

# Coates Way School



## Special Educational Needs and Disability Policy

In compliance with  
Special Educational Needs and Disability Code of Practice (2014)

Spring 2019

# SEND POLICY FOR COATES WAY SCHOOL

## Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, January 2015.

It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

Ofsted Inspection Framework September 2018

Ofsted SEN Review 2010 “A Statement is not enough”

Ofsted ‘Inclusion: does it matter where pupils are taught?’ 2006

Children and Families Act 2014

Autism Education Trust – Autism Standards 2016

## Inclusion Statement

*‘Teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged’.*

### **OFSTED Framework: Teaching, Learning and Assessment (September 2015)**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have full access to the school curriculum.
- A special educational need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to diminish the difference in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a special education need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate early interventions are put in place to help these pupils make progress.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in relation to their starting points. Accurate assessment of

need and carefully planned programmes are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school's budget.

### **Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of progress and achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCo).

The SENCo is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

**All staff in school have a responsibility for maximising progress, achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

**The name of the SEND co-ordinator.**

**Ms Alex Armitage, Assistant Head teacher** [mail to:admin@coatesway.herts.sch.uk](mailto:admin@coatesway.herts.sch.uk)

## **SEND INFORMATION REPORT**

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”*

### ***SEND Code of Practice (2015: Para 1.24)***

#### **The kinds of Special Educational Needs which are provided for in our school:**

Some of our pupils exhibit learning needs which fall in to four categories of special educational need as defined in the SEND Code of Practice 2015

- Communication and language
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory/physical needs

This is particularly true of children whose needs fall on the autistic spectrum (ASC) – see later heading.

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia and dyspraxia
- Autistic Spectrum Condition
- Physical disability
- Down’s Syndrome
- Visual and hearing impairment

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil’s family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school’s devolved SEN budget. Thereafter we are aware of the process of applying for Exceptional Needs Funding if the pupil’s and the school’s needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with parents and appropriate agencies.

#### **Our school’s policies for identifying children with SEND and assessing their needs:**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

***Ofsted SEN Review 2010***

Where a pupil is identified as causing concern, being vulnerable or having SEND the school takes action to remove barriers to learning and put effective provision in place.

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom based assessment and monitoring arrangements
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all learners which clearly identifies pupils receiving additional SEND support from the school's devolved budget or in receipt of Exceptional Needs Funding. This provision map is updated termly and annotated where necessary across each term
- undertaking, when necessary, a more in depth individual assessment. (This takes the form of a four part cycle, namely assess, plan, do and review.)
- involving an external agency where it is suspected that a special educational need is significant

The method of identifying and allocating provision follows a graduated approach:

1. Quality First Teaching
2. Additional Needs
3. Higher Needs
4. Complex needs

**1. Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions.**

*"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."*

***'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)***

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- Any child causing concern at this stage may be also noted on an Early Concerns sheet which notes the teacher's area of concern surrounding the child.

- All vulnerable learners will be included on detailed class provision maps which outline and monitor all additional intervention across the school. The class provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

## **2. Additional needs - Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group/individualised withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- carefully matched interventions where necessary in small groups or individualised
- individual in-class support
- bilingual support/access to materials in translation
- further differentiation of resources
- homework support club
- individualised Pupil Passport targets

Our approach to Pupil Passports is as follows:

- Our Pupil Passports are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
- Pupil Passports will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children.
- Our Pupil Passports will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets” where appropriate.
- The Pupil Passport will have a maximum of four short SMART targets set for or with the pupil.
- Targets will be arrived at through:
  - Discussion between teacher and SENCo
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with other professionals if appropriate
- Our Pupil Passports will be based on informed assessments and may include the input of outside agencies.

- Our Pupil Passports have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Pupil Passports will be time-limited. They will be reviewed at least termly by class teachers in consultation with the SENCo.
- The Pupil Passport will specify how often the target(s) will be covered, who is going to help the pupil, what the learner is going to learn and be clear about what the pupil should be able to do at the end of the given period.

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCo, middle and senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling and planning scrutinies on a termly basis by middle and senior leaders
- informal feedback from all staff
- pupil, teacher and parent/carer interviews when setting new Pupil Passport targets or reviewing existing targets (termly)
- pupil progress tracking using assessment data (whole-school processes)
- monitoring of Pupil Passports and their targets by the SENCo, evaluating the impact of Pupil Passports on pupils' progress
- attendance records
- regular meetings about pupils' progress between the SENCo, class teacher and the head teacher (Pupil Progress meetings)
- head teacher's report to parents and governors

### **3. Higher needs -The child is identified as requiring SEND support involving an outside agency.**

- Pupils will be offered additional SEND support involving an outside agency when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.
- We seek to respond quickly to emerging needs and work closely with other agencies including:
  - Educational Psychology Service
  - Family Support Service
  - Local School Health services
  - Early Years SEND support service
  - Multi-agency safeguarding hub
  - Speech and Language therapist (SaLT)
  - Play therapy/child counselling service/CAMHS
  - The Communications and Autism team (Specialist Advice and Support Services)

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, (EHCPs) we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked as listed above.
- It may be decided that a very small number (but not\_all) of the pupils on the SEND list will require additional Exceptional Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed e.g .by carefully matched one to one support.

**4. Complex needs - An application for an Education Health and Care Plan (EHCP) - (formerly known as a Statement of Special Educational Needs) may be undertaken.**

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in the SEND Code of Practice 2015 - particularly with regard to the timescales set out within the process.

**ASC - Autistic Spectrum Condition (previously ASD – Autistic Spectrum Disorder)**

The Autism Education Trust (AET) has developed a set of schools autism standards with funding from the Department for Education in England, to describe the key factors common to good practice for pupils with autism. The standards have been designed to support schools to meet their statutory duties outlined in the SEND Code of Practice 2015 and the criteria within OFSTED Common Inspection Framework 2018 to evaluate the extent to which the needs of pupils with autism are addressed. At Coates Way we are currently working towards these standards to develop the confidence and capacity of our staff whilst building effective partnerships with families of children with autism. This will enable us as a school to identify and remove potential barriers to learning and make reasonable adjustments so that pupils on the autism spectrum learn effectively in the classroom and make good progress.



## **Roles and Responsibilities**

### **Headteacher**

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of class provision maps and inclusion register for vulnerable learners
  - pupil progress meetings with individual teachers and the SENCo
  - regular meetings with the SENCo
  - discussions and consultations with pupils and parents

### **Special Educational Needs Coordinator (SENCo)**

In line with the recommendations in the SEND Code of Practice 2015, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of class provision map and inclusion register for vulnerable learners
- identifying on the provision maps a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of Exceptional Needs Funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- liaising and planning with the Autism leads in school
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request Exceptional Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from the school's budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information between all year groups, including Year 6 to secondary and pre – school settings into Nursery or Reception
- monitoring the school's system of Pupil Passports (see notes above)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- holding pupil progress meetings with individual teachers and the head teacher to review and revise progress for all vulnerable learners in their class who are being tracked (school managers will guarantee planning and preparation time for teachers and SENCo to ensure that these meetings occur)
- liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views, in conjunction with class teachers
- attending area SENCo network meetings and training as appropriate

- liaising regularly with the school's SEN Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs
- liaising closely with a range of outside agencies to support vulnerable learners.

### **Class teacher**

- liaising with the SENCo to agree :
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored but do not necessarily have special educational needs (early concerns sheet).
  - which pupils require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, a Pupil Passport to address a special educational need (this would include pupils with EHC Plans)
  
- securing good provision and good outcomes for all groups of vulnerable learners by :
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEND Code of Practice 2015)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs**

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
  - The school's generic processes for tracking the progress of all pupils
  - Half termly evaluation of the effectiveness of interventions in relation to the progress of each pupil
  - Termly review of Pupil Passport targets by class teachers in consultation with the SENCo
  - At least half termly evaluation of whether pupils in receipt of Exceptional Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
  - Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice 2015

## **How children with SEND are enabled to engage in activities available with other children in the school who do not have SEND**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our school's budget through the Local Offer ensures that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and the use of Pupil Voice is implemented along with the views of the School Council. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

## **Expertise and training of staff in relation to children with special educational needs .**

- The SENCo will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school through the Local Authority, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

## **Arrangements for consulting parents and children with special educational needs and involving them in their education**

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Family Support Services available as part of the Local Offer
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils **as far as possible** by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting on Pupil Passports
- self-review their progress and set new targets

### **Arrangements for supporting children in moving between phases of education (effective transition)**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits and support.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

### **Admission Arrangements**

*The Local Authority manages the admission arrangements for our school. No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school).*

### **Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

The school’s local offer can be found on:

<http://www.coatesway.herts.sch.uk/>

The Local Authority local offers can be found on:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

**This policy will be reviewed bi -annually by the governing body.**

**Next review due: Spring 2021**