

Libra School

Special Education Needs and Disability Policy

Date	Review Date	Coordinator	Headteacher
17.11.16	10.11.17	Kirsty Crosby	Joan Wilkes

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- DfE's Keeping Children Safe in Education 2016
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- Equality Act 2010: Advice for Schools (DfE)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- Recommendations of the Rockford Review Dec 2015

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

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We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.'

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the Local Authority in compiling and reviewing the Local Offer.

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

We believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age:
or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

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It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- Some sensory and/or physical and medical conditions

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school staff and pupils which result in improved outcomes for disabled pupils, parents/carers and school staff in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into

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terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims and Objectives

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To ensure that all school staff with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.

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- To work with other schools and the Local Authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Headteacher and the School Manager

The Headteacher and the School Manager will:

- ensure all school staff, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with teaching and support staff;
- ensure that all relevant school staff receive the appropriate information regarding the special needs provision for pupils with SEND;
- inform parents when SEND provision has been made for their child;
- be responsible for supervising the statutory assessment, statementing and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEN information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
 - pupils with SEND are making sufficient progress appropriate to their ability
 - school staff have high expectations of pupils with SEND
 - appropriate provision is in place
 - differentiation is put into practice
 - the pupil tracking system is effective
 - a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
 - a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who

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do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

Role of the Senior Management Team (SMT)

SMT will:

- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all school staff understand their responsibilities to children with SEND;
- work with the Headteacher to oversee the day to day provision for pupils with SEND within the school including those with education, health and care (EHC) plans;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- provide awareness training for parents;
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist;
- organise in-house and external support for a pupil with SEND;
- monitor this support;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all school activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the school;
- arrange in-service training for school staff and governors;
- help select, train, organise and manage a team of learning support assistants (LSAs);
- prepare and keep up to date Individual Education Plans (IEPs);
- undertake classroom observations;
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- provide information for the SEN Information Report;
- review and monitor;

Role of Class Teachers

Class teachers must:

- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;

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- work closely with the SMT and be well informed of the special needs and medical conditions of the pupils that they teach;
- implement any advice and teaching strategies given by the SMT;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes differentiated;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require;

Role of Teaching Assistants (TAs)

Teaching assistants will:

- work closely with the SMT and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SMT;
- attend appropriate training;
- suggest training needs

Role of External Agencies

External agencies may provide support teachers who will:

- be line managed by the SMT
- work closely with the SMT, class teachers and LSAs;
- work with statemented pupils to meet the objectives of their statements;
- develop planning for teachers and LSAs;
- undertake continuous pupil assessment;
- keep up to date pupil records;
- develop support materials;
- provide in-house training on specific topics;
- meet regularly with the SMT, teaching staff and parents

Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils.(see Partnerships)
- to be aware of their child's targets and their progress towards them;
- to take part in the review of IEPs;
- to attend and take part in annual reviews

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

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- assessing their needs;
- setting learning targets;
- learn to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualizing what it might feel like to be disabled
 - supporting and interacting with disabled people
- the annual review

Graduated approach

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SMT and using the following four stages of action: **Assess, Plan, Do and Review**.

Parents will be kept well informed of and involved in all four stages.

Assess

- Working with the SMT and the child's parents an analysis of the child's needs will be undertaken by the early year's practitioner when trying to identify what SEN support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organized by the SMT with the agreement of the parents.

Plan

- When it has been decided to provide SEN support all parties will decide:
 - the expected outcomes
 - what interventions and support that is required
 - the expected impact on progress, development or behaviour
 - on a review date
- Plans will take into account the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

Do

- SMT oversee the implementation of the interventions as part of the agreed SEN support.
- The early years practitioner supported by the SMT assesses the child's response to the action taken.
- SMT offers continuous advice on the effective implementation of support.

Review

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- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended by the SMT and the child's parents
- The views of the child are also taken into consideration at this meeting.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
- Detail records will be maintained by the SMT which will be available to the child's parents.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions as appropriate. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress
- evidence of outcomes and planned next steps
- details of additional support or different provision made under SEN support
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEN support provided

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or LSAs

Inclusion

Every effort will be made to include pupils with SEN into all school activities and we will monitor the number of extra-curricular activities that they take part in.

Partnerships

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

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We feel that the provision for special educational needs in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with SEND;
- admit those children with special educational needs but who do not have a statement;

Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

SEN Information Report

Information about the implementation of the policy for pupils with SEN is set out in clear and straightforward language in our Statement of Purpose, Policies and Procedures and is easily accessible to parents and young people. The information includes:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of SMT staff
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEND

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- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- arrangements for handling complaints from parents of children and young people with SEND about the provision made at the school
- arrangements for supporting children and young people who are looked after by the Local Authority and have SEND
- details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published
- details of the broad and balanced curriculum provided in each year
- admission arrangements for disabled pupils
- accessibility plans

(Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school staff
- communications with home such as weekly newsletters and end of half term newsletters

Training

All school staff

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - the SEN Code of Practice
 - the graduated approach
 - inclusion
 - differentiation
 - pupil tracking
 - working with pupils with SEN
 - Safeguarding and Child Protection

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➤ intervention programmes

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Awareness training will be provided by the SMT and by support teachers on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher, the School Manager and the SMT.

Headteacher/Director:	Joan Wilkes	Date:	17.11.16
School Manager:	Kirsty Crosby	Date:	17.11.16

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Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
SEN & Disability Policy	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question	Equality Groups															Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
		✓				✓				✓				✓				✓				✓				
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓				✓				✓				✓				✓				✓					
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓				✓				✓				✓				✓				✓					

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby	13.11.16	Joan Wilkes	17.11.16

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Nominated governor in place			x	
• Coordinator carries out role effectively	x			
• Headteacher, coordinator and nominated governor work closely	x			
• Policy endorsed by governing body			x	
• Policy regularly discussed at meetings of the governing body			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
A statement outlining the overall effectiveness of this policy				
It is effective and suitable for purpose				