
Burston and Tivetshall Partnership Schools

Special Educational Needs and Disabilities Policy

Committee Responsible: Full Governing Body

Review Interval: Annually

	Date Last Approved	Proposed By	Seconded By	Date for Review	Changes Made
1	22/9/2016	N Hart	N Ajdukiewicz	Autumn 2017	Revised in line new Code of Practice

Special Educational Needs and Disabilities Policy revised in line with the new code of practice:

“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. ”SEN Code Of Practice (2015 : Para 1.24)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”
“Achievement for All” (National Strategies : 2009)

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

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)
SEN Code of Practice 2015

Mission Statement

‘Learning for Life’

At Burston and Tivetshall Partnership, we aim to provide a happy, secure environment in which all children will grow and develop intellectually, emotionally, spiritually, socially and physically. We believe in equal opportunities for all and the need to eliminate discrimination of all kinds. Our aims have been developed in line with our values led curriculum.

At Burston and Tivetshall Partnership we want to ensure that all students enjoy high quality learning experiences through which they are able to achieve. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally in reducing barriers to learning and participation.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**.

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

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2015
- Ofsted Section 5 Inspection Framework April 2015
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Children and Families Act 2014

Inclusion Statement

At Burston and Tivetshall Partnership we endeavour to achieve maximum inclusion of all children (*including vulnerable learners*) whilst meeting their individual needs.

Teachers at Burston and Tivetshall Partnership provide appropriate learning opportunities for all the children within the school and provide materials relevant to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.

Special Educational Need and Disability (SEND) might be an explanation for delayed or slower progress. However, we make every effort to narrow the gap in attainment between vulnerable groups of learners and their peers.

English as an Additional Language (EAL) is not considered a SEND.

We focus on individual progress of the whole child as the main indicator of success.

At Burston and Tivetshall Partnership we strive to make a clear distinction between “underachievement” - often caused by a poor early experience of learning - and special educational needs

- some pupils may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- other pupils will have special educational needs and this **may** lead to lower-attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any barriers to learning are essential ingredients of success for these pupils.

Aims and Objectives of this Policy

To provide curriculum access for all

To secure high levels of achievement for all

To meet individual needs through a mainstream provision

To attain high levels of satisfaction and participation from pupils, parent and carers

To carefully map provision for children with SEN 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 where appropriate, to ensure there is a multi-professional approach to meeting the needs of all 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).

Responsibilities

The responsibility for the on-going implementation of this SEND Policy lies with all staff.

The Special Educational Needs and Disability Co-ordinator (SENDCo) is responsible for reporting bi-annually to the Executive Headteacher and the governor with responsibility for SEND on the on-going effectiveness of this inclusion policy. All staff have the responsibility to inform the SENDCo of outcomes at pupil progress meetings.

The name and contact details of the SENDCo - Sandra Potter via the School Office or email: spotter@btpartnership.net

Inclusion of pupils with SEN

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age;*

or

- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for all pupils'.

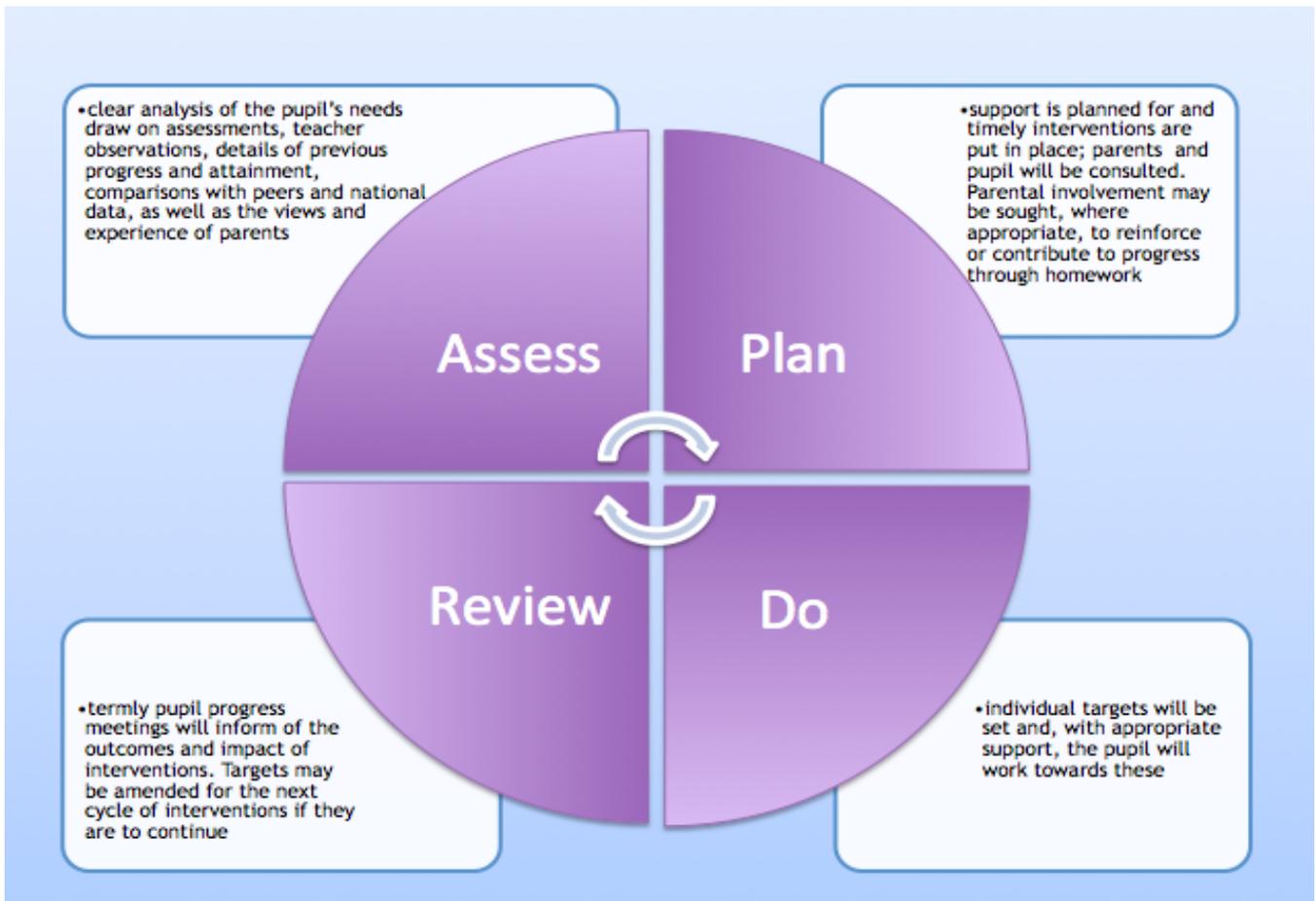
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1. All pupils will be monitored inline with National Curriculum Age Related Expectations (ARE)
 2. Once a pupil has been identified as having SEND they will be closely monitored by staff in order to identify their barriers to learning.
 3. The class teacher will take steps to provide appropriate learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
 4. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
 5. Through the above actions it can be determined which level of provision the pupil will need.
 6. A pupil will be monitored if a concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. This is recorded by the school as an aid to further progression and for future reference.
 7. Pupil progress meetings, continual summative teacher assessment and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEND Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the Schools' SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual develops. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCo and any outside agencies working with the child.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care

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- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets form the basis of the child's profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Norfolk County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Access to the curriculum

All pupils within the school will be given access to a values led curriculum. For some this may require reasonable adjustment through the specialist provision provided by the school as is necessary. Where appropriate, the school will endeavour to take into account the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and through Norfolk County Council. Burston and Tivetshall Partnership staff members also attend twilight sessions and inset training to further develop skills and knowledge. All staff have the opportunity to enroll on nasen's (national association for special educational needs) free online training.

Ensuring Access to the Curriculum for ALL Pupils:

All staff have a duty to:

Keep fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.

Access regular training and learning opportunities on the subject of SEN and SEN teaching. Keep up to date with teaching methods which will aid the progress of all pupils including those with SEN.

Ensure provision and support are deployed effectively.

Evaluating the success of provision

In order to make consistent continuous progress in relation to provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision. (This will be carried out in the summer term).

Complaints policy

Burston and Tivetshall Partnership has a Complaints Policy that is published on the schools' websites.

Continuing Professional Development (CPD)

We aim to keep all Burston and Tivetshall Partnership staff up to date with relevant training and developments in teaching practice in relation to the needs of all of pupils within school.

Burston and Tivetshall Partnership seeks the support of the Local Educational Psychology Service when a need for specialist training is identified.

The SENDCo attends relevant Cluster SEND meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

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Burston and Tivetshall Partnership staff members also attend twilight sessions and inset training to further develop skills and knowledge.

All staff have the opportunity to enroll on nasen's (national association for special educational needs) free online training.

Working in partnerships with parents

Burston and Tivetshall Partnership believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND to enable personal success

Parental views are considered and valued

If an assessment or referral indicates that a pupil has SEND the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The schools' SEND link governor may be contacted at any time in relation to SEND matters and can be contacted via the school office.

Links with other agencies and voluntary organisations

Burston and Tivetshall Partnership continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within Burston and Tivetshall Partnership.

Burston and Tivetshall Partnership invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENDCo and class teachers are the designated persons responsible for liaising with the following:

- Norfolk Psychology Service
- Locksley Short Stay School
- Social Services
- Speech and Language Service

End of Policy Document

This policy document is not current until the signature box below is complete: -

Full Name:	H L Adshead
Signature:	
Date:	22/9/2016