

GALMPTON CHURCH OF ENGLAND PRIMARY SCHOOL



POLICY FOR SPECIAL EDUCATIONAL NEEDS & INCLUSION

This policy is reviewed and adopted by the Curriculum and School Improvement Committee

This policy will be reviewed annually.

DATES OF REVIEWS AND RE-ADOPTIONS

Date of review:	Date of re-adoption by the Policy Review Group:	Amendments made:
19.03.13	19.03.13	None
Jan 2015	July 2015	Amendments to reflect the New Code of Practice. (September 2014.)
May 2016		Guidance for parents-contact list

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LEADERSHIP AND MANAGEMENT OF SEN AT GALMPTON PRIMARY SCHOOL

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability 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.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or

(b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE (February 2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Sections 19(c), 26(3), 32 and 49 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force as from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Torbay that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The school's SEND Local Offer can be found on the school website:

<http://www.galmpton-primary.torbay.sch.uk/>

AIMS

Inclusion is concerned with the learning, participation and equal opportunities of all children, all of whom have a right to access the curriculum. It has wider implications than the identification of children with special educational needs. It could apply to any or all of the following:

- girls or boys where there are gender issues;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- children who need support to learn English as an additional language (EAL);
- children with special educational needs including those considered to have social, emotional and mental health needs
- children with physical disabilities
- children with medical needs
- children who may be gifted and / or talented;
- Looked After Children, including those in care;
- other children, such as sick children; young carers; children from families under stress; children who are at risk of disaffection and exclusion from school
- children whose families may be seriously disadvantaged by poverty and/or social isolation.

Galmpton Primary School is dedicated to meeting the individual needs of each child. The Headteacher, staff and Governors of Galmpton aim to work together with parents and carers to provide a broad and balanced curriculum that meets the individual needs of our pupils.

To achieve this, our children are taught within the New National Curriculum Framework and Early Years Foundation Stage framework so that every child is challenged to the highest level and makes progress. Our aim is to secure the highest achievement that each child can attain. We also stress the importance of relationships, personal development and social skills alongside the learning characteristics that pupils need to become 'life-long learners', skills such as independence, resilience and perseverance. Each child in our school is unique, valued and special so we promote the self worth and individuality of each by giving care, recognition, praise, understanding and the opportunities to succeed. Each child is encouraged to grow - in the fullest sense - and develop his or

her potential by participating fully, as far as he or she is able, in the life of the school and the local community.

"All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole-school responsibility, requiring a whole-school response."

(DfES 2001)

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEN Code of Practice, 2014
3. To monitor the progress of all pupils to ensure early identification of pupils with SEN.
4. To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the New National Curriculum
5. To work with parents to gain a better understanding of their child and involve them in all stages of their child's education
6. To create a school environment where pupils can contribute to their own learning
7. To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN Inclusion Policy
8. To provide support and advice for all staff working with special educational needs pupils

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

If pupils have an underlying learning difficulty they are deemed to have a special educational need. If a pupil has difficulties accessing education but is able to learn they do not have a special educational need but may need additional pastoral support or intervention.

For pupils with medical needs, Galmpton Primary makes reasonable adjustments to address these medical needs in order to minimise barriers to learning. Most pupils needs will be met with these reasonable adjustments so that pupils do not have a learning difficulty and are not pupils with a special educational need. However, medical health issues could be SEN when the medical condition causes learning difficulties, e.g. Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD).

Other factors which may impact on a child's learning, progress and emotional well-being can include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a Looked After Child
- Being a child of a service family

Pupils are only identified as having special educational needs if they have a learning difficulty or their disability is a barrier to learning. When identifying special educational needs, Galmpton refers to the guidance in the SEN Code of Practice (2014). Once a need has been identified,

Galampton works in partnership with the child's family to establish the support the child needs and agree the planned outcomes for the child.

A GRADUATED APPROACH TO SEN SUPPORT Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need.
- f) If a pupil has recently been removed from the SEN register they may also fall into category (e) so continued monitoring will be necessary.
- g) Parents are encouraged to share information and knowledge with the school which may help and support the pupil.
- h) The child may be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register but rather as a cause for concern. Any concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help Galampton ensure that effective provision is put in to place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data as to how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved

their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class 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 outside of the classroom. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support, with further assessment of the pupil's strengths and weaknesses, problem solving and advice as how to implement effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be regularly made. The review process will evaluate the impact and quality of any support and interventions. It will also take into account the views of the pupil and where necessary the parents. The class teacher, in conjunction with the SENCO, will change the support and outcomes for a pupil based on their progress and their development, making any necessary changes in consultation with parents and the pupil.

This cycle of 'Assess-Plan-Do-Review' continues in order for pupils to make accelerated progress in the hope that they meet age-related expectations. When a child is achieving at age-related expectations, they no longer are identified as having a special educational need and are removed from the school's SEN register. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from the SENCO or specialist teachers within the school, outreach services, Educational Psychology Service or from health, social services or other agencies beyond the setting.

All pupils identified as having a special educational need have a Learning Plan identifying their background, their interests, their specific barriers to learning, relevant assessment data, termly targets and the provision, intervention and resources that will enable them to meet these planned outcomes. These plans are written and agreed by the class teacher and parents at the termly Consultations with Parents. Most interventions and additional provision can be met by the class teacher, Team Leaders and the SENCO. More specialist provision, e.g. Speech and Language or counselling needs to be approved by the SENCO or Head teacher so that needs can be appropriately met across the school.

Where professionals are not already working with the setting, the SENCO should complete a referral form in consultation with the parents' and seek written consent.

REQUESTING STATUTORY ASSESSMENT

STATEMENTS OF SEN AND EDUCATION, HEALTH AND CARE PLANS

Where pupils' progress is limited despite high levels of support and intervention and specialist advice (including three terms of acting on advice from an Educational Psychologist), school, with the support of the child's parents, can request a Statutory Assessment to Torbay Local Authority. Torbay Local Authority has developed criteria as guidelines to help them decide when it is necessary to carry out an EHC needs assessment. Before requesting Statutory Assessment, the SENCO will have discussed with parents, the Link Professional and the Educational Psychologist as to whether the pupil's special educational needs meet this criteria.

The application for an Education, Health and Care (EHC) Plan will combine information from a variety of sources including:

- Pupil views
- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Following a request for an EHC assessment the local authority considers whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress.

STATEMENTS OF SEN AND EDUCATION, HEALTH AND CARE PLANS (EHC Plans)

- Following Statutory Assessment, an EHC Plan will be provided by Torbay Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested by the school until the final EHC plan is issued, must take no more than 20 weeks.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.
- Torbay has agreed its format for the new Education, Health and Care plan, from guidance in the SEND Code of Practice. Pupils who currently have a Statement of SEN will have a Transitional Conversion Review in Year 5 instead of an Annual Review to convert the Statement of SEN to an Education, Health and Care plan. Once converted to an EHC plan, the termly cycle of 'assess-plan-do-review' and the Annual Review process continues.

PERSONAL BUDGETS

Top-up funding allocated in Statements of SEN can only be used for in-school educational provision.

When Statements of SEN are converted to an EHC plan, the top-up element could be requested for provision not available within the school. Applications to access a child's personal budget need to be discussed with those professionals supporting the child and a request made to the Local Authority.

SUPPORTING PUPILS AND FAMILIES

Parents' first port of call should be their child's class teacher. In addition, the school's SENCO and Pastoral Teaching Assistant can provide support, guidance and advice to families.

Parents are also encouraged to seek advice from Torbay's Parent Partnership Service on 01803 208239 or 07788684965 or via email parentpartnership@torbay.gov.uk.

A range of useful information leaflets can be accessed via Torbay Council's website:

<http://www.torbay.gov.uk/sen-info-leaflets#docs>

In addition to this SEN policy, the school's Local Offer can be found on the school website:

<http://www.Galmpton-primary.torbay.sch.uk/>

Torbay's Local Offer can be found on Torbay Council's website which details the provision and support services available in the local area.

Admissions to Galmpton Primary School are managed by Torbay Council. Information can be found at

<http://www.torbay.gov.uk/index/yourservices/fis/fiseducation/schools/schooladmissions/primaryschool-admissions.htm> which also includes the Primary School Admissions handbook.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Galmpton recognises that pupils 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 pupils may also have special educational needs (SEN) 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. In these cases, the SEND Code of Practice (2014) is followed.

MONITORING AND EVALUATING OF SEND

Galmpton has robust systems for managing and monitoring school improvement so that it actively and continually reviews provision for all pupils. SEN provision is reviewed through:

- Regular observations of class teachers and support staff
- Self-evaluation of all staff as part of the appraisal cycle
- School improvement plan cycle - assess, plan, do, review
- Pupil progress discussions and work scrutiny
- SEN provision and interventions recorded on a year group provision map, which are updated when an intervention is changed
- Pupils' and parents views
- SEN report to governors
- Annual review of SEN policy
- Attendance at network meetings and governor training
- Informal feedback to SENCO
- Analysis of end of year data and RAISE online

- Galmpton' Self Evaluation Form (SEF)
- Ofsted
- Local Authority Monitoring visits

TRAINING AND RESOURCES

As a mainstream school, Galmpton is provided with resources to support those with additional needs, including pupils with SEN and disabilities, which is determined by a local funding formula. Galmpton has an amount identified within its overall budget called the notional SEN budget which it uses to support the progress of pupils with SEN. Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. Torbay Local Authority provides top-up funding where the cost of the special educational provision required to meet the needs of an individual pupils exceeds a reasonable threshold.

The SENCO manages the SEN budget for purchasing additional and / or updating resources to meet the needs of pupils with SEN.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. Galmpton recognises the need to train all staff on SEN issues and there is funding available to support this professional development. The SENCO also leads regular, in-school training for teachers and support staff.

Galmpton' SENCO regularly attends the Local Authority's SENCO Forum network meetings in order to keep up-to-date with local and national updates in SEN as well as local training events led by the Torbay Teaching School Alliance's Inclusion Network.

ROLES AND REPSONSIBILITIES

The SEN governor's role is to work closely with the school's SENCO to support and challenge the school's policy and practice for meeting the needs of pupils with SEN. The SEN governor should attend regular training, meet regularly with the SENCO, be well-informed of local and national changes to policy and practice and be able to report to the full governing body about SEN provision in the school.

Galmpton complies with the SEN Code of Practice 2014 which states that the school's SENCO should be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school, they must achieve a National Award in Special Educational Needs Coordination. The SENCO has day-to-day responsibility for the operation of SEN policy and provides professional guidance to colleagues and works closely with staff, parents and other agencies.

Teaching assistants are deployed to classes according to need and these are managed by each class teacher. 1:1 teaching assistants and specialist teaching assistants are line-managed by the SENCO.

STORING AND MANAGING INFORMATION

Where possible, electronic records are securely stored on the school's server, although there may still be a need for paper copies of some SEN records. Data is stored securely, computers are logged off after use and data is not transferred externally without having a secure password or being encrypted.

Paper copies are transferred to secondary school at the end of Year 6 or when a pupil leaves, if this is before Year 6.

The DfE does not have specific guidance about which SEN records need to be retained by school. However, the Information and Records Management Society (IRMS) reports that 'primary schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school.'

For pupils with a Statement of SEN, EHC plan or pupils who have been supported by the Educational Psychology Service, records are kept centrally by the Local Authority for 25 years.

REVIEWING THE POLICY

Galmpton's SEN policy is reviewed annually and developed through Local Authority working parties, use of national guidance (NASEN) and reflects the 2014 SEN Code of Practice guidance.

ACCESSIBILITY

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority, outside agencies and the Educational Psychology Service, the SENCO, class teachers and named support staff ensure additional resources are available where appropriate to ensure equal access to the school curriculum, including physical education, school visits and residential. The school works closely with specialist services including:

- Hearing Impairment Service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy Service
- Mayfield Special School Outreach
- Combe Pafford Outreach

DEALING WITH COMPLAINTS

Galmpton Primary school values its relationship with parents, carers and the local community. School staff are happy to receive suggestions and comments on what goes on within the school, and this can help to identify areas of success and where improvements can be made. Individuals may also, however, want to raise concerns and it is important that anyone who does so is treated seriously and fairly. It is in everyone's interest that complaints are resolved at the earliest possible stage. Every effort should be made to resolve the matter informally. Many enquiries and concerns can be dealt with by the class teacher, Deputy Head, SENCO or the Headteacher without needing to resort to a formal procedure.

If it is not possible to resolve the matter informally the person raising the concern may decide to pursue a formal complaint. Details of how to make a formal complaint can be found on the school's website: <http://www.Galmpton-primary.torbay.sch.uk/index.html>

BULLYING

The Anti-Bullying Alliance defines bullying as "the intentional / repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power". A pupil is being bullied when another pupil or group of pupils systematically, over a period of time and deliberately single out that pupil for hurtful behaviour. Galmpton recognises that pupils with additional needs, including special educational needs and / or a disability may be vulnerable to bullying but firmly believes that no individual has the right to bully another. Preventing and tackling bullying is a high priority within the school and has a clear commitment from the headteacher, governors, and all staff.

Galmpton's Anti-Bullying policy can be found in the Behaviour Policy on the school website: <http://www.Galmpton-primary.torbay.sch.uk/index.html>

USEFUL CONTACTS

TORBAY COUNCIL (SEN)

<http://www.torbay.gov.uk/index/yourservices/education/sen/>

DFE SPECIAL EDUCATIONAL NEEDS AND DISABILITY: A GUIDE FOR PARENTS AND CARERS

<http://www.torbay.gov.uk/index/yourservices/education/sen/sen-disabilityguideparent.pdf>

PARENT PARTNERSHIP TORBAY

parentpartnership@torbay.gov.uk

NATIONAL PARENT PARTNERSHIP

<http://www.parentpartnership.org.uk/>

AUTISTIC SOCIETY

<http://www.autism.org.uk>

BRITISH DYSLEXIA SOCIETY

<http://www.bdadyslexia.org.uk>

Signed _____ [Name]
(Headteacher)

Date _____

Signed _____ [Name]
(SENCo)

Date _____

Signed _____ [Name]
(SEN Governor)

Date _____

This policy will be reviewed annually.