



STUART ROAD
PRIMARY ACADEMY
growing every day

STUART ROAD PRIMARY ACADEMY DSEN POLICY 2019

STUART ROAD PRIMARY ACADEMY S.E.N.D. POLICY.

Definition of Special Educational Needs:

What is special educational needs?

This is a broad definition covering all children and young people from 0-25 years of age...

'A child or young person has SEN (Special Educational Needs) 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:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 institutions.

(SEND Code of Practice 2014 P.4)

The Code of Practice identifies 4 broad areas of need:

- 1. Communication and interaction
- 2. Cognition and learning
- 3. Social, emotional and mental health difficulties
- 4. Sensory and/ or physical needs

Policy Statement.

At Stuart Road Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or ability.

We believe that:

- 1. All pupils are entitled to a broad, balanced, relevant and differentiated curriculum
- 2. All pupils are entitled to be valued by all staff for the individual contribution they make and therefore, are entitled to experience success and feel positive about themselves.
- 3. The Senior Leadership Team and all teachers will accept responsibility for pupils with SEND. All teachers are recognised as teachers of SEND.
- 4. Many pupils, other than those identified by the school, may need temporary help and support during their school life as they face setbacks.
- 5. We seek to maintain a climate of positive support to enable the growth of self-esteem and self-confidence.
- 6. All staff should be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

We are committed to an individualised approach to meeting the special educational needs of children that is designed to help children towards independent learning.

Special Educational Needs Co-ordinator (SENCO):

The person who is designated as Special Educational Needs Co-ordinator (SENCO) for the school is: Mrs. Becky Cartledge.

Email: becky@srps.plymouth.sch.uk

Contact school office on 01752 567668

The Inclusion team is experienced in the areas of Special Educational Needs and Inclusion. They attend all local training and updates and work closely with other SENCOs and Inclusion Co-ordinators in the local area. The team co-ordinate the provision for DSEN and Inclusive education within the school.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support

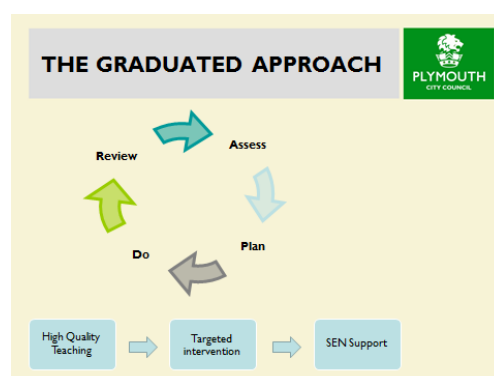
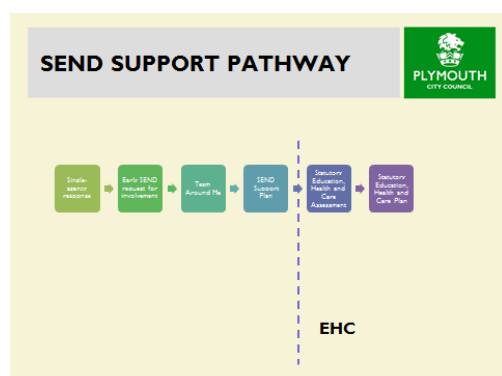
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Support for Children with SEN:

- All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.
- 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, access strategies and personalised learning targets. In Literacy and Numeracy, we aim to ensure that all lessons are differentiated at least three ways but as often as possible four ways. 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.
- All our classes are supported by teaching assistants who can support small group work or catch up programmes where needed.
- Group work can also be supported by school staff under the guidance of an outside professional
- At times a child may need some agreed individual support in school. Parents will be informed how the support will be used and what strategies will be put in place.
- At times it may be useful to hold meetings with a range of professionals in order to ensure we can access the best possible support for the child.
- Group or individual work can be carried out by an outside professional.

Graduated response:

The Special Educational Needs and Disability Code of Practice: 0 to 25 years describes a graduated model of support and continuum of need for SEN:



Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These assessments identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

- widens the attainment gap. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

Individual Education Plans and One Page Profiles

Individual Education Plans (IEPs) are written for pupils who have been identified as having special educational needs. ('A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for them.')

The SENCO has responsibility for ensuring that the appropriate IEP is in place. Each child with DSEN or issues surrounding behaviour within school/ inclusion needs will also have a One Page Profile. This will detail the pupils views, strengths and areas for development, as well as strategies to support their learning within school. However, the teaching of children with SEN is a whole school responsibility.

IEP targets are delivered within the whole class setting in the majority of cases and class teachers' plan the delivery of the work. Generally, either the class teacher or a teaching assistant supports the children with SEN, sometimes in small groups or 1:1.

Targets are taken from the key areas of Communication and interaction; Cognition and learning; Social, emotional and mental health difficulties and Sensory and/ or physical needs. IEPs include information about the short-term targets set for the child, the teaching strategies, provision to be put in place, when the plan is to be reviewed, and success criteria or outcomes.

We formally review IEPs three times a year; in the autumn and spring term as part of Parent Consultation and in the summer term as a stand-alone review ready for transition to the next year group. We encourage the parent and the child to be part of the review and target setting process. Parents are issued with a copy of the IEP/IBP at the consultation meeting and are asked to sign the one remaining in school. These are however working documents and interim reviews will be completed where a child has exceeded their targets before the specified review date.

Working in Partnership with the Children: One Page Profiles

We actively work with the children and we value the contribution they make to the target setting process. We aim to ensure that the children understand procedures, have their views taken into account and are aware of support available to them. This is done through the setting up of a one page profile which records the views of the child. This is used to inform the IEP/ Strategies to support inclusion.

Working in Partnership with Parents/Carers.

We actively seek to work with parents and we value the contribution they make. We aim to ensure that parents understand procedures, have their views taken into account and are aware of support available to them. We welcome and encourage parents to participate from the outset and throughout their child's time in our school.

Parents should be able to

- play an active and valued role in their children's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision. Parents/carers should be informed of Parent Support groups.

The school has a variety of ways to allow parents/carers to share their views and concern: Teachers endeavour to be available at the end of the school day, if parents/carers wish to discuss their child.

Alternatively, a Home-School link book can be provided.

The school holds parent consultations two times a year.

The SENCo can be contacted on a daily basis through the school office or by email.

Monitoring:

Monitoring of progress will be carried out:

By the class teacher and used to inform future differentiation within whole class planning. Progress will also be monitored by the Assessment Coordinator through tracking of data on School Pupil Tracker:

Through Pupil Progress Meetings

The SENCo will also monitor the success of IEP targets at the termly IEP reviews and during DSEN Folder scrutinies.

The child's progress within curricular work will be reviewed at the same intervals as for the rest of the class during pupil profiling meetings, and a decision made about whether the child is making satisfactory progress.

Working together across education, health and care:

"Section 25 of the Children and Families Act 2014 places a duty on local authorities that should ensure integration between educational provision, health and social care provision, where this would promote wellbeing and improve the quality of provision for disabled young people and those with SEN. They should aim to provide personalised, integrated support that delivers positive outcomes for children and young people, bringing together support across education, health and social care from early childhood through to adult life, and improves planning for transition points such as between early years, school and colleges, between children's and adult social care services, or between paediatric and adult health services."

Special Educational Needs and Disability Code of Practice: 0 to 25 years.

Education, Health and Care Plan (EHC):

The vast majority of needs are met through the support available in School. However, a small number of children with persistent and ongoing complex needs may need the support of an Education Health and Care Plan (EHC). The school will work with parents/carers and the child to decide if we need to complete a proposal to consider an EHC plan. After the school has sent in the request to the Local Authority, the authority will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask all professionals involved with the child to write a report outlining the child's needs.

If they do not think your child needs this, they will ask the school to continue with the provision and support already in place.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they will need more than 20 hours of support in school to make good progress. If this is the case they will write an Education, Health and Care Plan, (EHC) known previously as a Statement of Special Educational Needs.

If this is not the case, they will ask the school to continue with the provision and support already in place.

The EHC plan will outline the long and short term goals for the child, along with the strategies that must be put into place.

Nature of Provision:

School funded:

- Teaching Assistants
- Parent Support Advisor
- Counsellor
- Learning Mentor
- Excellence Cluster Multi-Agency Support staff

Local Authority (LA) funded:

We can seek advice from LA funded services. The school has access to several external agencies that can provide additional support. Where a need has been identified by the parents and/or the school, the SENCo will seek advice and support from the appropriate agency in order to meet the needs of the child.

- SEND Strategic Advice and Support Team (Formally known as Plymouth Advisory Learning Support)
- Communication Interaction Team (CIT)
- Community Educational Psychology Service
- Plymouth Parent Partnership

Health Service funded

- Community Nursing Service
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHs)
- Children's Speech and Language Service

Private Assessments:

However, where parents exercise their right to have their child/children privately assessed the LA has advised us that it is the school's decision as to how the content of these reports is accommodated. The LA advise caution as some independent Educational Psychologists are not fully conversant with the current school curriculum.

Admission

Admission to Stuart Road School follows the published admissions criteria laid out by the LA.

'All schools should admit pupils with already identified special education needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without a statement must be treated as fairly as all other applicants for admission.'

(Code of Practice 1:33)

We are, however, aware of the potential difficulties our building poses for certain categories of physical disability and accept the fact that parents might wish to place these children elsewhere. At the moment there is no access to the school for children with mobility difficulties beyond the ground floor e.g. wheel chairs. Stuart Road has a plan for changes. (See Accessibility Plan)

Transition:

At Stuart Road every effort is taken to ensure that transition times are successfully managed.

Transition booklets are put into place, which contain information and pictures about the new place.

Additional visits may also be arranged to reassure pupils and parents. When children transfer into Stuart Road, they work through an Induction book which gives lots of information about the school.

They are allocated a buddy within the class. The SENCo is informed of new arrivals.

Evaluation and Review of SEN Policy.

The SEN policy is subject to a regular cycle of monitoring, evaluation and review.

This document has been completed, ensuring that all concerned with its production have taken into account current legislation relating to race, gender, age, ability, sexual orientation and disability.

This will ensure that, where possible and within the limits of reasonable adjustment, we meet the needs of every child and adult linked to the life of the school.

The school equality policy is available on request or from the school website:

www.stuartroad.org.

Chair of Governors.....Date.....

Headteacher.....Date.....