



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy is to promote the successful inclusion of students with Special Educational Needs (SEN) and disabilities.

See also *Sackville School SEN Information Report*.

Named SENDCo	Stephanie Hunt
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Nation Award for SEN Co-ordination	In progress
SEND Governor	Russell Shenton

This policy has been compiled by the Inclusion Manager in consultation with school staff, parents and school governors. It complies with the guidance given in:

- SEND Code of Practice 0 to 25 years (2014)
- Equality Act 2010
- Disabilities Act (2014)
- Children and Families Act (2014)
- Schools SEN information Report Regulations (2014)

### Definition of Special Educational Needs:

A child has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

Although we recognise that every child is unique, they will have needs and requirements which may fall into at least one of the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

Alongside these areas of needs we will also consider the needs of the whole child, not just special educational needs, when determining personalised provision and targets to support a student.

### Aims:

At Sackville School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Our priority is to develop independent, confident young adults who have high expectations of themselves and have an aspiration to succeed. Student's specific strengths and learning needs are identified in order to provide targeted support and personalised learning opportunities so as to remove barriers to learning. We ensure that students gain respect for themselves and others by learning to work collaboratively and appreciate that they are part of a wider community.

We welcome and value all children equally no matter what their special need or disability. We are committed to providing equal access, for all students, to a broad and balanced social and academic curriculum, including the National Curriculum, and to the life of the school. It is our aim therefore, that any student with a special educational need or disability (SEND) has that need addressed as quickly as

possible to enable students with SEND to maximise their attainment and progress. We believe in co-production and encourage active involvement of all staff, parents and students. We view parental support and commitment as vital to the student's learning success and value our partnerships with parents.

### **Objectives:**

- To work within the guidance provided in the SEND Code of Practice 0 to 25 years 2014.
- To identify, at the earliest stage possible, students who have special educational needs or disabilities.
- To give all students equal access and opportunity to the curriculum and to value each student's achievement.
- To involve parents and the student throughout the process.
- To provide support and advice for all staff working with students with special educational needs including individualised support and whole staff INSET.
- To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs and disabilities.
- To provide a SENDCo who ensures we have an inclusive whole school approach.
- To maintain close links with support services, other schools and outside agencies.

### **Identifying SEND and the graduated approach:**

We consider the needs of the whole child when identifying and planning for provision and additional support not just the educational needs of the student. Aspects which are not SEND but may impact on the progress and attainment of the student could include;

- 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 (CLA)
- Behaviour

The process of identifying special educational needs begins when class teachers, parents, other professionals involved with a student or the student themselves expresses a concern about their educational progress or their social, emotional or mental wellbeing.

Once a concern has been raised it is the class teachers' responsibility, often in consultation with the SENDCo or year team, to monitor the child and ensure the continuation of quality first teaching whilst making all necessary adjustments and implementing interventions as required. Class teachers are responsible and accountable for the progress and development of all students in their class, including where students access support from learning support assistants or specialist staff.

High quality teaching with differentiation for individual students is our first step in responding to students who have or may have special educational needs. Senior leaders and teaching staff regularly review the quality of teaching for all students through informal and formal lesson observations, high profile visits, INSET to improve teacher understanding of strategies to identify and support students with SEND, data review meetings, leadership meetings and appraisals.

When a teacher feels they have tried all possible strategies within class but the child is still encountering barriers to their learning they complete a 'LINK Referral' form (Appendix A). This is not used to label the student but to enable the SENDCo to establish what sort of additional provision or external advice is required.

In determining whether a student requires being on the Special Educational Needs and Disability Register we use the cycle of the graduated approach with the class teachers and year teams driving the movement around the four stages of action with the support, guidance and leadership of the SENDCo:

### **Assess:**

Clear understanding of the student's needs is critical to planning effective strategies which include appropriate provision and influence adjustments that lead to good progress and improved outcomes. A range of sources are used to establish a clear analysis of the student's needs:

- Teacher assessment and knowledge of the student
- Student progress, attainment and behaviour
- The individual's development in relation to their peers

- The views and knowledge of the parent
- The views of the child
- Advice from external support services (in some cases)
- Standardised tests
- Profiling tools, e.g. for speech and language
- Observations
- Screening assessments

**Plan:**

Once the need for SEND support has been identified the first step is to ensure that high quality teaching, differentiated for individual students is in place. This provision will look different to that which the child received before. It will be based on new information following individualised assessments which teachers did not know before about the student's strengths, barriers to and gaps in learning and the student and parent views. The SENDCo and/or learning support assistants will support the class teachers in ensuring accurate planning in the support of the child.

All staff who work with the student will be made aware of their needs and appropriate staff training made available as required.

Students who are identified within our SEND register as category 'School Support 1' (Appendix D) will have their needs and strengths identified and shared with all relevant staff via our central information system and the SEND register.

Students who are identified as 'School Support 2' (Appendix D) have a 'Thumbnail Profile' (Appendix C) and this will be reviewed yearly. The documentation focuses on the student, their strengths and barriers to learning and what the school, child and parent agree is needed on a daily basis for the student to continue to progress. This element of the documentation ensures all staff, including supply teachers, are aware of the student's needs, the support provided and any teaching strategies or approaches that are required. It keeps the individualised needs and views of the student at the heart of the strategies and approaches.

In addition to the details regarding the 'Thumbnail Profile' above; parents of students who are identified as 'School Support 3' (Appendix D) will liaise termly with a member of the pastoral team, a member of The LINK and the student to produce and review an Individual Learning Plan (ILP) (Appendix B). The target element of the ILP focuses on key aspects which the child, parent and class teacher would like the child to work towards achieving. This could relate to any barrier the child has within their learning including social and emotional difficulties. It sets a long term target for the child to strive towards. This target will then be broken down into several smaller steps so as to make the target more manageable to achieve.

The SENDCo will liaise with external agencies as required and ensure any guidance and strategies for support are followed.

**Do:**

The class teachers are at the centre of the day to day responsibility for working with all students, including those with SEND, whether receiving SEND support or with an EHC plan (Education, Health and Care Plan), even when interventions and targeted provision are away from the classroom. To ensure maximum impact and progress for the child, teachers will;

- Use strategies which support the child to progress and achieve their potential
- Work closely with any support staff leading interventions to plan and assess impact
- Ensure time is allocated for consultation in planning/assessment
- Continually reflect on how students with SEND are developing and respond as needed
- Meet with SENDCo and other leadership members to discuss the progress of children with SEND
- Follow ILP targets but be fluid in adapting processes as required by need.
- Consult with parents and child
- Ensure the child is engaged in their learning

**Review:**

Teachers are continually reviewing the progress of all students on a daily basis through lesson observation, marking and feedback opportunities as well as regular meetings with support staff. Students with special educational needs or disability at School Support 2 (Appendix D) and above will have their progress reviewed in the following ways

- At least termly, formal review meetings (child, parent, teacher, SENDCo as appropriate)
- Observation
- Work scrutiny
- Assessed work
- Attainment data/Progress data
- Improvement in progress rates compared to previous progress
- Achieving targets set
- Transference of skills from interventions back into the classroom

Teachers continually evaluate the success of teaching and learning in class as well as the impact of targeted provision on student progress data and the student's wider development.

Key considerations will be whether inclusive quality first teaching and targeted provision has been effective in relation to achieving the planned and expected outcomes.

The final part of the review process is to determine the needs of the child for the next stage of the cycle. This may require changing the provision and support.

### **Education Health and Care Plans:**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, the child has not made expected progress, the school will consider requesting an Education, Health and Care Assessment. This will be decided in consultation with the parent and child.

The school will request consultation with a local authority Educational Psychologist (EP) and will then collate the necessary evidence/documentation to support the assessment. It is then up to the local authority to determine whether the child qualifies for an Education Health and Care Plan. Not all assessments will lead to a successful plan if it is determined that there are other measures the school can take to support the child themselves.

### **Roles and Responsibilities:**

#### **Class Teacher**

Our class teachers have overall responsibility and accountability for all children, including those with special educational needs and disabilities.

All teachers will:

- Provide quality first teaching to meet all children's needs
- Use their 'Best Endeavours' to meet student's SEND (Appendix E)
- Make regular assessment of progress for all students
- Keep accurate and detailed records
- Have high expectations for all students – set clear targets
- Keep parents informed of a child's progress, any concerns or action to be taken.
- Liaise with SENDCo
- Attend staff training

#### **SENDCo**

The SENDCo will provide a strategic lead for the support and development of SEND.

Their role includes:

- Provide a strategic action plan for the development of special educational needs
- Ensure the school operates within the legal guidelines of the SEND Code of Practice 0 to 25 years 2014
- Manage the day to day operation of the school's SEND policy
- Support teachers and learning support assistants in quality first teaching
- Ensure teachers are identifying children with SEND
- Lead or organise external agencies to deliver professional development training for staff
- Liaise with external agencies
- Develop the internal documentation and evidencing of SEND
- Develop and publish on the schools website the SEND policy and SEND information report
- Review impact of interventions for children with SEND
- Monitor progress of children with SEND
- Keep staff and governors informed of new developments

- Report to governors termly on the progress and development of SEND
- Liaise with other SENDCOs from nest (East Grinstead Group of Schools SEND group)
- Prepare documentation for annual reviews
- Develop the schools SEND information report in consultation with other stakeholders
- Cooperate with the local authority in developing the Local Offer
- Drive the movement around the four stages of SEND support – assess, plan, do, review
- Involve learning support assistants in planning and assessment for interventions
- Reflect on the outcomes and impact of any support provided
- Involve parents and the child in any reviews and target setting for individual learning plans

### **The Headteacher**

- Appoint a qualified teacher as SENDCO
- Ensure the SEND policy is implemented
- Ensure the school follows the statutory SEND Code of Practice 0 to 25 years 2014
- Ensure procedures are followed correctly
- Attend meetings with parents and agencies as appropriate

### **Governors**

The governing body has due regard to the SEND Code of Practice 0 to 25 years when carrying out its duties toward all students with special educational needs.

- Appoint a qualified teacher as SENDCO
- Appoint a designated SEND governor (SEND governor to meet at least termly with SENDCO)
- The SEND Governor is to ensure that all governors are aware of the schools SEND provision, including deployment of funding, equipment and personnel.
- Use their 'Best Endeavours' to meet students SEND
- Admit a student where the school is named in the Education Health and Care Plan (EHCP)
- Co-operate with the local authority in developing the Local Offer
- Have regard to the SEND Code of Practice 0 to 25 years 2014
- Ensure SEND policies and SEND information reports are published on the schools website
- Ensure arrangements are in place to support children with medical needs and disabilities (See Medical Conditions policy and Accessibility Policy)
- Meet the Equality Act duties for students with disabilities.

### **Record Keeping:**

All Special Educational Needs and Disability records are kept in line with the Data Protection Act 1998.

### **Complaints Procedure:**

Parents and carers of students with SEND should discuss their concerns with Stephanie Hunt, SENDCO in the first instance or with the Inclusion Manager, Hannah Nibloe, (both sets of details can be found on the school website or in the Sackville School SEN Information Report).

The Headteacher, Mr Julian Grant, can be contacted via email or by phone 01342 410140.

The formal complaints policy can be found on the school website but it is hoped that difficulties can be resolved before this stage.

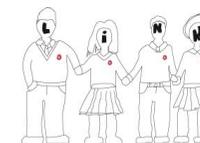
### **Appendices:**

- Appendix A – LINK referral form
- Appendix B - Individual Learning Plan
- Appendix C – Thumbnail Profile
- Appendix D - Categories of SEND
- Appendix E – Best endeavours guidance from WSCC

1. Approved \_\_\_\_\_
2. DATE \_\_\_\_\_
3. **Review date Summer 2017**



## LINK Referral



## Appendix A

Student name:		MEG:
Class:	Today's date:	Current WAG:
Teacher:	Date rec'd by LWL:	Current A2L:

Area of need	Tick	Concerns	Classroom strategies already used
<b>Cognition and Learning</b>			
<b>Reading</b> (fluency, speed, de-coding, comprehension)			
<b>Writing</b> (fluency, speed, legibility)			
<b>Spelling</b> (level of concern; mild, moderate, severe)			
<b>Maths</b> (transposition of digits, incorrect formation of digits, difficulties applying knowledge)			
<b>Communication and Interaction</b>			
<b>Social interaction</b> (difficulties forming and maintaining friendships, unable to read body language/facial expressions/social situations)			
<b>Clarity/lack of speech</b> (difficulties being understood 1:1, peers, adults)			
<b>Social, Emotional and Mental Health</b>			
<b>Withdrawn/isolated</b>			
<b>Challenging/disruptive/disturbing behaviours</b>			
<b>Mental health difficulties</b>			
<b>Attention difficulties</b>			
<b>Sensory and/or Physical</b>			
<b>Hearing difficulties</b>			
<b>Visual difficulties</b>			
<b>Sensory overload</b> (light, sounds, smells, touch, temperature)			
<b>Physical difficulties</b>			
<b>Other comments, e.g. parent view, child's views, strengths, areas of interest:</b>			

Once completed please either e-mail to [lwheel@sackvilleschool.org.uk](mailto:lwheel@sackvilleschool.org.uk) or put in her tray in the staff room  
*To be completed by LINK staff*

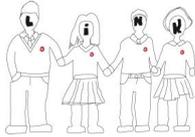
Area of need	Tick	Action	Outcome
<b>Cognition and Learning</b>			
<b>Reading</b> (fluency, speed, de-coding, comprehension)			
<b>Writing</b> (fluency, speed, legibility)			
<b>Spelling</b> (level of concern; mild, moderate, severe)			
<b>Maths</b> (transposition of digits, incorrect formation of digits, difficulties applying knowledge)			
<b>Communication and Interaction</b>			
<b>Social interaction</b> (difficulties forming and maintaining friendships, unable to read body language/facial expressions/social situations)			
<b>Clarity/lack of speech</b> (difficulties being understood 1:1, peers, adults)			
<b>Social, Emotional and Mental Health</b>			
<b>Withdrawn/isolated</b>			
<b>Challenging/disruptive/disturbing behaviours</b>			
<b>Mental health difficulties</b>			
<b>Attention difficulties</b>			
<b>Sensory and/or Physical</b>			
<b>Hearing difficulties</b>			
<b>Visual difficulties</b>			
<b>Sensory overload</b> (light, sounds, smells, touch, temperature)			
<b>Physical difficulties</b>			

<b>Assessments and results</b>																	
<input type="checkbox"/> Dyslexia screening		<input type="checkbox"/> Dyscalculia screening		<input type="checkbox"/> Concessions testing		<input type="checkbox"/> Reading age		<input type="checkbox"/> Spelling age		<input type="checkbox"/> Lexia		<input type="checkbox"/> BPVS		<input type="checkbox"/> Other		<input type="checkbox"/> Other	
Date		Date		Date		Date		Date		Date		Date		Date		Date	
Result		Result		Result		Result		Result		Result		Result		Result		Result	

**Outcome**

*(Outline support student is currently receiving now)*

<input type="checkbox"/> e-mail to staff	<input type="checkbox"/> year bulletin	<input type="checkbox"/> contact parents	<input type="checkbox"/> Spoken to student	<input type="checkbox"/> On SIMs	Other comments:	
Date	Date	Date	Date	Date		
<b>Due for review:</b>					<b>Lead staff:</b>	



## Individual Learning Plan

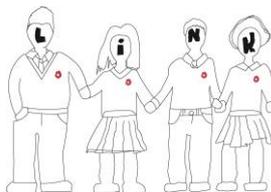
<b>Name:</b>		<b>Age:</b>		<b>Reading age</b>	
<b>Year:</b>		<b>DOB:</b>		<b>Spelling age</b>	
<b>Last Updated:</b>		<b>SEND status:</b>		<b>Other</b>	

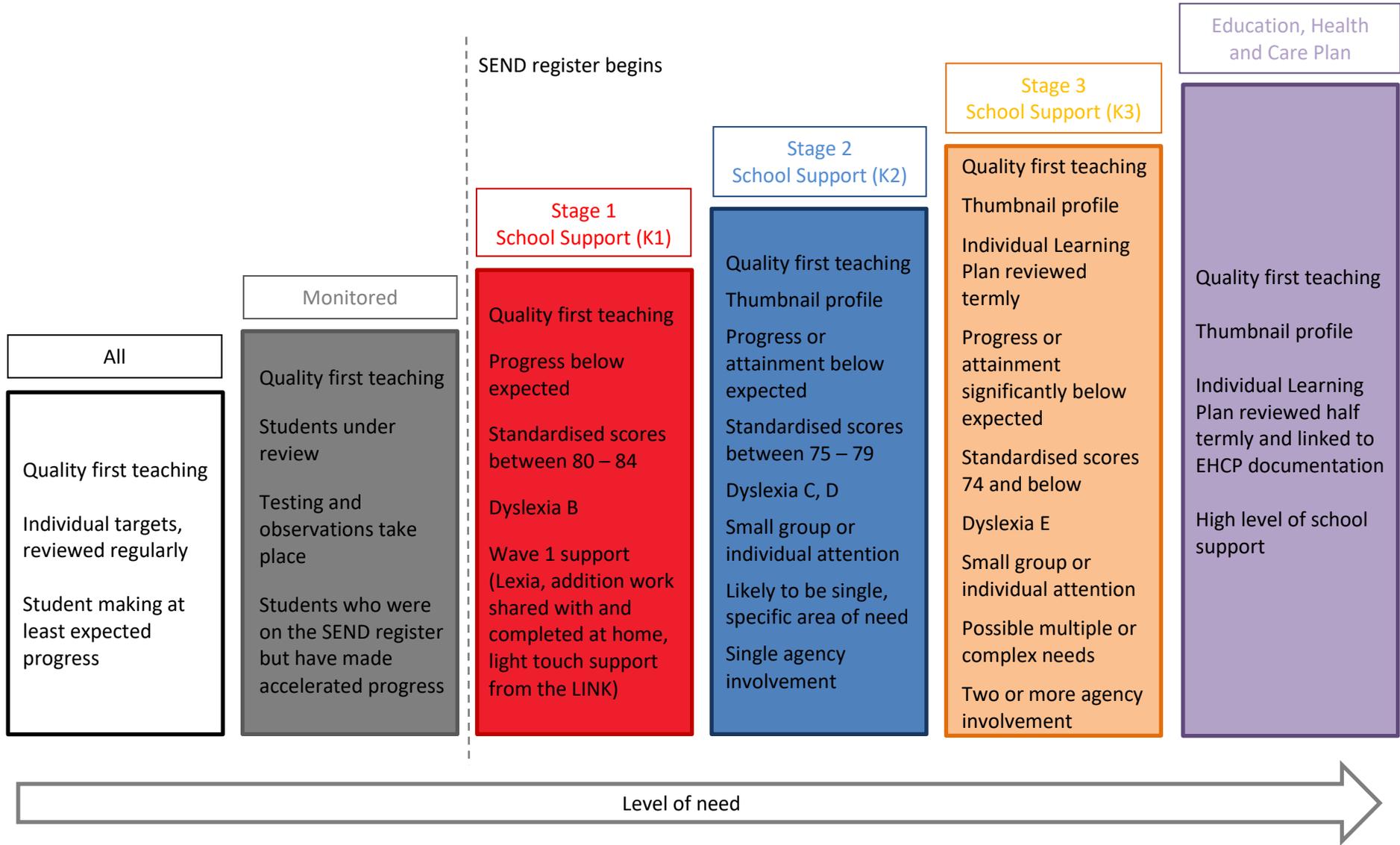
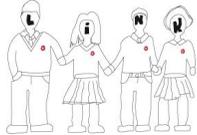
<b>Barriers to learning:</b> Student view:
Parent view:
School view:

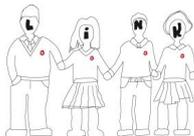
Target 1:	
Date set:	Formal review by:
Steps to success:	Date achieved
✓	
✓	
✓	
What will I do to achieve my target?	
How will my parents help me to achieve this?	
How will my teachers and other adults in school help me to achieve my target?	

Target 2:	
Date set:	Formal review by:
Steps to success:	Date achieved
✓	
✓	
✓	
What will I do to achieve my target?	
How will my parents help me to achieve this?	
How will my teachers and other adults in school help me to achieve my target?	



		Sackville School Student thumbnail					
		<b>Name:</b>			<b>Age:</b>		
		<b>Year:</b>			<b>DOB:</b>		
		<b>Last Updated:</b>			<b>SEND status:</b>		
<b>Student background:</b>							
<b>Academic data</b>				<b>Additional info:</b>			
Subject	English	Maths	Science				
KS2 levels							
Current grades – Autumn '15							
<b>Subject</b>	<b>MEG</b>	<b>Current Grade</b>	<b>A2L</b>				
English Language							
Mathematics							
Science							
<b>Medical needs:</b>							
<b>Agencies involved:</b>							
<b>Specific area/s of need:</b>							
		•					
<b>Strategies to support student:</b>							
<u>Teaching staff</u>							
•							
name will need help with the following:							
•							
<u>Student name</u>							
•							
<u>Support from the LINK – (format)</u>							
•							
<b>Strengths:</b>							
<b>Due for review:</b>				<b>Lead staff:</b>			





Term: Best Endeavours

*Local Offer* WEST SUSSEX

**What does the legal term “best endeavours” mean in relation to SEN and Disabilities for an educational setting?**

The term 'best endeavours' [SEND Code of Practice(2014), p 25] is paramount and is the government's expectation of every learning setting. 'Best endeavours' means that the learning setting must do everything that it can to meet the learner's needs including the support they need.

'Best endeavours' is a very strong legal definition, in terms of doing everything to deliver. It means doing everything possible to make something happen, even if it is expensive. Best Endeavours is not "We'll have a bit of a go", it's a very strong responsibility. It does not mean 'second best endeavours.' It shows how seriously children's needs are to be taken as this term is used in the new Code of Practice. The contrast would be 'reasonable endeavours' which would be what could be reasonably expected taking such things as costs and the impact on others into account.

Taken from <https://westsussex.local-offer.org/information/6-education>