

Special Needs and Disability policy

Arnett Hills JMI



Approved by: The Curriculum Committee

Last reviewed on: November 2020

Next review due by: November 2022

This policy should be read in conjunction with Arnett Hills Primary School SEND Information Report which can be found on the school website <https://www.arnetthills.herts.sch.uk/school-offer-sen-information-report>

General Statement

This policy was reviewed and updated in November 2020.

- We believe that every child has an entitlement to develop his or her full potential.
- We recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.
- We recognise that some children have barriers to learning which means that they have special needs and require particular action by the school. We take account of these requirements and make provision for children to participate effectively and fully within the full curriculum.

Definition of Special Needs

We believe all children have individual needs. All children may have special needs at some time in their lives. Special educational provision is required when a child:

- Has a significantly greater difficulty in learning than the majority of children of similar age.
- Has a physical impairment which hinders learning.
- Has an emotional or behavioural difficulty which impedes the learning process.
- Is a very able child requiring a highly differentiated curriculum

Our SEND policy involves the identification and minimising of barriers to learning that may be experienced by any pupil, irrespective of age, ability, gender, ethnicity, language and social background and the maximising of resources.

Identification of those Children with SEND

Children's needs and requirements fall into four broad bands:

- Communication and interaction.
- Cognition and learning.
- Behaviour, emotional and social development.
- Sensory and / or physical.

The SEND code of practice makes it clear that "all teachers are teachers of pupils with special educational needs".

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Admissions Arrangements

The school follows Hertfordshire LEA admission policy and admits children identified as having SEND in accordance with this policy. On admission, relevant information will be sought from parents, other agencies, other schools or pre-school groups as appropriate, as happens for all children.

Aims and Objectives

The school aims to:

- Help pupils develop their personalities, skills and abilities.
- Provide appropriate teaching, which makes learning challenging and enjoyable.

- Provide equality of educational opportunity.
- Ensure implementation of government and LEA inclusion recommendations.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/ carers in supporting their child's education.
- Guide and support all staff, governors and parents in inclusion issues.
- Ensure that our children have a voice in this process.

We want all our children to fulfil their potential and we have high expectations of everyone. We aim to meet this expectation through the removal of barriers to learning and participation. We want the children to feel that they are a valued part of our community. We acknowledge that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

SEND Provision

The school offers a continuum of provision to meet a diversity of pupils' needs. All classes are mixed ability, but class teachers have the flexibility to set smaller ability groups, within the class, for English and Maths. Additional in-class support is available in all classes, which is provided by Teaching Assistants (TA). This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills. ICT computers / iPads / laptops are available to support learning in every class.

Assessment Procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Teachers are responsible for identifying pupils with special educational needs and, in collaboration with colleagues and the SENDCo, will ensure that those pupils requiring different or additional support are identified as soon possible after starting school.

The school uses a range of assessment tools and screening to ascertain and monitor pupil progress.

- The Foundation Stage Profile.
- Pupil progress in relation to age related expectations.
- Screening and diagnostic tests.
- Report and / or observations.
- Information from parents.
- Information / reports from previous school / educational setting or outside agencies.

Underachievement is identified as early as possible through teacher referral followed by additional assessment. The SENDCo works closely with teachers to plan an appropriate programme of

support. If our assessments show that a child may have a learning difficulty or is not on track to reach the level expected, we use a range of strategies that make full use of all available school resources. The child's class teacher will offer interventions that are different from or are additional to those provided as part of the school's usual working practices.

If we feel a child needs more individual programmes we will move to seek external advice. We may record the strategies used to support the child within a Pupil Passport or at the pupil's APDR meeting. These show the short-term targets set for the child and the teaching strategies used. The APDR, which employs a small-steps approach, ensures that children experience success. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases this review will take place once a term. The class teacher will keep the parents informed and draw upon them for additional information.

Wherever possible, we will not withdraw children from the classroom situation. There are times, however, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation. Generally, the school funds any additional help that a child might need in school. If, however we feel a child has exceptional needs and needs more help the school presents evidence to a local and district panel for extra funding. If the panel agrees with our assessment they may provide extra funding and help. This is in no way guaranteed as the pupil's needs must be considered exceptional across the authority.

External Support

The school uses the services of specialist teachers to give additional support to individual pupils. These include:

- The LEA's Education Psychologist (EP) and Attendance Integration Officer (AIO) both of whom are centrally funded and organised.
- The Laurence Haines Specific Learning Difficulties base (SpLD) and Chessbrook School provide an outreach service of advice and resources.
- Medical Services – the school works closely with the school nurse who provide support and advice on welfare, physical and health related issues.
- The Specialist Advisory Service Physical and Neurological impairment which will include advice about autism.

Resource Allocation

The SENDCo, in consultation with the class teacher and Head, organises the amount of additional support from TAs required for children on the SEND list. Children with Education, Health and Care Plans receive in-class support from TAs with the funding coming from the school's budget for SEND. Those children who are deemed to have exceptional needs may be granted additional funding. The Headteacher informs the Governing Body of how the funding to support Special Needs has been allocated at Governors meetings.

Coordinating SEND

The role of the SENDCo is to:

- Monitor the SEND policy and report annually to the SEND Governor on its effectiveness.
- Monitor and assess inclusion provision; identify barriers to learning and provide staff with appropriate strategies. This includes the management of APDRs / Pupil Passports.
- Share inclusive expertise with, and support the professional development of, classroom teachers and TAs.
- Purchase appropriate resources.

- Monitor pupil progress.
 - Liaise with parents.
 - Coordinate external specialist provision.
 - Keep the head teacher informed about SEND provision in the inclusive environment.
- In addition, all teachers are responsible for meeting the needs of all pupils in their class. They need to monitor pupil progress and plan for the TA.

The Role of the Teacher:

Class teachers are responsible for:

- Including pupils with SEND and disability in the classroom, and for providing an appropriately differentiated curriculum, differentiating by outcome, task and adult support. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- Give feedback to parents of pupils with SEND.
- Identify trends in achievement for children with SEND and, working alongside the Headteacher, use these to reflect on and reinforce the quality of teaching. They should seek to 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.
- may be in areas other than attainment – for instance where a pupil needs to make additional progress with wider development, behavioural matters or social needs in order to make a successful transition to the next Key Stage in their education.

The Role of the Teaching Assistant:

- Know the children who have special needs and work with them during the lesson but help others when not allocated to a specific child (in order to avoid learning dependency).
- Be aware of most recent APDR giving the current areas of concern and the current targets to concentrate on.
- Contribute to the review by helping set targets, monitoring and evaluating the programme.
- Usually work within the classroom but will withdraw where appropriate.

To enable the pupil to complete a task him or herself by:

- Modelling and explaining tasks again.
- Provide the pupil with the correct equipment needed for an individual task.
- Helping organise thoughts and setting out.
- Giving pupils strategies to help remember information.
- Refocusing the child to be on task. This could be by providing a movement or sensory break, re-explaining a task, simplifying the task or providing additional support or resources.

The Role of the Governing Body

The governing body has due regard to the SEN Code of Practice when carrying out its duty towards all pupils with special educational needs.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

Partnership with Parents

The school works closely with parents in the support of those children with special needs. We encourage an active partnership through an ongoing dialogue with parents.

We inform parents of any outside intervention, and we share the process of decision-making by providing clear information and involve them with APDRs / Pupil Passports.

Pupil Participation

In our school we encourage children to take responsibility and to make decisions. We recognise the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their APDRs and are encouraged to make judgements about their own performance against their class and personal targets. We recognise success here as we do in any other aspect of school life.

Appropriate steps are taken to ensure children with special educational needs engage in activities of the school together with pupils who do not have special educational needs.

Monitoring and Evaluation

The SENDCo:-

- monitors the movement of children within the SEND system in the school.
- is involved in supporting teachers and involved in drawing up APDRs / Pupil Passports for children.
- The SENDCo and head teacher hold regular informal meetings to review the work of the school in this area.

Complaints from parents of pupils with Special Educational Needs concerning the provision made by the school should be made in accordance with the Schools Complaints Policy.

The SENDCo and the named governor with responsibility for Special Needs also meet regularly as appropriate.

The Governing Body reviews this policy biennially and considers any amendments when appropriate. This document complies with the Code of Practice 2014 and Equality Act 2010.

Updated: November 2020

Review: November 2022

Useful links:

<http://dsplarea9.org.uk/>

<https://www.kids.org.uk/hub> <https://www.hertfordshire.gov.uk/microsites/local-offer/services/communication-and-autism-team.aspx>

<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/service.page?id=24zmRL907vs>