

Special Educational Needs and Disability Policy

**We work in partnership to establish an inclusive and welcoming school,
founded on *teamwork* and *friendship***

Statement of intent

This policy outlines the framework for St Mary Federation to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

St Mary Federation therefore intends to work with the Norfolk Local Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.
- Maximising pupil well-being
- Removing barriers to opportunity and improving choice for all
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution

Within the current SEND framework there is a sharpened focus on the needs, aspirations and engagement of children and young people with learning difficulties and/or disabilities, and their families. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.

- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Definitions

The law states that a child has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

Areas of special educational need

St Mary Federation will make provision for pupils with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or physical.

Admissions

St Mary Federation will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Roles and responsibilities

The governing body has a responsibility to:

- Fully engage parents and/or young people with SEN when drawing up policies that affect them.
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.

- Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- The named link governor for SEN is Sarah Hill

The Executive Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

The SEN Coordinator (SENCO) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.

- Collaborate with the governing body and executive headteacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- Work with the school governors and the executive headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEN policy.
- Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a 1-page profile of the child or young person with SEN.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums.
- Ensure that the school keeps the records of all pupils with SEN up-to-date.
- Inform the child's parents that SEN provision is being made, where the child does not have an EHC plan.
- The named SENCO at St Mary Federation is Claire Bunton for Docking Primary and Catherine Golding for Brancaster Primary and Sedgeford Primary.

Class / subject teachers must:

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

The teachers' standards 2012 make it clear that it is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils, this is referenced in the 2014 code of practice. All teachers actively seek to adapt the curriculum to meet the needs of pupils with SEND. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the graduated 'assess – plan - review - do process.

Teaching Assistants (TAs)

The TAs work with the class teacher and SENCo in providing support for children with Special Educational & Disability Needs across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.

The Cluster SENCO HOST

The cluster will nominate a 'host' SENCO, who will chair half termly meetings to ensure the framework for cluster operation and systems to delegate SEN funding are in place.

The host will keep an overview of the current spending for SEND, facilitate discussion on self-evaluation and value for money, evidenced in impact and outcomes for individual learners. The decision making for distribution of funding is equally shared amongst all schools.

The cluster host will organise the agenda for cluster SEN meetings and ensure paperwork is distributed.

An annual process of provision mapping across the schools will be carried out to project the level of need, identify any patterns of provision and be proactive in resource implications.

The Cluster Governing Body

The Cluster Governing Body, in co-operation with the Headteachers oversee the spending arrangements recommended by the cluster chair as a result of a group decision. Individual School's Governing Bodies must report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with responsibility for SEND. The SEND governor will liaise regularly with the SENCO and report back to the full Governing Body.

The Role of Parents of Pupils with SEND

In accordance with the SEN Code of Practice, St Mary Federation believes that all parents of children with SEND should be treated as equal partners. The Cluster has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Thereafter, parents are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.
- Making arrangements to ensure smooth transition when children transfer between schools
- Working closely with families, colleges and other agencies, to plan transition arrangements towards further education, training and/or employment
- Working closely with all settings to increase opportunities for young people with special educational needs to enjoy the benefits of joint cluster working

Joint commissioning, planning, and delivery

St Mary Federation will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

Early identification / recognition.

- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary and to secondary.
- How provision and support services will enable pupils to prepare for their future adult life.
- Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future need, including:
 - Population and demographic data.

- Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
 - Numbers of local children with EHC plans and their main needs.
 - The numbers and types of settings locally that work with or educate children with SEN and disability.
 - An analysis of local challenges / sources of health inequalities.
- Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
 - Improved educational progress and outcomes for children and young people with SEN.
 - Increasing the proportion of children with SEN whose needs are identified before school entry.

Involvement with Educational Support Services

The cluster subscribes to the services of Norfolk County Council and asks for the advice of specialist advisory teachers as and when necessary. Where necessary, the school will refer a child to an external specialist after consultation with parents.

Links with medical, social and voluntary organisations

The cluster believes in multi-agency; working and with health professionals, such as the school nurse, doctor, speech & language therapists, physiotherapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

Links with Special/Mainstream Schools

Whenever any pupil transfers to another school, including special schools, the home school will pass on all relevant information. In addition, for SEND pupils, there will also be dialogue between the class teacher and/or SENCO and /or Head Teacher and a senior member of the other school's staff.

Funding

- St Mary Federation will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.
- Personal budgets are allocated from the local authority's high needs funding block and St Mary Federation will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

Norfolk's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Norfolk's Local Offer is available from the website: http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

In addition each school has their own local offer available from their website and we have a cluster local offer which provides clear, comprehensive and accessible information about the provision made for children with SEN within our cluster.

Identification

To identify pupils with SEN, St Mary Federation will:

- Assess each pupil's current skills and levels of attainment on entry.
- Make regular assessments of all pupils to ensure that the intervention:
- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevent the attainment gap growing wider.
- The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Graduated approach

St Mary Federation will, once a potential SEN has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear assessment of the pupil's needs.
- Planning with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- the interventions, with support of the SENCO.
- the effectiveness of the interventions and making any necessary revisions.

The interventions can be implemented through SEN Support where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.

- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

The SENCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Effective assessment systems are operated as early as possible, in conjunction with other agencies, by:

- Encouraging parents/carers and the cluster to work together to recognise and support children's special educational & disability needs at the earliest stage, drawing on external advice where necessary, and using delegated resources flexibly to make appropriate provision
- Ensuring that the school in liaison with other agencies, meets statutory obligations to children with special educational & disability needs and their families within the prescribed timescales
- Working with other agencies to implement the Family Support Process (FSP) as part of a coordinated and staged approach to early identification and intervention.
- St Mary Federation will, in consultation with the pupil's parents, request a statutory assessment of SEN where the pupil's needs cannot be met through the resources normally available within the school.
- The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Education, Health and Care (EHC) plans

- St Mary Federation will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

Reviewing an EHC plan

St Mary Federation will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

Data and record keeping

St Mary Federation will:

- Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
- Record details or additional or different SEN provision on a provision map.

Complaints

All schools in the Smithdon Cluster work, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through each individual school's Complaints Policy and Procedure.

Confidentiality

St Mary Federation will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

Monitoring and review

This policy is reviewed annually by the executive headteacher, SENDCO in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Reviewed 12th March 2018

Signed
John Ward, Chair of Governors

Next Review Date: Spring 2019