

Grange Primary School

Special Educational Needs Policy and Disability Equality Scheme

Reference in this document will be made to the SEN Code of Practice (2014) and the Children and Families Act (2014). It is also informed by current disability and equalities legislations such as the Disability Discrimination Act (2005). It should be read in conjunction with the school's SEN Information Report.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

AIMS AND OBJECTIVES OF THE SEN POLICY

- To deliver the aims of the school in an **inclusive** environment with all staff taking responsibility to provide inclusive provision.
- To ensure that every child is valued
- To enable teachers to identify children with Special Educational Needs (SEN) at the earliest possible time and assess their needs.
- To make reasonable adjustments for those with a disability to allow access to the curriculum, the physical environment and written information.
- To ensure all pupils with Special Educational Needs and Disabilities (SEND) can fully access all aspects of school life.
- To ensure quality teaching is provided and appropriate training is given to enable staff to meet all pupil needs
- That all pupils' needs are met and they make the best possible progress.
- To fully involve pupils in decisions that affect their education
- To ensure equality of opportunity for all children by providing a broad, balanced curriculum that is relevant to the individual child.
- To develop a co-operative working relationship between parents, pupils, school, and outside agencies, in order to meet the needs of the child.

Inclusion Leader: Philip Wain

Special Education Needs Governor: Christine Okenykene

Maddy Webb and Diana Valcheva, co-headteachers, have overall responsibility for SEN at Grange

ADMISSIONS

Students with SEND are allocated places in two different ways:

Pupils with statements or Education Health Care (EHC) plans have a specific admissions procedure overseen by Southwark Council's SEND team. Applications for children with special needs or with a disability will be treated fairly. Reasonable adjustments will be made to accommodate pupils with a disability.

Those pupils who have SEND, but not a Statement or EHC plan are admitted via the normal school admissions criteria.

Further information and guidance on how to apply for a place at Grange both if a child has an EHC plan or statement of special educational needs, or if s/he has special needs but does not have a statement, can be found on the following link: <http://www.southwark.gov.uk/schooladmissions>

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

A child is considered to have SEN if they have a learning difference that requires special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difference or disability if he or she:

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

Pupils with SEND include:

- Pupils with general learning difficulties whose progress has fallen behind that of their peers.
- Pupils with specific learning difficulties who have difficulty acquiring specific literacy and numeracy skills, in relation to their cognitive ability.
- Pupils with social, emotional or mental health difficulties who are hindered in their academic progress, due to these difficulties.
- Pupils with physical or sensory impairment.
- Pupils with speech, language or other communication needs.
- Pupils on the autistic spectrum.
- Pupils with visual, hearing or other sensory impairments.

ROLES AND RESPONSIBILITIES

For pupils:

- to be fully involved in their own learning, participating in setting targets and evaluation of their progress

For parents and carers:

- to participate fully in decisions which affect their child's education. To attend meetings and appointments as appropriate and work with the school to support their child's progress.

For teachers:

- to plan effectively to allow all pupils full access to the curriculum, with provisions to ensure all are challenged to meet their full potential.
- to individualise and differentiate approaches to teaching and learning to maximise progress.
- to monitor the academic progress of pupils with SEND and contribute to reviews.
- to liaise with parents and carers to help meet pupils' needs.
- to identify and share concerns with relevant staff.
- to develop resources and strategies in collaboration with SEN staff.

- to plan, deliver and record SEND provision with advice from the Inclusion Leader.
- to manage teaching assistants to effectively target specific support for pupils with SEND.
- to ensure that pupils are aware of, and have access to their targets.

For support staff:

- Teaching Assistants (TAs) may work with intervention groups inside or outside the classroom following plans outlined by the class teacher or other senior teacher (i.e. a curriculum leader or interventions leader)
- they should be familiar with, and refer to relevant IEPs and individual targets
- they enable pupils with SEND to play and socialise successfully in the playground
- they support specific children with their learning and individual needs
- Learning Support Assistants (LSAs) allocated to specific children will make that child the main focus of their support as directed by the provision map and Statement/EHC plan
- to support class teachers with records of children's work, achievements and outcomes
- LSAs will be fully involved in reviews and target setting and will work collaboratively with outside agencies

For phase leaders and curriculum leaders:

- to provide information on how to support and include pupils with SEND within their phase or curriculum area
- to ensure appropriate differentiation and effective use of resources, including staff
- to provide subject specific advice and support to staff
- to help plan and implement SEND provisions relevant to their subject
- to take part in monitoring, evaluating and reviewing progress of pupils with SEND in their subject area or phase
- to seek advice from the Inclusion Leader where concerns are identified

For the Inclusion Leader:

- to co-ordinate day to day provision for children with SEND and maintain an overview of provision
- to liaise with and co-ordinate outside agencies – e.g. Speech and Language Therapy, Educational Psychologist, Child and Adolescent Mental Health Services, etc.
- to keep school systems up-to-date so everyone knows who in school has SEND and what provision is in place
- to help teachers and support staff access the resources they need to help children with SEND in the school achieve the best progress possible
- to work with families and other school staff to make the best provision for children with SEND
- to contribute to the in-service training of staff

- to liaise with the SEND link governor

For the Headteachers and Leadership Team:

- The Co-Headteachers have overall responsibility for ensuring that pupils' needs are catered for, that the governing body is kept up-to-date about SEND and there is liaison with the SEND Governor
- The Co-Headteachers and School Business Manager manage and review staffing and funding arrangements
- The Inclusion Leader is a member of the Leadership Team and the team work together to ensure statutory requirements are met
- to manage professional development in order to raise the quality of teaching and learning, ensuring quality education for pupils with SEND

For Governors:

- to appoint a named governor with responsibility for SEND
- to regularly review and agree the SEND policy
- to ensure the school is accountable for its provision
- to oversee appropriate staffing and funding arrangements

IDENTIFICATION AND ASSESSMENT

If parents or carers have concerns about their child's progress they should first speak to their child's class teacher. If they have further questions they should speak to the Inclusion Leader or senior staff. School staff will then work together to identify specific concerns and plan what can be done next.

At Grange, a range of strategies are used to identify children:

- Some children come to school with their needs already identified by their previous setting/school or specialists working with them (e.g. community paediatrics, Speech and Language Therapy). We contact these practitioners to liaise with them.
- For other children, we first provide high quality teaching and monitor their progress in response to this. If children do not make expected progress we assess whether or not they have SEN. We will plan specific interventions to address their learning needs.
- Some children might have more specific problems that can be identified by staff, parents or outside agencies
- Sometimes parents' concerns shared with us are important in identifying specific needs
- Pupil progress meetings sometimes highlight concerns over lack of progress and pupils are identified as a result

Broad areas of need:

- 1 Communication and Interaction
- 2 Cognition and Learning
- 3 Social, emotional and mental health

4 Sensory and/or physical

When a pupil is identified as having SEND, Grange works to remove barriers to learning and put effective personalised provision in place. Grange implements a graduated approach as specified in the 2014 Code of Practice. The four areas of this approach are Assess, Plan, Do, Review

Assess

When a concern is raised about a child by a member of staff or parent/carer, the teacher will draw on the advice of senior staff and the Inclusion Leader to carry out observations and analysis of the pupil's needs. This will include drawing on teacher assessment and their knowledge of the pupil; the child's previous progress and attainment; other staff observations where relevant; the child's development in comparison to their peers and national data; the views and experience of parents; the pupil's own views and if relevant, advice from external support services.

This assessment will be monitored and reviewed as an ongoing process, ensuring that support and intervention are matched to the child's need, barriers to learning are identified and overcome and strategies and intervention that support a child's learning are in place.

Plan

Where it is decided to provide a pupil with specific SEND support, the child's parents will be notified about adjustments, interventions and support that will be put in place, along with the expected impact on progress or development.

All teachers, and support staff who work with pupils with specific needs, will be made aware of their needs and provided with advice on strategies that support their individual needs.

Do

The class or subject teacher is responsible for the teaching and learning for every child in their class. Teachers work closely with teaching assistants and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Leader, subject co-ordinators and senior staff then support the class teaching by carrying out further assessment and implementation of support.

Review

The efficiency of the support and interventions will be reviewed and communicated with parents / carers and pupils. Pupil progress and areas for development will be shared with parents to aid next steps planning.

SCHOOL REQUEST FOR STATUTORY ASSESSMENT

For a small minority of pupils with severe needs, SEN support will not be sufficient to meet their needs and the school may request Statutory Assessment from the relevant local authority. This is a request for funding for further support. Parents, carers and pupils are fully consulted and involved in this decision and process. Where a pupil has a Statement of SEN or EHC plan, an annual review will

be held with parent, relevant school staff and outside agencies and the involvement of the pupil where appropriate.

LINKS WITH OUTSIDE AGENCIES

Grange works closely with many external agencies. Parents' or carers' permission is sought before any referral. The agencies which mainly support are:

Speech and Language Therapy
Early Help Service including Early Help Family Support and Early Help CAMHS (Child and Adolescent Mental Health Services)
Educational Psychologist
School Nurse Team and Diabetes Specialist Nurses
Sunshine House - Paediatric NHS services such as Social Communication Clinic and Occupational Therapy
Autism Support Service
Pupil Referral Unit (Summerhouse)
Child and Adolescent Mental Health Services
Educational Welfare Service
Early Years Support Team

YEAR 7 TRANSITION

Grange works closely with secondary schools to ensure that transitions are well planned and organised to make sure pupil needs are met in their new school and that pupils and their parents feel confident about starting a new school.

COMPLAINTS PROCEDURE

Parents or carers should contact their child's class teacher at the first instance. Most times, issues are resolved at this stage. However, if parents or carers remain unhappy they should contact the Inclusion Leader, a member of the Leadership Team or one of the Headteachers. A copy of the school's complaints procedure is available from the school office or on the website.

EVALUATION OF THE SEND POLICY

All sections of the SEND policy should be regularly reviewed and updated. The policy will be reviewed annually.

GRANGE PRIMARY SCHOOL DISABILITY EQUALITY SCHEME

At Grange Primary School, we are committed to ensuring equality of education and opportunity for all pupils and staff with disabilities. We endeavour to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of any disabled pupils attending will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Grange, we believe that diversity is a strength, which should be respected and celebrated by all those who work or visit here.

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, which need to have due regard for the following when carrying out their functions:

Promoting equality of opportunity between disabled people and other people;

Eliminating discrimination that is unlawful under the DDA;

Eliminating harassment of disabled people that is related to their disability;

Promoting positive attitudes towards disabled people;

Encouraging participation in public life by disabled people;

Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether any an adverse impact on children with disabilities. In accordance with this duty we monitor achievement and accessibility and update an accessibility plan.

Because of the age and construction of our building, including narrow staircases, it is not all accessible to wheelchair users. However, we have fitted ramps to ensure the ground floor buildings are accessible and disabled toilet facilities are available. We ensure that we are clear about this to all those who use our building.

Contact with parents and carers

We use as many forms of communication with our parents and carers as possible. This includes text, website, written communication and telephone. In the case of disabled parents who may have difficulty accessing school communication we agree the best form of contact with them at the start of their child's school career. We hold events for parents and carers such as open evenings, meetings with teachers, etc., in accessible parts of our building.

The Parent Support Adviser is informed of any parent or carer who may need additional support to access information about their child and, along with the Inclusion Leader, will provide or arrange for any additional support or adaptations which may be necessary.

Hiring transport

Staff responsible for booking and hiring transport are aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students. We communicate clearly with hire companies when a disabled student may be using their services.

Election of parent governors

The election of parent governors is now covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school must ensure that they can participate fully in school life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme. We will consult with any disabled pupils, staff and service users in the development of our Disability Equality Scheme and determine their priorities for the school with regards to disability equality over the next three years. The outcomes of the consultation will be used to develop the school's Accessibility Plan.

This policy was reviewed and devised in July 2015. It was ratified by Governors on 1st February 2016. This SEND policy and Disability Equality Scheme will be reviewed annually.

Signed.....Chair of Governors 1st February 2016