



Special Educational Needs and/or Disability Policy

Article 3 – The best interests of the child must be a top priority in all actions concerning children

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country where they live.

History of most recent Policy changes – Must be completed

Nova Primary School Governor Information	
Model Policy	No – due to SEND reforms September 2014
Local Changes	
Customisation*	
Originally Adopted	Summer 2015
Last Review Date	Autumn 2019
Next Review Date	Autumn 2020
* additions made to policy (eg local detail) but not a change to any policy structure	

Date	Page	Change	Origin of Change e.g. TU request, change in legislation

Rationale:

At Nova Primary School, the staff and governors are committed to raising the aspirations of and expectations for all children. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In our school inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

We aim to work in partnership with parents, children and outside agencies in order to achieve the outcomes identified.

Aims:

Nova Primary school aims to:

- To provide a 'whole child, whole school' approach in supporting children to develop their skills, personalities and abilities.
- To monitor the progress of all children, to identify needs as they arise and to provide support as early as possible.
- To create an environment that meets the needs of all children in order for them to achieve their learning potential.

Objectives:

- To work within the guidance provided in the 2014 SEND Code of Practice.
- Ensure the implementation of Local Authority Inclusion Guidelines.
- Ensure any discrimination or prejudice is eradicated
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence ready to meet the demands of secondary school life and learning.
- To seek, monitor and respond to parents/carers and children's views, in order to build high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet children's need, through well targeted continuing professional development.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable children.

The Identification of SEND:

The SEND Code of Practice, 2014 describes 4 broad categories of need:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health
- Sensory/physical

The 2014 SEN code of practice states that:

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such 95 support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

The purpose of identifying needs is to work out what action the school should now take, and not to fit a child into a category.

SEND Support - The Graduated Approach:

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. *Quality first teaching*, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support is always secondary to good quality first teaching.

Senior Leadership Team and Core Subject Leaders regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

Partnership with parents and carers play a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, setting and reviewing targets and the transition process.

Assess

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Plan

The child's class teacher, with support from the SENCo when needed, will decide on the action required to help the child progress in the light of assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the teacher or teaching assistant support.
- Staff development and training to introduce more effective strategies.

Do

The child's class teacher will be responsible for the child's learning on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken and progress will be reviewed.

Review

Class teachers formally assess the progress of children in their class three times a year. If a child makes expected or more than expected progress they may no longer require the additional support. If a child is not making the progress expected, despite the extra support, then teachers may need to consult the SENCo to consider what else can be done. This review might lead to the conclusion that the child requires help over and above that which is normally available within the particular class. Parents/Carers may be consulted and a specific intervention put in place and monitored for a period. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The child is then receiving 'school support'.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in 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.

A child can be removed from the SEND register when:

- Progress is made and gaps in learning are filled.
- Improvements in emotional or behavioural difficulties are made and further improvements can be made by using the behaviour management techniques employed usually by the school.
- Children are making at least expected progress by quality first teaching.

Managing Children on the SEND Register

Children identified as having SEND support will be placed on the SEND register. Progress of all children is reviewed three times a year as part of pupil progress meetings.

Children who have more complex needs and perhaps an EHCP have reviews three times a year which includes an annual review including professionals who are involved.

We will involve outside agencies if the child:

- Continues to make little or no progress in specific areas over a long period despite considerable input and adaptations.
- 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 regularly and substantially interfere with the child's own learning.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Outside agencies will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Children with continued outside agency support will have individual targets. The child's targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The class teacher will record the steps taken to meet the needs of individual children through the use of targets, monitoring and review sheets. The targets will be reviewed three times a year with parents and children giving their views.

Additional Support for Families

Bristol City Council's Local Offer is where families can find information about what help and support there is in the local area for children with SEND. This also has further information on High needs funding and Education, Health and Care plans:

<https://www.bristol.gov.uk/web/bristol-local-offer/home>

Schools have a statutory requirement to provide a SEN information report. The SEN information report includes commonly asked questions with answers describing how we support children with special educational needs and/or disability. The SEN information report and further support for parents can be found at: <http://Novaprimaryschool.co.uk/our-school/?view-service=special-educational-needs-disability>

Links to support networks can be found at: <http://www.bristol.gov.uk/page/children-and-young-people/education-children-special-needs>

Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational need or disability. They are an independent organisation offering a free, confidential and impartial service to any parent, child or young person who has a concern about special educational needs.

www.supportiveparents.org.uk

Supporting children at school with medical conditions

Nova Primary school recognises that children 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 children with medical conditions may also have special educational needs and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

Governors

On a regular basis the SENCo will provide information to the governing body as to the number of children identified as receiving special educational support as well as any children for whom a Statutory Assessment has been requested. They will report on any whole school developments in relation to Inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENCo will meet with the SEND governor to discuss Inclusion and current SEND concerns and updates. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

School Monitoring

At Nova Primary school we regularly and carefully monitor and evaluate the quality of provision we offer all children. This happens through regular audits, observations, evaluation of assessments of progress, appraisal, pupil progress meetings, sampling views of parents, children and staff and meetings with the SEND governor.

Whole school monitoring and evaluation procedures include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Individual targets, where appropriate for children with SEND will be reviewed three times a year with parents and children.

The SEND policy is reviewed annually.