



Nailsea School

Special Educational Needs and Disability Policy [SEND]

Headteacher Mrs D. Elliott

Rationale and Aim

The aim of this policy is to:

- 1.1 Enable the best possible outcomes, aspirations and achievement for children and young people educated at Nailsea School and to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- 1.2 Inform as to how SEND are identified and provided for so that children and young people with SEND have access to a full and varied curriculum.
- 1.3 Enable parents, carers and external agencies to work together with the school so that the needs of children and young people with SEND are fully met.

2. Policy

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010).

3. Procedure

Definitions:

3.1.1 The 2014 Code of Practice states that a child or young person has SEN if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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.”

3.1.2 “A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

3.1.3 A disability is defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

Making higher quality differentiated teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

Identifying SEND:

3.2.1 Pupils/students will be identified through ongoing assessments by the child or young person’s teachers, and brought to the attention of the SENCO if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person’s area of weakness.

3.2.2. Limited progress under achievement and challenging behaviour do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

3.2.3 The SENCO will then work with other staff to investigate this further and may ultimately engage the help of external agencies in order to identify the area of need. The Code of Practice 2014 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Special Educational Provision

3.3.1 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.

3.3.2 Teachers are responsible and accountable for the progress and development of the pupils/students in their class, including where pupils/students access support from teaching assistants or specialist staff.

High quality teaching, differentiated teaching is the first step in responding to pupils who may have SEN. All teachers and teaching assistants at Nailsea School have a wide range of inclusive strategies to meet the needs of different types of learners and a programme of SEND training.

3.3.3 Most students will make expected progress but should there be further concerns for a student, Nailsea School will take a graduated response to supporting children and young people with SEND.

The special educational provision in place should follow the four part cycle:

1. Assess. This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.

2. Plan. This is likely to involve the SENCo, working with teachers to plan appropriate provision, which is clearly communicated to parents and staff. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.

3. Do. The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, ('all teachers are teachers of SEN') Teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.

4. Review. The progress of pupils/students who are receiving SEN Support should be monitored closely and reviewed regularly according to their level of need. Ordinarily the school meets with all parents three times a year.

4.1 As a result of evidence from the Assess Plan Do Review cycle, further intervention may be required and recommended for a discrete period of time. This intervention is in addition to high quality differentiated quality teaching. Parents will be informed by letter and the student will be recorded as SEN support on the SEN register. Students will be monitored closely and reviewed regularly and removed accordingly.

4.2 If progress is still not as expected, despite a period of appropriate targeted intervention, further specialist advice may be sought from an outside agency (e.g. Vulnerable Learners Service, Educational Psychologist, Occupational Therapy). Students with this highest level of need will be recorded on the SEN register as K. Personalised SEN plans, stating objectives for progress will be written and reviewed with parents **three times a year in addition to normal parent contact.**

4.3 Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENCO will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan. Children with Statements under the 2001 Code of Practice or EHC. Plans under the 2014 Code of Practice will have a student profile distributed to teachers as well as an individual plan to track progress. These students will be recorded as 'S' for a statement and 'E' for a student with an EHC on the SEN register.

4.4 Nailsea School will continue to outline its special educational provision in the form of a provision map which will form the basis of the school's local offer.

4.5 Transition:

Nailsea School will work closely to ensure smooth transition at all transfer points to make sure that there is clear communication about SEND. The SENCO works closely with all feeder schools to gather information and with the school's transition manager.

5. Monitoring and Evaluation

5.1 This policy and the effectiveness of SEN support in Nailsea School will be monitored throughout the academy year as part of the usual self-evaluation systems in schools.

5.2 Every year the SENCO will publish to Governors a SEN Information Report in response to section 6.74 of the Code of Practice (Clause 65)

6. Implementation and Review

6.1 This policy will be implemented by the staff of Nailsea School, and the SENCO will oversee the day to day implementation.

6.2 The policy is due for review in September 2020

7. Author and Date

Mrs S Lloyd, SENCO, Nailsea School, September 2019