

# ASPLEY GUISE LOWER SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

### **Philosophy**

We aim to provide the support needed to enable children to achieve their full potential in our inclusive school. We ensure that all children feel valued and are able to work in an environment that is socially and emotionally secure in order that they may progress successfully and experience achievement.

### **Aims and Objectives**

The aims of our SEND Policy within the school are:-

- To ensure that all children receive a broad and balanced education with full access to the National Curriculum.
- To provide teaching staff and support staff with the framework for assessment and support.
- To maximise the learning potential of all pupils by identifying and meeting their individual needs.
- To work together with parents, professionals and children in partnership.
- To implement the appropriate recommendations in the SEND Code of Practice 2015.

### **Identification and Assessment**

Identification is the discovery of a child who is giving cause for concern because:

- they appear not to be achieving at the appropriate level for their ability
- their behaviour is repeatedly inappropriate
- they show a specific area of concern e.g. speech or co-ordination difficulties
- they show lack of progress

Identification may be made by the class teacher, parent, Head, SEND Co-ordinator or other professional from whom advice has been sought.

The concern about a child is passed onto the SEND Co-ordinator who will suggest assessments that can be carried out in the classroom and make recommendations according to the results, carrying out further assessments as necessary. Following this a decision will be made either to put the child on the list of concerns or SEND list. Parents must be informed when a concern or special need is identified.

Special Educational Needs and Disabilities Co-ordinator: Mrs Bartram-Hill

Mrs Bartram-Hill reports to Mrs McKinnon, Governor for Special Needs, who in turn reports to Governors. The time allocated to the SEND co-ordinator to carry out her role within school is 2 hours per week. The school uses the SEND Code of Practice 2015 and recognises the four areas of need therein of Communication and interaction, Cognition and learning, Social, emotional and mental health and Sensory and/or physical needs.

### **Implementing and Monitoring**

Access to the curriculum for all children will be achieved by:-

- Differentiation in planning and provision of suitable materials, so that the needs of individuals are recognised and every child works at the appropriate level.
- Flexibility where possible in teaching methods, to allow for children learning in different ways.
- The inclusion of all children receiving learning support with other pupils.
- Educating children to understand the needs of others.
- The writing of individual achievement plans and provision maps for SEND children are by the classteacher supported by the SENDCO and LSAs and reviewed with parents termly. They have targets identified, and strategies outlined. They are reviewed, evaluated and updated termly. See guidance for writing IAPs in Appendix 1. Provision maps are for those children who receive funding on an EHC Plan.
- Where possible sharing IAP targets with the child in a way appropriate to their age and needs.
- Enabling children and parents to participate in the IAP reviews and their Annual Review
- Seeking advice from support services.
- A dated record of significant meetings with parents re special needs is kept in planning files.
- A request for formal assessment if necessary following the revised criteria for an EHC assessment.
- Early Health Care Assessment forms written for all EHC children which are reviewed annually with the Central Bedfordshire Monitoring Team.

- Use of EHC (SEND support plan) for children with a recognised diagnosis eg ADHD, ASD.
- The Graduated Response will be used to assist identification of a child's level of need.
- Occasionally withdrawing children from the classroom where the activity eg: assessment, needs to be done in a one-to-one quiet situation.

### **The role of the co-ordinator for Special Needs**

In conjunction with the Headteacher, and where appropriate, the class teacher, the co-ordinator will be responsible for:

- The day to day implementation and monitoring of the policy.
- Assessing children who teachers/parents feel are giving cause for concern.
- Keeping a list of children identified as having special educational needs and monitoring their progress
- Assisting with the writing of IAPs to be implemented by class teachers, classroom assistants and parents.
- Giving advice to and discussing relevant provision with the class teacher and classroom assistant.
- Organising the provision of suitable Special Needs material
- Liaising with the parents of children needing learning support – provide a discussion opportunity for parents.
- Liaising with external agencies called in to assist the child – make home visits where appropriate.
- Working with staff to prepare and plan for EHC children.
- Co-ordinating learning support assistants.
- Providing professional guidance to colleagues regarding SEND matters (staff meetings, in-service training).
- Determining the strategic development of the SEND Policy in conjunction with the Governing Body.

### **In-service Training**

The knowledge and skills of school staff and governors concerning the provision of special educational needs should to be constantly up-dated. This will include training to satisfy the Code of Practice on the identification and assessment of special educational needs. Teachers are also encouraged to attend SEND courses, and report back to other teaching and non-teaching staff on current information concerning special educational needs. The SENDCO attends the co-ordinators' conference annually.

### **Supporting children with behavioural difficulties and emotional difficulties**

We recognise that inappropriate behaviour is a symptom and our responsibility is to identify, where possible, the underlying causes and provide a realistic and consistent approach to addressing the child's needs. We aim to do this by being clear and consistent about the behaviour that we are aiming to change, by identifying and avoiding the situations when the behaviour occurs and offering both support and motivation for pupils to change the inappropriate behaviour. We do this through setting realistic behavioural targets. We recognise that learning difficulties can have a variety of causes. We shall involve parents to try to identify the possible causes of inappropriate behaviour. Advice will be sought from the educational psychologist and the multi agency support team.

### **Admissions Policy**

The currently agreed admissions policy of the governors makes no distinction as to pupils with special needs. The physical environment at Aspley Guise has been adapted for wheelchair bound pupils. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an EHC plan, the SENDCO will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil will be refused admission solely on the grounds that they have special educational needs.

### **Resources**

The Headteacher and Governors are responsible for the allocation of money to meet the needs pupils with special educational needs. Funding is spent on additional staffing (SENDCO and LSAs) and resources (books, tests, support materials).

### **Evaluation of the Policy**

The governors will evaluate the success of the SEND policy and provision through monitoring how effectively pupils with special educational needs achieve at a level that reflects their ability.

### **Support Agencies**

The school has access to all the services available through the Central Bedfordshire Education Authority to support special educational needs in the school. These agencies may include the educational psychologist, speech and language therapy service, emotional and behavioural difficulties support team, communication difficulties team, learning support service and the school medical service. The LA is responsible for providing Parent Partnership Services. Written parental consent is gained prior to the formal involvement of any outside agency.

### **Complaints**

If a parent has a complaint about the special educational needs provision for their child, they should report it to the class teacher or SENDCO. If the matter is not resolved it should be reported to the Headteacher. If the parent is still not satisfied with the outcome they need to follow the complaints procedure as laid down in the Complaints Policy. Written parental consent is gained prior to the formal involvement of any outside agency.

### **Parental Involvement**

Emphasis is placed on parental involvement through:

- Regular meetings
- Informal discussion
- IAP reviews
- Agreed parental involvement on IAP/Provision map
- Providing them with information and support material
- Informal discussions with parents to include child where appropriate
- Including parents in interviews for additional LSAs to support statement delivery

### **Links with other schools**

- Share expertise with other schools
- Link with SEND co-ordinator at middle school
- Meeting and visits with teachers of SEND children

### **Local Offer**

Please also refer to our Local Offer and that of the Local Authority, which are both detailed on the school's website at [aspleyguiselower.co.uk](http://aspleyguiselower.co.uk)

## Appendix 1

### MANAGING INDIVIDUAL ACHIEVEMENT PLANS

#### What should be included in an IAP?

IAPs should focus on up to three key curriculum areas, and should include information about:

- The targets set for or by the pupil (1 target per curriculum area)
- The teaching strategies to be used
- Pupil and parent strategies
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when the IAP is reviewed)
- Include the pupil's strengths in any area

#### IAPs should:

- Raise achievement for pupils with SEND
- Be seen as a working document
- Use simple format
- Detail provision additional to or different from those generally available for all pupils
- Detail targets which are extra to or different from those for most pupils
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEN.

#### IAP tips for staff

- Targets must be broken down into smaller steps with different strategies for each step
- Targets can be discussed with the pupil if age-appropriate
- Targets must be reviewed and new targets discussed with parents
- Parents and pupil must sign the new IAP
- Include strategies for teacher, pupil and parents to use to help to achieve the targets
- Review previous IAP by writing on the old IAP or by typing onto the old IAP in a different colour.