



# Special Educational Needs and Disability Policy 2018-19

We at Copenhagen Primary School are committed to providing all children, including those with special educational needs and disabilities with a broad and balanced academic and social curriculum which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

## **To achieve this aim we will:**

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy feel safe and flourish.
2. We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within a child to a holistic approach where the school community does everything we can to meet a child's needs.
3. We are committed to identifying a pupil's special educational need/s at the earliest point and then making effective provision to ensure improvement in long term outcomes.
4. Work in close partnership with parents and carers to achieve these aims. This includes ensuring parents are able to participate fully in decisions and being provided with information and the support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self- advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching and resources to respond to the strengths and needs of all pupils.

8. Employ a qualified Special Needs Coordinator who will have responsibility for the day to day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

### **Definition of special educational needs (SEN)**

A child has SEN if they have a learning difficulty that calls for special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children the same age.

### **Definition of disability**

A child has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term effect on their ability to carry out normal day to day activities. The disability prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age.

### **Identification of special educational needs/disability.**

A pupil has SEND where their learning or difficulty and disability calls for special provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children difficulties become evident as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers will assess each pupils progress half termly, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be categorised by progress which:

- Is **significantly** slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

It can include progress in areas other than attainment- for instance where a pupil needs to make additional progress with wider development or social needs.

### **Broad areas of need**

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The school will also take into account other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a looked after child
- Being a child of a parent in service

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

### **Graduated Approach to SEND Support**

Identifying and adapting to meet the needs of each pupil is a process that is in place for all pupils. Class teachers will put in place relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising attainment. The class teacher will also listen to parents to ensure there is a shared understanding of pupils needs and to gain a parental perspective on any emerging concerns or strengths.

Where a pupil's needs are persistent a meeting will be called with the class teacher, SENCo, parents and any other relevant agencies where appropriate pupils views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the SEND record at 'SEN support'. The class teacher remains responsible and accountable at all times for the progress and development of all children in their class, even where a teaching assistant may be offering a level of support to specific children.

Working together the SENCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. The SEN support will take the form of a four part cycle (assess-plan-do-review). This is known as a Graduated Approach. This takes the form of using successive cycles in order to match interventions to the SEN of the child. The review process will take place termly and will include an evaluation of the impact and quality of the support and intervention and the views of the parents/carers and child. The review will then feed back into the analysis of the pupils needs and the support will be revised as appropriate.

The school can involve specialists at any point and would always be considered where progress is not being made despite targeted intervention and support. Parents will always be involved in any decision to involve specialists. It is the role of the SENCo to contact any

specialist agencies and to ensure what is agreed or discussed is shared with parents, staff and, where appropriate, the child.

Specialist Agencies that are available to the school include:

- Educational Psychologists
- CAMHS psychotherapists
- Specialist Teachers for children with Hearing and Vision impairment
- Speech and language Therapists
- Multi Agency Support Team workers

Other outside agencies may need referrals from other sources e.g. the family GP

In some cases, there is a charge to the school for accessing the specialist service. This funding comes from the school's notional SEN budget and will be monitored by the SENCo and Headteacher.

Where pupils are subject to an EHC plan the school will work closely with specialist agencies named in the plan.

### **The Education, Health and Care Plan Process**

An application for an EHC Plan assessment may also be considered where all stakeholders no longer feel that a mainstream education meets the needs of the individual child. Where mainstream is still seen as appropriate but the child has a high level of need a plan may be written which will give an in-depth picture of need and support. Parents and other outside agencies where appropriate will be fully involved in this consultation and process. Extra funding for a child may be requested through the Funding Panel.

### **Removing a child from the SEND support record**

In consultation with parents, the child will be considered for removal from the record where sustained good progress is made so that:

- The attainment gap has been sufficiently closed between the child and their peers.
- A child's wider development and /or social needs have improved and the progress in the targeted area is considered to be sustained.
- SEN support is no longer required to ensure progress is sustained.

### **Supporting Parents/Carers of children with SEND**

The school is fully committed to a meaningful partnership with parents/carers of children with SEN where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will support parents by:

- Making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child.
- Providing as much information as possible in an accessible way.
- SENCo available to meet by appointment and through email contact
- Publishing information on how the school implements the SEND Policy on the school web site following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the local offer (see Islington council web site)
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns raised either by parent or school
- Parents of pupils with SEND will be invited to a review at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENCo
- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents.
- Signposting parents to wider support, information and services related to their child's SEN by ensuring they know how to access the Local Offer
- Information Report (see school web site) and the SEND policy. A paper copy will be made available to parents on request.
- Planning in support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis

## **Supporting pupil voice**

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- Self-knowledge is the first step towards effective self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved as fully as possible in monitoring and reviewing their progress and in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person or preparing a statement to be shared at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the Inclusion Manager and / or SEND Governor or other outside agencies, considering adjustments to keep in the light of analysis.

### **Supporting pupils with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed with the school's policy for supporting pupils with Medical Conditions.

### **Monitoring and evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEN Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

### **Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff meet with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo attends SENCO network meetings termly, alongside other training opportunities.

### **Funding for SEN and allocation of resources**

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority (through the Locality Panel) to provide further funding towards the cost of that provision.

The school may also use of Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

### **Roles and responsibilities**

#### **SENCo:**

The key responsibilities of the SENCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising a on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

## **Governing Body and Headteacher:**

The Governing Body will, in line with SEN Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements

The head teacher, SENCo and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Head teacher will ensure that the SENCo has sufficient time and resources to carry out his / her functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

## **Storing and managing information**

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. Information is stored and shared in line with the school's Confidentiality and Data Protection Policies.

This policy complies with the statutory requirements laid out in:

*SEND Code of Practice 0-25, September 2014*

*Children and families act 2014*

*Keeping Children Safe in Education: statutory Guidance for Schools and Colleges 2018.*

**This policy is reviewed annually.      Next Review: Autumn term 2019**

