

STROUD SCHOOL: SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy is applicable to all pupils including those in the EYFS (referring to the EYFS Statutory Framework)

Policy aims and objectives

This policy has regard to the changes in arrangements for Special Educational Needs with the implementation of provisions from the *Children and Families Act 2014*, the *SEN and Disability Code of Practice, 0-25 years 2015* and the *Statutory Framework for the Early Years Foundation Stage (2017)*.

We aim to ensure that the individual needs of all children are met, including those children with special educational needs or disabilities (SEND). We achieve this by delivering a broad and balanced curriculum and through:

- Differentiation and support for all pupils, regardless of age and ability
- Praise, encouragement and rewards to promote self-esteem and inclusion
- Recognising that pupils develop at different rates.
- Recognising that there may be a diversity/combination of special needs affecting learning, health, behaviour, emotions and physical needs.

Opportunities for success will be increased by

- Early identification of children who may be experiencing difficulties
- Enabling appropriate provision to be put in place to ensure effective learning
- Adjusting, where possible, the school environment for those children with disabilities
- Meaningful consultations between parents, school and external professional agencies
- Encouraging all children to demonstrate the school's core values of honesty, respect and happiness
- Challenging any inappropriate attitudes and practices relating to SEND
- Pupils being taught alongside their peers for as much time as possible

Staff roles and Responsibilities

Each member of the school has an important role to play in the education and welfare of a child with SEND. However, it is primarily the class teacher's responsibility, in conjunction with the learning support team, to ensure the needs of all children are met.

Learning Support Team

SENCO – Mrs A. Gee

Early Years SENCO (covering Early Years and Year 1) – Mrs L. Graves

Learning Support Assistants

The governing body is informed of the policy relevant to the provision of learning support throughout the school.

In conjunction with staff members, the SENCO and Early Years SENCO will:

- Adopt the graduated approach to intervention
- Liaise with parents and other professionals to support children's learning
- Attend multi-agency meetings
- Advise and support other practitioners in school
- Deliver training through INSET days or twilight training sessions
- Ensure that each pupil receiving learning support will have a Target Plan or Pupil Passport which is updated termly. Target Plans and Pupil Passports are formulated by the SENCO and agreed with parents, teachers and pupils (where appropriate)
- Ensure that relevant background information about individual children with SEND is collected, recorded and disseminated to relevant parties.
- All relevant information pertaining to a child's SEND needs will be transferred to the next teacher or school.

Accessibility

Adhering to the *Disability Act 2010*, Stroud School aims to cater for the full ability range. The presence of a SEND is not a factor in the selection of pupils, unless it is felt during the admissions process, an alternative placement may better support the child's needs.

Admission arrangements are fully discussed with parents prior to entry. If the school is unsure of whether or not they can meet a child's needs, the SENCO will request further information from the child's parents, current school and other professionals involved with the child's care.

The Early Years building is on one level. The building has disabled toilet facilities and all staff are qualified in First Aid. See our local offer which outlines our services and provision available to support pupils in the Early Years.

Definition of Special Educational Needs

The Code of Practice states that a child has a special educational need or disability if they have a difficulty, which calls for special educational provision to be made for them.

Special educational needs or learning difficulties may include:

- Those pupils who have an Educational, Health and Care Plan (EHCP)
- Identified specific learning differences e.g. Dyslexia, dyspraxia, dyscalculia
- Communication and Interaction needs

- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Sensory and Physical Needs
- A significant gap between cognitive ability and attainment
- Progress not commensurate with expectations for age and ability
- A disability that prevents the pupil's full use of the school's educational facilities.

Not all pupils with special educational needs will have a disability; and not all disabled pupils will have special educational needs.

Pupils who speak English as an additional language must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.

More able pupils are not included in the definition of special educational needs for the purposes of this policy (See separate Stroud School Policy for Able Pupils).

Special educational provision means:

- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools or by relevant early year providers.

Where a pupil who has SEND is being educated at Stroud, the school will assess and make appropriate provision as far as practicable; this may incur additional charges for parents.

Procedures

On application, parents are asked to give details of any known special educational needs or disabilities. They are also asked to provide the school with the latest school report, specialist assessment reports, Statements of Educational Need or Educational Health Care Plans. (See Stroud School Admissions Policy).

During their taster day, all new pupils are informally assessed by teachers through normal activities. If there is a concern relating to SEND, the school's SENCO may spend some time with the pupil to carry out some informal observations. She will not carry out any formal assessments unless it has been agreed with parents beforehand. The SENCO may also request further information from parents, current school and specialist assessors before considering if an offer should be made. The purpose of any additional information gathering is to help the school and family decide if Stroud is the right placement for the child.

The school has regard to the *SEND Code of Practice 2015* and has adopted a graduated response to the identification of, and provision for, pupils who may need additional support for learning.

Graduated approach

- a) Any pupils who are falling significantly outside of the range of expected academic attainment will be identified by teachers through day-to-day teaching and termly assessments.
- b) The pupil's teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. They will inform parents of any concerns regarding progress and attainment.
- c) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward. A decision may be made to carry out some diagnostic assessments at this stage. If a SEND is identified, the pupil will be added to the Learning Support register and a Pupil Passport/target Plan drawn up.
- f) Teaching staff will use the Pupil Passport to inform and review planning and assess curriculum delivery.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Parents' evenings are one way in which progress and changes to plans will be communicated to parents (see Ongoing Communication below).

SEN Support

Where it is determined that a pupil does have an SEN, parents will be formally advised of this. The aim of formally identifying a pupil with an SEN is to help school ensure that effective provision is put in place by providing learning support and removing barriers to learning. Support is managed through the following process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be adapted and revised in line with the pupil's progress and changing needs.

Assess

This involves analysing the pupil's needs using the class teacher's/SENCO's assessments and experience of working with the pupil. Details of previous progress and attainment, comparisons with peer and national data, as well as the views and experience of parents will be taken into consideration. The pupil's views will also be considered where appropriate. Specialist teacher assessment or referral to external professionals may be recommended.

Plan

Planning will involve consultation between the teacher, SENCO, parents, LSA and pupil (where appropriate). Together they will agree any interventions or additional support that is required. Targets will be set and shown on the pupil's Target Plan (EY) or Pupil Passport. Targets may require parental support with work to be carried out at home.

Do

The teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching with an LSA. They will work closely with the SENCO and LSA to monitor the impact of support and intervention work.

Review

Progress will be reviewed at least termly. The class teacher and LSA will evaluate the extent to which targets on the Target Plan or Pupil Passport have been achieved. This will be shared with the SENCO who will advise on the next steps to be taken i.e new targets, further assessments, different interventions, involvement with specialists.

Referral for an Education, Health and Care Plan

The majority of children and young people with SEN or disabilities will have their needs met within mainstream early years settings, schools and colleges. On rare occasions, despite the school having taken relevant action to identify, assess and meet the special educational needs of a child, the child does not make expected progress. Should this occur, the parents or school may request an Education, Health and Care needs assessment (see Chapter 9 of *SEND Code of Practice 2015*). However, an EHC needs assessment will not always lead to an EHC plan or funding to support its recommendations. The information gathered during an EHC needs assessment may indicate ways in which the child's need could be met without an EHC plan. At this point, the parents and school will need to review the extent to which they are able to provide the recommended support.

Pupils who already have an Education, Health and Care Plan

As a non-selective school, Stroud does not discriminate against pupils with an EHC plan. The usual admissions procedure is applied along with due regard to our Admissions Policy and Accessibility Plan. At each EHCP review, the school and parents should consider whether or not Stroud School continues to be the best school given the changing needs of the pupil.

Early Intervention and Monitoring

In the Early Years, children's development and progress is assessed alongside the developmental stages and Early Learning Goals as set out in the Early Years Foundation Stage document. Observations and assessments enable practitioners to make informed decisions about children's progress and plan next steps to meet their development and learning needs.

We aim to identify children with SEN as early as possible. Early intervention will involve the initial recognition and identification of a child's special educational needs, the gathering of basic information about the child, taking early action to meet the child's needs within his or her normal classroom work and monitoring and reviewing his or her progress.

The trigger for this stage will be the expression of concern by a parent, teacher or other professional that a child is showing signs of having special educational needs. The Early Years SENCO will be called upon to assess the child through observation. She will then create a targeted plan outlining areas for development and how this will be achieved. Parental agreement may be sought for a referral to our LEA Area Inclusion Coordinator (INCO) or attached Educational Psychologist.

Ongoing communication

The parents of a child with SEND are encouraged to keep in regular contact with the class teacher and SENCO. This can be achieved in a number of ways:

- Email. Parents can contact their child's teacher or SENCO directly using the email address shown on the school's website
- The admin office. Parents can call in or phone the office and leave a message for a teacher or SENCO
- Parent's evenings. In addition to meeting with a child's teacher, parents can sign up to meet with the SENCO on at least one of the evenings allocated
- Interim meetings can always be arranged at any time and by any means above if parents have concerns they would like to discuss

Additional Charges

Stroud will provide support and facilitate recommended provision wherever possible for a child with SEND. This may incur additional charges, especially when the support is required on a 1:1 basis, to cover the cost of staffing and resources. The charge will increase annually in line with the school's rate of inflation on fees.

Emergency Evacuation

Stroud is committed to ensuring that emergency evacuations can be accomplished safely for all pupils, including those with SEND. Pupils with a physical or sensory impairment will have a Personal Evacuation Plan (PEP) which states the procedure for evacuation according to their specific need.

Complaints procedure

If any parent feels that the school is not meeting the needs of their child they will be supported via the procedures outlined in the school's Complaints Policy.

Other documents:

Inclusion Policy
Accessibility Plan
Admissions Policy
Complaints Policy
Curriculum Policy