



## THE PIGGOTT SCHOOL

*'...to be a school which inspires and encourages the highest achievement'*

### **POLICY WITH REGARD TO SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

#### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools' SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 3 and 4 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

#### **AIMS**

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all students can thrive by paying attention to these specific areas:

- identifying individuals who need extra help and attention
- enabling each student to reach his or her full potential, both curricular and extracurricular
- enabling each student to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all students
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- involving the student in the decision making about his/her educational provision

## OBJECTIVES

- identify and provide for students who have special educational needs and additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a “whole student, whole school” approach to the management and provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
- provide support and advice for all staff working with special educational needs students

## TYPES OF SEN

SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a student being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

## Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **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. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

## IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. The local offer which details provision for SEN at the school can be found at:

<http://www.wokingham.gov.uk/our-local-offer-for-children-and-young-people-with-additional-needs/>

A register is kept of students with SEND. Where concern is expressed that a student may have a special educational need, the class teacher should liaise with the Inclusion Manager to ensure that appropriate support is provided. Information from feeder primary schools is used, alongside liaison with staff from a student's primary school or previous setting in order to determine the level of support needed on transfer to The Piggott School.

For students with Education, Health and Care plans (formerly Statements), an annual review meeting will be held. This will involve collaboration between the school, parents, the student and any relevant external professionals. The SEN Provision Map records additional provision for students on the SEND register.

### **A Graduated Approach to SEN Support**

At The Piggott School, we adopt a "quality first teaching" approach. The key characteristics of quality first teaching are:

- highly focused lesson design with clear objectives
- high demands of student involvement and engagement with their learning
- high levels of interaction for all students
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
- an expectation that students will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate students.

Teachers are responsible and accountable for the progress and development of all of the students in their class, including where students access support from teaching assistants or specialist staff. Quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND; additional intervention and support cannot compensate for a lack of this high quality teaching. Teachers are also responsible for providing appropriately modified materials to meet individual needs, in liaison with the Inclusion Manager.

We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement, through lesson observations, work scrutinies and student's progress reports. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all students. These should seek to identify students 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

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a student is identified as having SEN the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

### **Assess**

The vast majority of students with SEND will have already been identified in their previous setting. In some cases, outside professionals from health or social services may already be involved with the child. The Inclusion Manager may also refer students to external professionals for assessment of SEND if concerns are raised.

### **Plan**

All teachers and support staff who work with the student should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Teachers are responsible for planning for appropriate differentiation and modification to meet individual need. Where appropriate, parental involvement is required to reinforce or contribute to progress at home.

### **Do**

The class teacher should remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **Review**

The Learning Support team meet weekly to monitor and discuss the support and intervention strategies in place for students with SEND. Appropriate adaptations are made in response to feedback from teachers and LSAs.

Where a student has an Education, Health and Care plan, the local authority, in cooperation with the school, must review that plan every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, SENCo and Inclusion Manager
- analysis of student tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

## **MANAGING STUDENTS' NEEDS ON THE SEND REGISTER**

### **Specialist Support**

Where a student continues to make less than expected progress the School may involve specialists at any point to advise them on effective support and interventions or referral to

outside agencies. The student's parents will always be involved in any decision to involve specialists.

Particular care will be needed with students whose first language is not English (EAL). Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Teachers will closely follow students' progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. Initially, an assessment will be made of student's proficiency in English. A student who is not making good progress after 6 to 12 months in a supportive learning environment with EAL support would need further support from an EAL specialist.

### **CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, student and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the student off of the SEND register then all records will be kept for until the student reaches the age of 25. The student will be continued to be monitored through the schools monitoring procedures, such as student progress meetings. If it is felt that the student requires additional assistance then the procedures set out in this policy will be followed.

### **SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Students at School with Medical Conditions, which can be found under the "Policies" tab on the school website.

### **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Manager to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual students. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SENCo attends the SENCo network meetings in order to keep up to date with local and national updates in SEND.

### **ROLES AND RESPONSIBILITIES**

Provision for students with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for students with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governors** will ensure that:

- the necessary provision is made for any student with SEND

- all staff are aware of the need to identify and provide for students with SEND
- students with SEND join in with school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
- they have regard to the requirements of the Special educational needs and disability code of practice: 0 to 25 years (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **SENCo** is responsible for:

- the management of all aspects of provision for students with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the Assistant SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole
- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for students with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- carrying out screening tests and assessments for access arrangements
- supporting class teachers in devising strategies appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of students with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- contributing to the in-service training of staff
- liaising with the SENCos/Inclusion Managers in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- coordinating a transition programme for vulnerable students with SEND
- attend annual review meetings for incoming students with EHCP in order to ensure a smooth transition to secondary school

**Class teachers** are responsible for:

- Providing high quality teaching for all children
- planning appropriate adjustments, interventions and support to match the outcomes identified for the student (in liaison with the Inclusion Manager, parents and student)
- Regularly reviewing the impact of these adjustments, interventions and support, including students with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures
- Directly liaising with the Inclusion Manager and parents of children with SEND

**LSAs** should:

- be fully aware of the school's SEND policy and the procedures
- work with the class teacher to ensure students receive effective support
- promptly report any concerns or incidents involving students with SEND
- attend agreed training

LSAs work as part of a team with the SENCo, Inclusion Manager and the teachers supporting students' individual needs and ensuring inclusion of students with SEND within the class.

### **STORING AND MANAGING INFORMATION**

Documents relating to students on the SEND register will be stored securely in a locked filing cabinet. SEND records will be passed on to a child's next setting when he or she leaves The Piggott School. The school has a Confidentiality policy which applies to all written student records.

### **ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled students and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. The school has a Fire Evacuation Policy for students with physical disabilities.

### **COMPLAINTS**

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

### **LINKED POLICIES/DOCUMENTS**

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Data Protection policy
- Equality Plan and Procedure
- Medical Needs policy
- Safeguarding Policy

### **REVIEWING THE POLICY**

This policy will be reviewed by governors on an annual basis.