



# Swanmead Community School

## Statutory Policy 5

### Special Educational Needs and Disability

*Document history:*

First introduced in current format		Nov 2017
Review Timescale		Annually
Version	Last Reviewed	Next Review
<b>2</b>	<b>October 2017</b>	<b>Oct 2018</b>
Changes made at last review?		Yes
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Checked by:	<b>Link Governor: SEND (Win Nakayama)</b>	

*For approval by:*

Full Governing Body	
Signed by the above:	
Date:	22.02.2018

*Summary of changes:*

Date of change	Nature of change
Oct 2017	Added new name of Link Governor
	Renamed SEN to SEND in line with new legislation
	Removed processes and titles no longer used (eg) IEP

## **Introduction**

Swanmead Community School values the abilities and achievements of all its pupils, and is committed to providing for them the best possible environment for learning. This policy should be taken as part of the overall strategy of Swanmead School and implemented within the context of our vision, aims and values.

We aim to meet the definition of Special Education Needs & Disability (SEND), as stated in the Code of Practice (January 2015). Special educational provision means: educational provision which is **additional to, or different from,** the educational provision made generally for children of their age in school. At any point in their school life a child may have Special Educational Needs (SEN).

Provision for pupils with SEND at Swanmead School also follows the Somerset Core Standards for All Children and Young People (4 – 16) (December 2016). In addition to Universal high quality teaching, students may require additional help in the form of SEN Support or High Needs where there are complex or long term difficulties.

This policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child. The needs of each child will be assessed and appropriate provision made.

All staff will be involved in providing for SEND pupils and are committed to removing/reducing any difficulties that those pupils may face related to learning and inclusion at school, whatever the nature of their needs.

## **Aims**

Our aims for the INCLUSION of pupils with Special Educational Needs are as follows:

- to offer excellence and choice to all pupils, whatever their ability or needs.
- to have high expectations of all pupils
- to achieve success through the removal of barriers to learning and participation
- for all pupils to feel valued as part of the school community
- to respect the fact that pupils have different educational needs and aspirations
- to cater for different learning styles
- to offer a range of different teaching approaches and experiences

Our aims for the PROVISION for children with Special Educational Needs are as follows:

- to create an environment that meets the SEN of each child
- to ensure that the SEN of children are identified, assessed and provided for
- to provide effective support at the earliest opportunity
- to enable all children to have full access to all elements of the school curriculum
- to ensure that the support is given in a way that minimises the disruption to the child
- to ensure that parents are involved in supporting their child's education
- to ensure that the child has a voice in this process
- to identify the roles and responsibilities of staff in providing for children's SEN

## **Special Educational Needs & Disability**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 educational institutions.

### **The Special Educational Needs and Disability Code of Practice**

The Code of Practice is used nationally and was completely reviewed and revised for September 2014, the updated (January 2015) version forms the basis of SEND provision in school. If a child requires interventions 'additional to and different from' basic entitlement, the SENCO with the class teacher writes and implements a Personal Learning Plan, which is reviewed twice a year. Where there are issues over which the school would like additional advice, the child can be discussed at the Consultation Meeting (with Head teacher's and parental permission) or additional advice sought from outside professionals.

The SEND Code of Practice outlines a graduated response to supporting pupils with SEN.

### **Somerset Core Standards for Children and Young People (0 – 25)**

Swanmead School follows the Local Authority Core Standards (introduced Spring 2017).

The Somerset Inclusion Statement is:

*All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically.*

In Somerset all education settings use the core standards in their identification of, and planning for, children and young people with Special Educational Needs and Disabilities (SEND). The core standards help schools to provide a 'graduated response' to children and young people with SEND. They provide a summary of Somerset SEND universal and targeted provision. Special educational provision is underpinned by high quality teaching (element 1) and is compromised by anything less.

Both documents are followed at Swanmead School. Pupils will be recorded on the SEN register in the following categories.

#### **SEN Support (element 2)**

SEND Support offers additional targeted support to pupils (element 2). For most pupils requiring SEND Support their needs and provision will be met through the school's devolved SEND budget.

#### **High Needs Top Up Funding (element 3)**

High Needs offers support for those few children who have complex and long term difficulties – this will include pupils who have an EHCP (see below). In some cases, a child may have complex and long-term difficulties that require one to one support over and above that available through SEND Support. Additional teaching assistant's time may then be funded by the Local Authority using High Needs Top Up Funding (HNTU). This funding is granted on the basis of need following an application by the school (SENCo). HNTU allocations are subject to change dependent on the child's needs and require re-application to be made at regular intervals.

From April 2018 a new funding system for SEND will be in place in Somerset, which will be based on an EHCP banding system. Transfer to this system is underway and details will be confirmed early in 2018 as the process is refined and the effect on school funding is disseminated.

## **Education & Health Care Plan (EHCP)**

Parents of pupils with exceptional needs can request an additional level of SEND Support (on the advice of an Educational Psychologist/ the Headteacher/ the SENCo), by requesting an Education and Health Care Plan (EHCP) for their child. This request is dealt with by the Local Authority (Somerset County Council). An SEND caseworker is allocated and if agreed, the EHCP forms a legal document. The contents of the EHCP outline the pupil's needs and the provision required to meet those needs. The EHCP is reviewed annually. This level of support was formerly known as a statutory assessment for a Statement of SEND.

## **Roles and responsibilities**

The Role of the **Headteacher** is to:

- Ensure effective provision for SEND pupils
- Keep the Governing Body well informed about SEND within the school
- Ensure that the school has clear and flexible strategies for working with parents of SEN students, and that these encourage involvement in their child's education.

Mark Walker is the Headteacher

The role of the **Governing Body** is to:

- have due regard to the SEND Code of Practice to fulfil its duties toward pupils with SEND
- have due regard to the Somerset Core Standards for all Children & Young People (4 – 16) to fulfil its duties toward pupils with SEND
- secure a high standard of provision for SEND pupils
- report annually to parents on the success of the school's policy, including the allocation of resources from the school's budget, through the school profile
- identify a governor to have specific oversight of the school's provision for SEND pupils including deployment of funding, equipment and personnel
- ensure that SEND pupils are fully included in school activities
- be fully involved through discussions with the SENCO in developing and subsequently reviewing SEN policy

Win Nakayama is the governor with responsibility for SEND.

The role of the **Special Educational Needs Co-ordinator (SENCO)** is to:

- manage the day to day operation of the policy
- co-ordinate the provision for children with SEND including creating and reviewing the SEND register
- liaise, support and advise colleagues within school reading teaching SEN pupils
- Advise on the graduated response to providing additional SEN support in school
- oversee the preparation and review of Personal Learning Plans
- oversee the records of all pupils with SEND
- inform parents when pupils are placed on the SEND register
- liaise with parents of children with SEND
- liaise between the pupil, parents and all support agencies
- liaise with partner schools, particularly at times of transition for SEND pupils
- monitor and evaluate the special needs provision and report to the governors
- manage the SEND budget and resources, to ensure appropriate provision for SEND pupils
- contribute to the professional development of all staff
- Collaborate with curriculum co-ordinators so that learning for all children is given equal priority

- Ensure with the Headteacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Alison Tulloch is the school SENCo.

The role of the **Teacher and Learning Support Staff** is to:

- have regard for the Code of Practice when teaching pupils with SEND
- have regard to the Somerset Core Standards for all Children & Young People (4 – 16) when teaching pupils with SEND
- support the identification of SEND through assessment procedures
- Provide high quality teaching and/ or support to meet the needs of SEN pupils
- develop and review IEPs for SEND pupils in collaboration with the SENCO
- work with SEND pupils to ensure delivery and review of the Personal Learning Plan

### **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND. We have due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having SEND, as well as identifying and providing for pupils not previously identified as having SEND'. The needs of children admitted with SEND are assessed individually; any necessary arrangements are put into place and reasonable adjustments made where possible.

The Local Authority has the responsibility to name the school for all pupils in receipt of an Education and Health Care Plan (EHCP), which is the replacement for a Statement of SEND as defined in the SEND Code of Practice (2014).

### **Special Provision**

The school has no special provision other than that listed in this policy (eg. language unit, autism support unit or dedicated provision for the hearing or visually impaired).

### **Facilities for vulnerable pupils, those with SEND, Disabled Access**

The school site is almost completely accessible via level corridors and outside paths, the use of platform lifts and an enclosed lift. Only two areas are currently inaccessible to wheelchair users – Room 18 (music/ drama studio) and the HUB (Helping Understand Behaviour rooms). Arrangements are made for pupils and visitors with limited mobility to receive music/ drama teaching or to meet members of the HUB team in alternative, accessible rooms. There are dedicated rooms for Learning Support, Nurture Groups, Pastoral support (HUB) and Therapy, each fully equipped with appropriate resources & facilities and staffed by adults with relevant, up to date training. There are adapted toilet facilities with full disabled access and a hoist installed.

### **Allocation of Resources**

The school employs a **SENCo** (part-time) to manage the provision for SEND pupils. The SENCo works Tuesdays, Wednesday afternoons and Thursdays and can be contacted at the school. Mrs Tulloch has access to a selection of assessment tests and is qualified in using them to assess pupils SEN needs as they arise. In addition to the National SENCo Award (PG Cert, 2011), she holds the PG Diploma in Complex Specific Learning Difficulties (2017) and is an associate member of the British Dyslexia Association (AMBDA).

All **teachers** are teachers of pupils with SEND and have a responsibility to ensure that the needs of every child in their class has their needs met.

**Learning Support Assistants** (LSAs) are employed by the school to offer additional support to pupils. Some LSAs will be assigned to named individuals and their role and duties will be defined by the needs of that pupil. Some LSAs will work with differing groups of pupils and individuals under the direction of the SENCo and class teachers. The employment of LSAs is to some extent dependent on the level of High Needs Top Up funding for individuals on the SEND register and numbers of LSAs may vary accordingly.

Two **Higher Level Teaching Assistants** (HLTAs) are employed, to support progress in English and Maths respectively. These adults will work regularly with individuals or groups of pupils on the SEND register to support their needs.

A **Learning and Progress Tutor** is employed at Swanmead School who may at times support pupils on the SEND register.

In the HUB at Swanmead Community School, two members of staff offer **Pupil Support**. This ranges from pastoral support for social, emotional and mental health difficulties to support during times of illness, bereavement or family upheaval. Their work will regularly, but not exclusively involve pupils listed on the SEND register. The HUB offers a safe place for pupils to retreat to in times of difficulty, stress or worry and can be used on a regular or *ad hoc* basis.

A wide range of resources, programmes and diagnostic tests are available for use with SEND pupils in school.

### **Identification of Learning Difficulties**

All designated SEND pupils are assessed on entry to determine appropriate provision for their needs. The school will always strive to identify pupils with new SEND at the earliest opportunity and to inform parents of any concerns.

Regular monitoring of pupil achievement alerts staff to poor attainment or progress – Cognition & Learning difficulties. Reading and Spelling ages are tested annually. If the gap between a pupil's score and their chronological age widens beyond accepted levels this raises concern and, in discussion with parents, the pupil is likely to be placed on the SEND register. If attainment levels in the core subjects of English and Maths fall significantly below age expected levels, or their progress has slowed or ceased, these will also raise concern. Concerns are likely to have been discussed with parents prior to reaching this level, unless the change occurs suddenly.

For other aspects of SEND – Communication & Interaction; Sensory and Physical; Medical conditions; Social, Emotional & Mental Health Difficulties - prior knowledge, observations in school, information from home and input from other agencies will inform the identification of SEND.

## **Review of Pupil Needs: Personal Learning Plans**

Strategies to support SEND pupils will be recorded in Personal Learning Plans (PLP) which include: an outline of the pupil's strengths and weaknesses, targets, teaching strategies, provision made, date for review and the outcomes. The PLP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on a few individual targets that match the pupil's needs. The PLP will be reviewed by the pupil and Key worker twice a year and copies sent home.

Pupils in receipt of High Needs funding and/ or who have an EHC Plan will have an Annual Review meeting, involving parents, the pupil and relevant professionals to ensure that appropriate provision is in place. The purpose of this review is to evaluate success against agreed criteria and set new targets. In the case of pupils with an EHCP, the LA caseworker should also be invited to attend this meeting as amendments may need to be made to the Plan; this is particularly pertinent at times of transition between schools.

For Year 8 Annual Reviews the SENCo of the new school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to meet the new SENCo.

At Year 4 the SENCo from Swanmead School will attend relevant review meetings at the First School prior to transfer.

## **SEND INSET**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The SENCo attends local training to ensure that provision at Swanmead School remains up to date with current legislation and best practice in SEND. Part of the SENCo's role in school-based INSET is to develop awareness of resources and practical teaching strategies for use with SEND pupils. As a routine part of staff development, INSET requirements for SEND will be assessed and the Governing Body will be informed of training needs. The School's SEND INSET needs will be included in the School Management Plan. Specific SEND training is provided to all staff as and when appropriate and can be bought in via Somerset LA services eg. Learning Support for Literacy and Numeracy training, SLCN, Team Teach, Dyslexia friendly teaching, Hearing Impairment.

## **Partnership with Parents**

Swanmead firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them and that this gives them a key role in the partnership.

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them. The school can make available, to all parents of pupils with SEND, details of the parent partnership service available through the Local Authority.

### **Links to Support Services**

The school makes full use of expertise provided by external agencies and professionals in Somerset for identification, assessment and support for SEND pupils at all stages. The following are actively involved with the school:

Educational Psychologist	Learning Support Service (LSS)
Physical Impairment and Medical Support Team (PIMST)	Hearing Impairment Service (HI)
Speech & Language therapists (SLT)	Visual Impairment Service (VI)
Parent and Family Support Assistant (PFSA)	Occupational Therapist (OT)
Child and Adolescent Mental Health Service (CAMHS)	Children's Social Care
Language & Communication / Autism Team (SLCN/ ASD)	Paediatrician
SENATAS (ICT support for pupils with SEND)	Physiotherapist

### **Links with other Schools**

The school maintains close links with its local partner schools – Greenfylde First School, The Three Saints Federation and Wadham School. These links are particularly important at times of transition for SEND pupils. SENCOs liaise to ensure that the needs of SEND pupils are understood and considered in advance. They may attend meetings and Annual Reviews at link schools to plan for transition, arrange additional pupil visits, etc.

### **Links with other Agencies and Voluntary Organisations**

The school also has contact with the following agencies – some regularly, some as required:

Traveller Education	Education Welfare Officer
Children's Social Care	Community Police
The Youth Service	Youth Offending Team
School Nurse	Parent Partnership
Barnardo's counselling/ bereavement support	
Local Organisations, eg. Ferne Animal Sanctuary, Pre-school, Rotary Club	

### **Complaints Procedure**

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents as required.

### **Monitoring**

The Governing Body will report annually on the success of the policy and will consider the views of all parties involved with this provision. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through consideration of each pupil's success in meeting PLP targets, progress noted through use of standardised tests and across the curriculum.

The outcomes of this review will be to inform the School Development Plan.

### **Policy Review**

The Special Education Needs Policy is reviewed and updated annually by the SENCO, the Headteacher and the Governing Body.