



Special Education Needs & Disabilities (SEN) Policy

The Special Educational Needs & Disabilities (SEN) Policy has been written to reflect the statutory Code of Practice. It has been further developed by the Ambleside Primary Policy working group. The policy was reviewed, updated and was ratified by the Governing Body during the Autumn Term 2016.

Introduction

The Special Needs Policy draws on the Local Authority's Inclusion Policy and supports the Statement of Inclusion in the National Curriculum.

This policy explains how Ambleside Primary School makes provision for pupils with SEN, in line with the school ethos and with current legislative requirements (SEN Code of Practice 2014, and the Equality Act 2010).

At Ambleside Primary School we uphold an inclusive admissions policy which is built on a whole community approach to special needs where staff, governors, parents and support services work together as a team co-operating, collaborating, and co-ordinating in all that they do so that it produces the best possible education for all pupils, including those with SEN.

Definition of Special Educational Needs & Disabilities

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: 'A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A pupil of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions

The school considers the following areas of SEN:

- Communication and interaction which includes Autism Spectrum Disorder
- Cognition and learning including severe learning difficulties (SLD) / (CL).
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD)
- Social, mental and emotional health – including attention deficit hyperactive disorder (ADHD) and a range of mental health problems and other recognised disorders
- Sensory and/or physical (SP)

Behavioural difficulties alone are not included within the definition of SEN. However the code does state that some behaviour can be an indication of unmet SEN and should be investigated accordingly. (See Behaviour policy)

Many pupils 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'.

This definition includes pupils with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Pupils with such conditions do not necessarily have SEN but where a pupil requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEN policy.

Aims and objectives

Ambleside Primary School is an Academy whose mission statement is: 'Achieve, be Proud, Succeed'. All pupils are valued members of our school and are offered equality of opportunity. We aim to recognise the strengths of all pupils and build on these to nurture respect and esteem for oneself and each other in all areas of the curriculum. The class teacher is responsible for meeting the special educational needs of pupils in their class, utilising the resources of the school.

We believe that:

- all pupils shall be given access to a broad, balanced and well-structured curriculum for pupils as detailed in the Early Years Foundation Stage Curriculum (ages three to five) and the 2014 statutory National Curriculum (ages five to eleven). consideration of special educational needs crosses all curriculum areas and all aspects of teaching and learning
- any provision should relate to the individual needs of the pupil
- special needs practice is good practice that can be applied to all pupils
- all pupils are entitled to experience success
- all special educational provision is more effective if pupils and parents are fully involved and informed

Further information about SEN provision in the school is available either from the class teacher or the inclusion leader, Paul Shepherd.

Special Educational Needs & Disabilities Provision

Parents and Carers of pupils at Ambleside Primary School can expect that school will:

- identify, as early as possible, the individual needs of all pupils and make appropriate provision to meet that need
- employ a flexible range of teaching strategies that are additional to and different from those generally made for their peer group when required
- identify through provision mapping the range of special needs required in the short- and longer-term, necessary forms of support, and the financial costs of this provision,
- provide an individual SEN plan for pupils with special needs and involve the parents and pupils in the planning, implementation and review process
- recognise that some pupils will need 'nurture support' either long- or short-term following a change in circumstances, bereavement or loss

Local Offer

The provision for pupils with SEN is outlined in the Local Authority 'Local Offer' made by Nottingham City Council. This document sets out what schools and parents should expect to see in place across the city. Ambleside Primary School subscribes broadly to and is in line with the Local Authority Local Offer and has drawn up an overall plan appropriate to the school. This plan is published on the school's website.

Identification and Assessment of SEN - An outline of the graduated response

High quality classroom teaching which differentiates for all abilities is the first step to ensuring all pupils make progress. The progress of all pupils is monitored on an ongoing basis. Pupils not making the expected rate of progress are considered to be 'on alert'. Pupils 'on alert' will be supported via an individually tailored intervention programme of sessions focusing on academic targets to be achieved within a set period of time (between six and eight weeks) with the aim of closing the gap rapidly. The pupil's progress will be evaluated against the initial targets in order to judge whether or not the additional support needs to continue. If the pupil still does not make the expected rate of progress then the school tries to determine whether the lack of progress may result from an unidentified SEN need.

Process for identification of SEN need

- The teacher and the inclusion leader discuss strategies already used with the pupil and possible alternatives.
- The teacher and/or inclusion leader ask parents whether they can help them in identifying the reasons for a change in learning patterns or behaviour and how they can support school in helping the pupil.
- If appropriate the school will carry out an assessment of the pupil's learning needs.
- The inclusion leader considers whether there is a need to seek the advice from the Local Authority Special Education Needs support team, a paediatrician or the educational psychologist.

Supporting pupils with an identified SEN need

The identification of a Special Need usually comes from a paediatrician or an educational psychologist (particularly in cases of autism or ADHD). The identification of a difficulty with learning or a social and emotional issue may come initially from a LA SEN specialist or from the school itself. If a pupil is identified as having a SEN need the school will decide what provision from the 'Local Offer' needs to be put in place to meet that need.

This provision should include:

- A differentiated curriculum, learning materials and, if required, specialised equipment.
- Planned teaching interventions which closely matches the pupil's needs and is evidence based. The support needs to be monitored for progress and for any necessary alteration of the strategies adopted.
- Individual timetabled support from an adult that can be delivered either one to one or in a well matched ability group.
- Staff who have expertise in working with pupils with a certain need and who have received training in alternative strategies.

The class teacher remains responsible for working with the pupil on a daily basis and works closely with teaching assistants or specialist staff to plan and assess the impact of interventions. Staff at Ambleside Primary School follow the 'plan, do, review' model for meeting the needs of SEN.

All pupils who have an identified SEN will have a provision map outlining the level and forms of support required. The provision map details three or four short term S.M.A.R.T. targets, usually based on current levels which are taken from ongoing PIVAT assessments.

The provision map is to be discussed with parents and the pupil (if appropriate) and any outside agencies, if involved, when being drawn up and at half-termly review meetings.

Involving Specialists

If a pupil continues to make little or no progress over a sustained period and is working substantially below the level expected for pupils of a similar age, the school will involve specialists including those from outside agencies. The inclusion leader, class teacher and specialists should consider teaching approaches, equipment, strategies and interventions. They should agree the outcomes to be achieved and the date for review.

External support might be provided including:

- an educational psychologist
- specialist support teachers or support services
- behaviour support teams
- speech and language therapists
- occupational therapists
- physiotherapists.

Statutory assessments for EHC (Education Health Care) plans

There are a few pupils who have such a high level of SEN need that either the pupil's parents or the school consider that the needs of that pupil cannot be met within a mainstream school and a more specialised provision is required. This decision will come over time and will be backed both by evidence which shows the current provision to be lacking and by the judgement of an educational psychologist or a LA SEN specialist. If it is decided that this is the case a request can be made by either party for a statutory assessment to be undertaken. This assessment assesses the kind of provision necessary to meet that need and considers whether or not attendance at a Special School is appropriate. Without an EHC plan it is not possible to attend a Special School. It is however possible for a pupil to attend a mainstream school with an EHC plan should the LA or the parents think that this is appropriate and by doing so the pupil's needs will be met. The EHC plan provides guidance on how to meet the needs of the pupil and sets expectations around what the named parties e.g. school needs to provide. The EHC plan must be reviewed annually.

Evaluation of SEN Provision

The progress of every pupil with SEN is tracked each half term by means of a 'Can do' tracking document. The teacher and/or the teaching assistant meets with the inclusion leader once a term to discuss whether the targets are being met, to look at the rate of progress and whether resources are working or not. Twice a year a report is given to the governing body which outlines the number of sub level progress for pupils, broken down by year group and type of SEN. The termly Pupil Progress meeting allows the phase leader to discuss progress with the teacher and follow up any identified concerns. Additional evaluation and advice on SEN provision is available from the Local Authority support teams.

Social and Emotional well-being

The school has Place 2 Be which provides the first point of access to additional support if a pupil is having social or emotional difficulties. If more specialised support is required, school can refer a pupil to MALT and Pupil and Adolescent Mental Health Services (CAMHS). There are a number of parent support groups which can also be accessed on request.

The inclusion leader liaises with Social Services if required and also provides information on any SEN pupil who is subject to a CAF.

Every SEN pupil's attendance is monitored and the inclusion leader works alongside the school's attendance officer and the Education Welfare Service.

When compiling records for individual pupils the inclusion leader will seek information as appropriate from health and welfare departments and from voluntary organisations working for pupils with SEN.

Staff Training

All teaching and non-teaching staff and governors are aware of, and attend as appropriate, relevant in-service training courses. Support to all staff is given by the inclusion leader or LA support teams. The inclusion leader attends training courses and feedback is given to staff.

Additional CPD for staff is outlined in the School Improvement Plan for the year. Identification of training needs is supported via discussions during appraisals as well as an ongoing overview of previous training. When appropriate, school in-service training for SEN involves other schools and support agencies.

Parental Involvement

If a parents/carers are concerned that their child may have special educational needs, they may initially raise their concern with the class teacher before requesting a meeting with the inclusion leader via the school's office. The inclusion leader will then contact the parent/carer to arrange a meeting. Should the school have a concern about a pupil then the inclusion leader would request a meeting with the parent/carer. Termly review meetings for all pupils with SEN give parents and carers the opportunity to discuss the pupil's progress, to express their own views of the strategies in place and to learn more about the reasons for the strategies adopted. The school will respect any parental request not to engage in an activity they are not happy with and will try if appropriate to incorporate suggestions made by the parents and carers. There will be opportunity to discuss ways in which parents/carers can support the school's aims at home. These meetings are in addition to parents' evenings but can replace parents' evening if the parent/carer wishes. In some cases a home school book will be a form of keeping parents/carers informed but most contact will come at the start and end of the school day. If an activity or trip presents a challenge for that pupil, school will seek the parents'/carers' views and devise an agreed plan to ensure the pupil can access the activity and that the parents/carers are happy for them to do so.

Pupil Involvement

Pupils will be included wherever possible in decisions about SEN provision. School will actively seek ways of giving them the chance to express their views, either within the review meeting itself or through discussion with the teaching assistant in advance of the meeting. If a pupil cannot be present at the review meetings then their views will be reported and either the inclusion leader or their teaching assistant will tell them the outcome of the meeting.

Transition and links with other Schools

When pupils with SEN transfer to another school, appropriate advice will always be given to the receiving school. KS2 transition arrangements are discussed in detail with the receiving school. The inclusion leaders from the other P6P schools meet once a term to discuss current issues and share good practice.

Site Accessibility

The school site was designed and meets all disability requirements. We have four toilets and two changing rooms for the disabled. The site has a one level entrance and doors wide enough to enable wheelchair access. All classrooms entrances to school are on the same level as outside. We have also turned one of our rooms into a Sensory room. The school has a Disability access plan which is monitored, reviewed and updated once a year. The school procedures are in line with the LA strategic plan.

Admission Arrangements

Ambleside Primary School follows admission arrangements as laid down by the Local Authority, Nottingham City Council. We are a fully inclusive school.

Admissions Complaints Procedure

There is a comprehensive admissions complaints procedure drawn up by Nottingham City Council. The arrangements define three levels at which a complaint could be considered.

Racial Equality & Equal Opportunities Statement

All pupils have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

All staff have equal access and inclusive rights to their work regardless of their age, gender, sexual orientation, race, ethnicity, religion, belief, disability or ability. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Accessibility of policy documents

Parents and carers are welcome to ask for further information about any policy matter. Copies of all current School policies are available for parents and carers to read. A copy of each policy is displayed in the School lobby and all policies can also be consulted online via the School website at www.amblesideprimaryschool.co.uk. The School will try to arrange for the translation or summary of a document when this is requested by a parent or carer whose first language is not English.

Review

This policy will be reviewed in the Autumn term 2017



Ambleside Primary School is an exempt charity and a company limited by guarantee, registered in England and Wales number 8246275. It has a registered office at Minver Crescent, Aspley, Nottingham NG8 5PN.

Appendix 1

The role of the Governing Body

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. There is a governor who has a specific role to monitor and report on this provision. The nominated governor Mrs. Pagliacci liaises with the Inclusion leader so that reports to the governing body are up to date.

The role of the Inclusion Leader

The school has in place an Inclusion leader, Paul Shepherd whose role is to -

- oversee the day to day operation of the school's SEN policy;
- liaise with and advise school staff giving clear guidelines when needs have been identified;
- co-ordinate provision for pupils with SEN;
- liaise with parents of pupils with SEN;
- contribute to in-service training of staff;
- liaise with external agencies including the Educational Psychology Service and other SEN support services, medical and social services and voluntary bodies;
- consult with SENCOs from other schools to ensure effective use of resources and the dissemination of good practice;
- manage a range of resources, human and material, linked to pupils with SEN;
- maintain the school's SEN register and oversee records of all pupils with SEN;
- monitor and evaluate the special needs provision and provide reports to the governing body.

The head teacher has the overall responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with special educational needs. S/he will keep the governing body fully informed and will work closely with the Inclusion leader.

The role of the teacher

To take responsibility for SEN in their classroom and to be part of a shared and collective approach to SEN although the specific roles of the class teacher are to:

- develop, implement and review planning including a provision map in conjunction with appropriate TA's
- share with parents which interventions are being used and what impact these are having.
- monitor and assess progress and maintain appropriate records
- plan and liaise with support staff working with SEN pupils
- maintain a classroom based file with class SEN records
- To use flexible groupings, co-operative learning situations which give the opportunity for all pupils to take part in a broad curriculum.
- To make their classrooms stimulating places with lots of practical activities and first hand experiences
- To use all forms of assessment available to them particularly PIVATS so that tightly focussed support can be provided.
- To inform any other adult working with pupils on how best to support the pupil and the targets they are working to both long term (toolkits and Provision map) or short term (for that lesson).
- To help the pupils feel safe and happy to enjoy being in school, where they feel valued and value others.

The role of the teaching assistant

- To work in collaboration with the class teacher in delivering individually tailored learning, be it in working with a pupil who has MSG support, a group or an individual.
- To work in collaboration with the class teacher helping pupils with their toolkits, or Provision maps.
- To know and understand the targets they have been given.
- To support the pupils' understanding of both how they can achieve those targets and how successful they have been in achieving those targets.
- To liaise closely with the classroom teacher, discuss and track the progress of the pupils in the class. (For most SEN support pupils via a PIVATS profile)

We at Ambleside Primary School believe that to enable teachers and teaching assistants to gain a proper understanding of the full range of ability in the class it is imperative that both teacher and teaching assistant work with the full range of abilities found in the classroom. Only if a teaching assistant is timetabled to work at a specific time with a pupil who has HLN will they work solely with that one pupil, the benefits in terms of the building of a relationship and in-depth knowledge of the pupil being the more important factor.



Ambleside Primary School is an exempt charity and a company limited by guarantee, registered in England and Wales number 8246275. It has a registered office at Minver Crescent, Aspley, Nottingham NG8 5PN.