

Ashford Park Primary School
Policy for Special Educational Needs and Disability (SEND)
October 2017

1, Introduction

This policy was created in partnership with representatives from our school community including parents, staff members, governors and children. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice (July 2014) from the Children and Families Act 2014. The policy has been written with reference to the following related guidance and documents:

- Equality Act 2010
- Ashford Park's SEN information report for parents*
- Ashford Park's accessibility plan*
- Ashford Park's safeguarding policy*
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- Teacher Standards 2012

*Documents can be located on our school website

Parents can access this policy via the school website or they can request a hard copy via the school office. Please let us know if you would like it in a different format e.g enlarged font.

2, Our Vision

Ashford Park is committed to the inclusion and integration of children with SEND. We endeavour to develop an ethos of care, understanding and empathy which fosters self-esteem and self-worth in all our pupils.

3, Aims

We aim to promote and support our children to enable each one of them to realise their full potential. All pupils regardless of their particular needs have access to inclusive, quality first teaching. All teachers are teachers of all children, including those with SEND.

- We expect all pupils with SEND to meet or exceed the high expectations set for them, based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need and will work in partnership with parents in order to achieve this both educationally and in their wider school life
- We want all pupils to become confident individuals who will be able to make a successful transition onto the next phase of their educational journey and into adulthood.

4, Definition of SEND

At Ashford Park we use the definition for SEN and disability from the SEND code of practice (2014).

SEN: A child or young person has Special educational needs if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her. A learning difficulty is a **significantly greater difficulty in learning than the majority of others the same age**. Special educational provision means **educational provision that is additional to, or different from that made generally available for others of the same age in a mainstream school**.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.**'

5, Categories of SEND

Under the 2014 Code of Special Needs Practice SEND can be categorised into four areas of need. Children may have needs in one or more areas.

Communication and Interaction - Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. Children with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - Learning difficulties covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical

symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs - Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with physical difficulties (PD) vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning and environment.

6, Key Roles and Responsibilities

SENDCO – Special Educational Needs and Disability Co-ordinator

The SENDCO has day to day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with Statements or Education and Health Care Plans (EHCP). Part of the role of the SENDCO is to co-ordinate arrangements with class teachers regarding pupils with SEN and disability.

The SENCO at Ashford Park is Mrs Lynsey Makepeace. She has held this post since 2006 and therefore is not required to hold the National Award for SEN (only applicable to SENDCO's in post from 2009). Mrs Makepeace is a member of the senior leadership team.

Acorn Centre Manager

The Acorn Centre is a special needs unit, which supports KS2 pupils with learning and additional needs and KS1 pupils with communication and interaction needs. The children attending the unit are pupils of Ashford Park School but admission to the centre is determined by a local authority selection process. The Acorn Centre is managed by Mrs Megan Spiers. She is a member of the senior leadership team.

SEND Governor

Mr Keith Proffit is the governor with responsibility for SEN and disability.

Designated Child Protection Officers

members of the senior leadership team (Sarah Tarrant - Headteacher, Lucy Allen - Deputy Head Teacher, Lynsey Makepeace and Megan Spiers are trained Designated Child Protection Officers (DCPO)

Looked After Children

The Headteacher, Mrs Sarah Tarrant is the teacher responsible for looked after children.

Welfare Support

Mrs Andrea Humphries, who works in the school office is responsible for supporting pupils with medical needs in partnership with the SENCO.

Inclusion Team

Lynsey Makepeace, Megan Spiers, Pauline Bartlett, Teresa Bailey and Asma Fleming (Higher Level Teaching Assistants - HLTA's) form the Inclusion Team. This team is accountable for the progress and provision provided for pupils with SEND or English as an additional language, multi ethnic children and those who are able, gifted and talented.

All of the staff members listed above can be contacted via the school office
01784 250305

7. How pupils with SEND are identified and supported at Ashford Park

Some pupils may enter Ashford Park with a special need or disability which may have been identified in a previous educational setting or by a health professional. Other children may enter the school with a need that is not yet identified. We offer a graduated response to SEN support which identifies those pupils who are not making the progress that is expected of them and offers 'waves of support' in order to support them to achieve.

Graduated Response to SEND Support

(Please refer to Appendix 1 for a detailed description of the specific support Ashford Park can offer)

Wave 1

We believe that high quality teaching which is skilfully differentiated to support individual needs is the best first approach for all pupils. Alongside this we operate an 'Assertive Mentoring Programme' for all pupils which provides a half termly 1:1 session with pupils and their class teachers to discuss learning and collaboratively set targets for the pupil's progress.

Wave 2

There are times when despite high quality classroom teaching children do not make adequate progress. (This could be in their learning, behaviour, social and communication skills or physical development). The class teacher will review the possible barriers to the child's progress and will put in place some short term intervention support (see Appendix 1 for examples) to help overcome these barriers. A child receiving Wave 2 support does not necessarily have Special Educational Needs. If the support provided is successful and the child makes progress they return to receiving Wave 1 support.

However, if a child's progress continues to cause concern, despite additional support, they may at this point be categorised as having special educational needs and requiring SEND Support. This may follow consultation with other

professionals including (but not exclusively); specialist teachers from the local authority, educational psychologists, paediatricians, occupational therapists and physiotherapists.

Wave 3

If a child is still not making expected progress despite receiving high quality teaching and Wave 2 intervention the child may require further additional support. It is likely that by this stage the child would be categorised as having Special Educational Needs. Wave 3 support is coordinated by the SENDCO and may take the form of additional teaching groups or 1:1 programmes led by a HLTA, a programme of support created by a specialist teacher or educational psychologist. (Please refer to Appendix 1 for more details of type of support offered.) It may be felt appropriate at this stage to apply for an Education and Health Care Plan from the local authority in order to support the child further.

8. How parents, families and children are involved in this process

We aim to work in partnership with parents and families in order to obtain the best possible outcomes for children. Any concerns about a child are discussed with parents at the earliest opportunity by the class teacher and parents are consulted if their child requires additional support. Parents are always consulted if outside agencies e.g educational psychologists, specialist teachers, health professionals are involved with their child and they are invited to discuss and help plan the support for their child.

Children are regularly involved in discussions about their learning and any additional support they may require through the Assertive Mentoring Programme. (Please refer to Appendix 2 SEN information report for parents for more information on parental involvement)

9. Monitoring and evaluation of SEND at Ashford Park

All pupil's progress is monitored half termly by class teachers and members of the Senior Leadership Team. A range of assessment methods are used including formal testing, ongoing teacher assessment and general observations. The progress of children with Special Educational Needs is monitored in depth by the SENCO and in consultation with any outside agencies involved with the children. The SENCO regularly monitors the quality of additional interventions provided to support the children.

The SENCO regularly informs the governing body of the progress the children make.

10. Supporting children at school with medical conditions

Ashford Park follows the D(f)FE Statutory guidance on Supporting Pupils at School with Medical Conditions (April 2014) and recognises that pupils with medical conditions should be properly supported enabling them to have full access to education including school trips and physical education. (For further information please refer to our Medical Conditions Policy available from the school office)

11, Staff Development

Staff are trained how to support children with Special Educational Needs to reach their potential. Training may take many different forms, from sharing of good practice between colleagues within the school or from other schools, training delivered by the SENDCO or other professional (e.g educational psychologist, healthcare professional) or attendance at conferences/courses ran by the local authority or other providers. Training may be specific to one individual child or a cohort of children.

The SENCO attends termly SEND network meetings organised by the local authority and Spelthorne Confederation in order to keep abreast of any changes in legislation or practice of SEND.

12, Storing and managing information

Information about pupils is confidential and is kept securely within school. A list of children who are categorised as having Special Educational Needs is kept on the school data system and will be forwarded to the child's next place of education upon them leaving the school.

Any information regarding a child with special educational needs will only be passed on to a third party following parental permission

13, Procedures for concerns

If at any time parents are unhappy about their child's schooling, they are invited to discuss their concerns with the class teacher. If the concern is not resolved it will be passed to the SENCO and then the Head teacher. If parents are still dissatisfied they are made aware of our complaints procedure and are given information regarding this process.

14, Review of Policy

This policy will be reviewed annually.

Appendix 1 - Provision to support pupils with additional needs

Appendix 2 - SEN information report