

Thrybergh Primary School

Special Educational Needs &

Disability Policy



Date Ratified	September 2018
Signed – Chair of Governors	T. Hardcastle
Signed –Headteacher	R. McDermott

This policy has been impact assessed in order to ensure that
it does not have an adverse effect on race,
gender or disability equality

Special Educational Needs and Disability Policy

‘All our children are special. Some of them have additional needs.’

At Thrybergh Primary School we are committed to offering an inclusive education to ensure the best possible progress is made by all learners, whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils. ‘Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’ ‘Pupils with a disability have Special Educational Needs if they have difficulty in accessing the education they need to fulfil their potential.’

The Special Educational Needs Code of Practice (2001) deems a child to have a *learning difficulty* if they;

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1(1), Disability Discrimination Act 1995

Objectives of the Policy

- To identify pupils with SEN and disabilities and ensure that their needs are met;
- to ensure that pupils, including those with SEN and disabilities, can participate with all activities in the school which are deemed both appropriate and safe for them;
- to ensure that all learners, including those with SEN and disabilities, make the best possible progress;
- to ensure parents are informed of their child's needs and that there is effective communication between parents and school;
- to ensure that learners express their views and are involved in the decisions which affect their education;
- to promote effective partnership working with appropriate outside agencies.

The named SEN co-ordinator for the school is Mrs Parry-McDermott. Although the Governing Body as a whole is responsible for making provision for pupils with SEN. The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with SEN or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that

consultations can take place and adjustments put in place. The school's Disability Equality Scheme is appended to this policy (Appendix A).

Our SENCO attends all LA meetings and meets regularly with the Learning Support Service, the Educational Psychology Service and other outside agencies to review children's progress and plan future provision. Our SENCO also meets regularly with class teachers in relation to progress and provision. Staff are given the appropriate training and support from the SENCO and other outside agencies, depending on the needs of children currently attending the school. Teachers liaise with the Head teacher, SENCO and Teaching Assistants on a regular basis regarding the needs of children within their class.

Teaching Assistants across the school are involved in delivering a range of interventions for children with SEN. Some have specific responsibilities to work with particular children who have complex needs.

Identification of children with SEN

The school is committed to early identification of special educational needs and adopts a graduated response to meeting SEN in line with the current Code of Practice. The system for identification is as follows;

Class Teacher Concern

Evidence Collection

- *CT to plan for children's needs through quality first teaching.*
- *CT to meet with SENco to discuss concerns.*

Record of Concern

- *CT to plan class based interventions to meet the needs of the child.*
- *CT to speak to SENco if they need advice / support regarding this.*

Monitor Interventions

- *For approximately half a term.*
- *Any class based intervention sessions should be evidenced and recorded on the Vulnerable Learner trackers.*
- *Class based observations continue to be recorded.*

Review / Meet with SENco

- *After approximately half a term.*
- *CT to evaluate impact of class based intervention and discuss with SENco.*
- *CT and SENco decide upon further intervention. Discussion with parents to take place and child is placed on SEN register at informally referred or formally referred.*
- *Interventions at this level are recorded on diary of intervention / Vulnerable*
- *Advice **maybe** sought from relevant agencies i.e. LSS, EPS, ACT at this point and the child may be placed at informally referred or formally referred on our register.*
- *Progress to be monitored and regular review meetings to be held with SENco and parents / carers.*

Class teachers may have concerns in other areas, such as;

- social, emotional and/or behavioural development;
- sensory and/or physical impairments;

- communication and/or interaction needs.

Provision for Children who are Informally Referred (School Action / Early Years Action)

Following discussions about a concern, class teachers will put in place some additional class based support. This is recorded on the Provision map under 'Vulnerable Learner'. Although this sets out provision for any children within the class who have additional needs, there is scope for each child to have individual target/s where necessary. Where children's needs are similar, targets and provision may be set out as a group. This provision runs concurrently with differentiated curriculum support and quality first teaching. The responsibility for planning for these children remains with the class teacher, however, provision is reviewed regularly in consultation with the SENCO.

Provision for Children who are Formally referred (School Action Plus / Early Years Action Plus)

If, after accessing class based support, a child is still not making progress, as part of the review process, the SENCO and school staff may request support from an outside agency. Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the pupil's progress. When a child is registered at this level, their class teacher, with support from the SENCO if required, will write individual targets, recorded on the SEN Support Plan.

- the short-term targets set for or by the pupil
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

This is reviewed termly or more frequently where necessary. The SENCO will take the lead in the review process. Class teachers, outside agencies, parents/carers and wherever possible, their child, will be invited to contribute to this and will be consulted about any further action. As part of the review process, the SENCO, school colleagues and outside agencies, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make apply for an Education Health and Care plan.

Education, Health and Care plan

If a child is granted an Education, Health and Care plan (EHC), in addition to the review of targets, their progress and the support outlined in their 'EHC' will be reviewed annually and a report provided for the Local Authority. An 'EHC' follows the child throughout their Education and beyond until they reach 25.

Funding Arrangements

The school receive a delegated fund from the Local Authority in order to provide for the needs of pupils with SEN. This is used to fund support for SEN children and to buy in support from agencies, to buy specialised resources and to train staff to deliver interventions.

Additional Support for School

Agencies that support the school in providing support for children with SEN and disabilities include:

Learning Support Teacher – Alex Gill

Learning Support Service – Helen Bacon

Educational Psychologist – Lisa Morris

School Nursing Team –

Moving and Handling Co-Ordinator – Phil Nartey

Physiotherapy – Kirsty Leybourne

Hearing Impairment Team – Jill Day

ACT

It is the responsibility of the SENCO to contact these agencies should the need arise for them to provide support to the school. In the absence of the SENCO, this responsibility falls to the Learning Mentor and/or the Headteacher

**Please note that this is not an exhaustive list and other agencies may be involved where necessary and appropriate.*

Multi-agency liaison meetings, with representation from the above services are held, when necessary, to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Local Offer Website

For further information on how we support children with additional needs, please go the Local Offer Website and click on our school link.

www.rotherhamsendlocaloffer.org/

Miss Robyn McDermott

September 2018

To be reviewed September 2019