition & Learning

Including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD) including Dyslexia

- Social, Emotional & Mental Health Difficulties

Including attention deficit disorder (ADD), attention deficit hyperactivity disorder, as well as other issues that are rooted in mental health

- Sensory and/or Physical Needs

Including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI)

\*Whilst these categories broadly identify aspects of primary need for children in our school, we aim to identify the needs of our pupils by considering the needs of the whole child and not solely their SEN.

There are a wide range of circumstances which may impact on progress and attainment that we must consider, that are not SEN, such as:

- Health & Welfare
- Attendance & Punctuality
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of a service man/woman
- Disability - with 'reasonable adjustment' a disability does not constitute a SEN

The SEND Code of Practice gives detailed guidance on identifying and supporting all children with SEN, informed by these general principles:

- A child with SEN must have their needs met. This means using our best endeavours to ensure that a child with SEN gets the support they require to meet their individual needs fully.
- We must ensure that children with SEN engage in the activities of the school alongside their peers.
- A designated teacher (SENCo) must be responsible for co-ordinating provision and inform parents when they are making SEN provision for a child.
- The views of the child and their Parents must be sought and taken into account when assessing and planning provision.

Parents have a vital role to play in a supporting their child's education.

The SEN of children will normally be met in mainstream schools or early educational settings.

The school uses a graduated approach to respond to children's special educational needs, as outlined in the 2014 SEND Code of Practice:

## Assess

- The class teacher's assessment and experience of the pupil will be discussed
- A Record of Initial Concerns will be completed
- The pupil's progress, attainment levels and behaviour will be monitored and assessed carefully
- Development compared to peers will be measured
- Standardised tests may be implemented
- The pupil's own views will be sought
- Parents' views will be sought
- Advice may be sought from external services
- Specific screening tools may be used, such as: Dyslexia screening tests

## Plan

- Once a SEN is identified we will ensure that quality teaching, differentiated appropriately for the individual pupil, is in place.

The teacher, with the support of the SENCo, will use the knowledge gained about the child's strengths, barriers to learning and gaps in their knowledge along with the specific area of need, to plan changes and adaptations to their teaching of the child.

Further advice will be sought where necessary.

All staff and teaching assistants will be made aware of the child's needs, the support to be provided and any teaching strategies or interventions put in place.

Provision will be discussed and planned with the pupil and parents prior to implementation.

Progress will be monitored and recorded accurately.

## Do

- The SEND Code of Practice places the teacher at the centre of the day to day responsibility for the child, including those children identified as having SEN, even where interventions and targeted provision involve small group or one to one teaching away from the class.

Teachers will work closely with teaching assistants and specialist staff to plan and assess the impact of targeted interventions.

The pupil will be encouraged to use self-regulation 'learning to learn' strategies to monitor and evaluate their own learning.

This helps the child to understand their own strengths and weaknesses in the way that they learn.

Evidence suggests that these strategies are particularly effective with lower achieving pupils.

## **Review**

- Progress towards meeting planned outcomes will be tracked and reviewed termly.

During reviews we will be asking:

Has the child achieved their agreed targets?

What is the evidence from day to day intervention tracking?

Are the skills learned during targeted interventions transferring back into class work?

Is there an improvement in the previous rate of progress made by the child?

Is the attainment and progress gap narrowing between the child and their peers?

How have the pupil and parents responded to the targeted provision in place?

What are the views of the support staff, pupil and parents?

How does this term's evaluation feed back into the original analysis of the child's needs?

What changes are necessary to support provision and targets needed for next term to achieve the desired outcomes?

There will no longer be School Action or School Action+.

These will be replaced by one category:

'Children with Additional Needs'.

Statements of Special Educational Needs will be replaced by

'Education Health & Social Care Plans'.

Therefore we have re-classified our categories as follows:

### **Initial Concerns**

Additional Needs

EHCP's (Education Health Care Plans)

### **Initial Concerns**

The class teacher identifies that there are Initial Concerns about a pupil's progress.

The cycle of: Plan

Do

Assess

Review - will then be implemented, with quality teaching, differentiated appropriately at the centre of the child's learning.

Careful monitoring and assessment of progress and effects of differentiated teaching strategies and interventions will be made and recorded.

### **Additional Needs**

If after following the differentiated programme with high intensity interventions, the child is still not making sufficient progress, the SENCo in consultation with the class teacher and parents may decide that the child has a SEN.

The child will then be placed on the SEN register and parents informed that special educational provision (SEP) will be provided.

Advice and support may be requested from external services and specialist professionals.

The cycle of Plan

Do

Assess

Review will be maintained termly.

Individual Education Plans (IEP's) or alternative advice from specialist outreach agencies, which employ a small-steps approach, feature significantly in the provision that we make in the school for children identified as having SEN.

By breaking down the existing levels of attainment into finely graded steps and targets we can ensure that progress is measurable and that children can celebrate their successes even when progress is difficult.

The SEND Code of Practice states that an IEP should include information about:

- The short term targets for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- An estimated date that the plan is reviewed.
- The success criteria for reaching the desired outcomes.
- The exit criteria.

IEP's must be discussed and planned with the child and their parents to ensure that they are fully aware of the targets set and the strategies that will be put in place to achieve them.

Children identified as having SEN will have their progress reviewed and assessed termly (unless a specific problem requires an additional meeting).

Parents, staff and other professionals involved in the care of the child will be invited to the reviews and asked to share their feelings, knowledge and expertise.

Wherever possible, the reviews will be held under the policy of 'Nothing about Me without Me' and the children will be invited to attend and contribute to the discussions surrounding their progress and targets.

We aim to support children with SEN in a manner that acknowledges their entitlement to access all of the learning opportunities that their peers enjoy, differentiated to suit their specific individual needs.

Wherever possible, we try not to withdraw children from the classroom. However, there are times when learning can be maximised by enabling the children to work in small groups, or in one to one situations outside of the classroom, under the class teachers guidance. This allows our dedicated team of Learning Support Assistants to implement the focussed work which is necessary to attain the targets set for the children in their IEP.

If insufficient progress is made and the pupil continues to demonstrate significant cause for concern, the SENCo, in consultation with the parents, staff, outside agencies and the Educational Psychologist, will consider making a request for a formal statutory assessment.

It is essential that detailed records of progress and assessment are kept regarding each child on the SEN register in order to provide evidence for moving to formal statutory assessment.

Good record keeping is essential throughout identifying and supporting children with SEN, and enables accurate and effective review of any provision in place.

## **EHCP**

The Local Authority will consider a range of advice and information from all interested parties, before making a decision to put an Education, Health & Care Plan (EHCP) in place.

The purpose of the EHCP is to ensure that SEN provision meets the special educational needs of the child and to secure the best possible outcomes for them across education, health and social care, and, as they get older, to prepare them for adulthood.

To achieve this we must use the information from the assessment of the child's needs to:

- Establish and record the views, interests and aspirations of the parents and child.
- Provide a full description of the child's SEN and any health and social care needs.
- Establish desired outcomes across education, health and social care based on the child's individual needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

Where a pupil has an EHCP, the Local Authority must review that plan at a minimum of every twelve months, but may be more often if a pupil continues to display significant cause for concern.

In school, the class teacher will review the child's attainment continually and will discuss progress towards the desired outcomes with the SENCo and relevant staff termly.

We will continue to review progress formally, together with parents, the child



and any other professionals or external agencies involved twice annually.

The cycle of Plan

Do

Assess

Review will continue as required.

Our Special Educational Needs Co-ordinator (SENCO) Mr C Devaney is responsible for:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating the provision for children with SEN.
- Liaising with the relevant designated teacher where a Looked After Child has SEN.
- Advising staff on the graduated approach to identification and provision for SEN support.
- Advising on the deployment of the schools designated budget and other resources to meet SEN needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with Early Years providers, other schools, Educational Psychologists, Health & Social Care Professionals and Independent or Voluntary Bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Maintaining the school's SEN register.
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA.
- Monitoring and evaluating the SEN provision and reporting to the governing body.

### **The allocation of resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP's.

We allocate at least the appropriate amount of budget as advised by the Local Authority.

The Head Teacher and SENCo meet termly to agree on how to use funds to meet the demands of children with high needs (including those with high cost, low incidence SEN).

The SENCo draws up the resources bid when the school is planning for the next school improvement plan.

The SEND Code of Practice places the class teacher at the centre of the day to day responsibility for working with the child, who is responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from a teaching assistant or specialist staff.

Teachers at Alderman Cogan's CE Primary School:

- Set high expectations for every pupil, including those who have SEN or disabilities.
- Plan their lessons to address potential areas of difficulty to remove barriers to pupil achievement and enable pupils with SEN or disabilities to access all learning opportunities alongside their peers.
- Ensure that high quality teaching is at the centre of their planning, delivery and assessment of learning.
- Make regular assessments of progress to enable early identification of pupils making less than expected progress.
- Accurately monitor, record and gather information/evidence of progress of their pupils.
- Liaise appropriately with parents, teaching assistants, outside agencies and the SENCo regarding the well-being and learning of the pupils in their class.

### **The role of the Governing Body**

The governing body aims to ensure that the necessary provision for any pupil identified as having SEN is secured.

They consult with the Local Authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with SEN.

The governing body has agreed that children with special educational needs will be admitted to the school in line with the school's Admissions Policy.

The named SEN Governor ensures that SEN provision is an integral part of the school development plan and that the quality of SEN provision is continually monitored.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs is being used.

A specific range of resources are available for use when working with SEN children, where required.

A member of the school support staff oversees the organisation and distribution of these resources.

The named SEN governor can be available to talk to parents about SEN provision if required.

The governing body reviews this policy annually and considers any amendments in light of the annual review findings.

This report outlines how we as a Church of England Primary School identify and support children with Special Educational Needs or Disabilities.

Mr C Devaney (SENCo)

April 2016