

Special Needs Policy

LONDON MEED PRIMARY SCHOOL

Jussi Viinikka
LONDON MEED PRIMARY SCHOOL | RENEWED AUTUMN 2017

Statement

At London Meed Primary School the wellbeing of everyone in the school is influenced by our Vision.

London Meed is a learning community that cares for and values everyone, where creativity, challenge and high expectations lead to enjoyment and success for all.

To fulfil this need effectively we have an SEN Information Report on the school Website. For other information we have a Special Needs Policy.

At London Meed the designated Special Needs Coordinator is Mr J Viinikka.

Mr Viinikka can be contacted via the school office, or via the telephone switchboard on 01444232 336.

Mr Viinikka has achieved the required qualification for a SENCo, the National Award for Special Educational Needs.

As well as being SENCo Mr Viinikka is Inclusion Manager and also a member of the Leadership Team at London Meed School.

There is a school governor with special responsibility for Special Needs. Her name is Sylvia Lewis.

This is London Meed's Policy for Special Educational Needs (SEN). Please consult the SEN Information Report accessible online from the school website for details of how the school:

- identifies pupils who may be underachieving
- plans additional provision necessary for pupils who are underachieving
- identifies pupils who may have a Special Educational Need over and above underachievement
- plans special provision necessary for pupils who have those pupils identified as having Special Needs
- assesses a child who may have SEN
- monitors children with SEN
- works with parents and outside agencies

The policy sets itself in the broader context of the school and its values and vision, structures and procedures.

There are other publications that the school maintains that you might wish to read as well as the SEN policy. These are accessible online via the school website or paper copies are available from the School office:

- *SEN Information Report*
- *Accessibility Policy*
- *Medical Needs Policy*
- *Child Protection Policy*
- *Medicines Policy*
- *Anti-Bullying Policy*
- *Good Behaviour Policy*
- *Admissions Policy*
- *Attendance Policy*
- *Assessment Policy*
- *Complaints Policy*
- *Pupil Premium Report*

How this Policy was written

Parents' and pupils' views were canvassed at consultation meetings about the content of the schools' SEN Information Report. This informed the content and structure of this SEN Policy. Recommendations and suggestions from these consultations were fed back into the SEN Policy.

The SEN Information Report addresses the everyday provision made to overcome barriers to learning for those pupils identified as having some learning difficulty in, for example, language, cognition, communication, social or emotional development or mental health. This Policy seeks to place the Special Need Provision planned for pupils at London Meed School in the context of the statutory requirements of the 2014 SEN and Disability Legislation and also of the recommendations contained in the 2014 SEN Code of Practice. At London Meed School we follow the guidance included in the 2014 Code of Practice. Therefore you are referred to that document for guidance on areas of SEN not covered in sufficient depth in the SEN Information Report of the Policy.

As part of the 2014 SEN Code of Practice, West Sussex Local Education Authority is bound to maintain a 'local Offer' for Special Educational Need which outlines provision and guidance for accessing services within the area. The local offer includes all of the universal elements of services offered in localities – all schools, settings and colleges within the local authority border; all of the services offered by health – from therapies and how to access them, to services for children with complex health care needs. The local offer illustrates to families how to access additional, targeted and specialist services. This is located at ***https://westsussex.local-offer.org***

Admission Arrangements

Applications for admission to London Meed School and also to its Special Support Centre should be made via the West Sussex Local Education Authority. London Meed School does not discriminate against any child with regard to their special need/s or disability (with regard to the Equality Act 2010, Section 9.79 of the 2014 SEN Code of Practice and Schedule 27 of the 1996 Education Act). Please see *Admissions Policy.* If

you are thinking of applying please feel free to arrange a visit preliminary directly with school.

Access Arrangements

Some children require special access arrangement to be made because of their disability. This may include visual, hearing or other impairment – or multi-sensory impairment. At London Meed school we are keen to take steps necessary to prevent pupils with a physical disability who may require additional support to access all the opportunities available to their peers being treated less favourably than other pupils.

Responsibilities to pupils with SEN:

London Meed School takes a graduated approach towards provision for pupils with Special Educational Needs. This means that for each pupil there is a graduated four part cycle of assess - plan - do- review for pupils with SEN. This is to try and best focus provision with additional planning and teaching over and above that normally available. Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age. A Special Provision Plan is drawn up each term which collates this and sets out targets and commitments for pupil, school and parents.

At London Meed we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. In most cases children with identified Special Needs will be taught the National Curriculum, but it will be taught in a way that includes them and allows them to make progress.

The class teacher

The class teacher is responsible for the progress of every child in their class. Where a pupil is identified as having SEN, the teacher should take action to remove barriers to learning and put effective special educational provision in place. The 2014 Code of Practice makes clear that class teachers are responsible and accountable for the progress and development of all pupils in their class. The class teacher is responsible for:

- working with the pupil on a daily basis
- devising strategies and identifying appropriate methods for accessing the curriculum
- planning and delivering an individual programme
- managing the class team to ensure this is happening effectively

The SENCo/Inclusion Manager

When a teacher identifies that progress continues to be less than expected, the teacher should work with the SENCO to assess whether the child has SEN. The class teacher and SENCO should work together in assessing, planning, implementing and reviewing progress. The SENCo/Inclusion Manager is responsible for:

- identifying pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs
- monitoring the effectiveness of any special educational provision made

- securing relevant services for the pupil where necessary
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made
- advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs

These responsibilities are detailed in 'The Special Educational Needs and Disability Regulations 2014' (paragraph 50)

The Governing body

There is a school governor with special responsibility for Special Needs. Her name is Sylvia Lewis. The Governing body is responsible for:

- ensuring that Special Educational Provision is made for pupils requiring it
- checking what is happening in their school and that appropriate special education provision is being put in place.
- ensuring regular information sharing meetings are held with the SENCo.
- meeting with the Head teacher to ensure that SEN supervisory requirements are being met.

The Learning Support Assistant

London Meed School employs a number of Learning Support Assistants (LSA). The team of LSAs are line managed by Mr J Viinikka.

LSAs are allocated to classes based on an overall assessment of the level of need of each class that is additional to the average across the school. A class of children will have a larger or smaller team of adults working with them dependent on this level of additional need.

LSAs work with the class teacher and the SENCO to support pupil progress and narrow gaps in performance. Their work will be planned, and pupil progress assessed, by the teacher. To be most effective, the support they give should be focused on the achievement of specific outcomes agreed as part of the graduated approach.

In West Sussex, LSA assistance may be identified in an Education Health Care Plan or Statement as part of a package of support for the individual child. This would not be a substitute for the teacher's involvement with that child nor be an exclusive 1:1 arrangement. Their role would always be to best facilitate progress in learning and scaffold independence.

Training is given to the LSAs in house and by external agencies, in generic and specific areas as appropriate.

Adding a pupil to the SEN list

For those pupils for whom progress remains low despite consistent and appropriate efforts to address them, London Meed School may look at whether there is a specific barrier to learning and if this would fall into a category of Special Educational Need.

The identification of SEN is part of the overall approach to monitoring the progress and development of all pupils. Please see the *Assessment Policy*.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

For further details please consult the SEN Code of Practice and the SEN Information Report.

Managing Pupils on the SEN List

Pupils who are identified as having a specific barrier to learning that falls into a category of Special Educational Need will have their name added to a central 'SEN list' kept by Mr Viinikka. This enables ready reference to those pupils most at need of monitoring for progress.

For further details please consult the SEN Information Report.

Monitoring and Evaluation Arrangements

The progress of pupils with SEN at London Meed is expected to fall within the following criteria. Progress:

- is similar to that of peers starting from the same baseline
- matches or betters the child's previous rate of progress
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider.

Evidence of a successful SEN Policy that could be brought to the attention of the governing body would include:

- adequate progress in key areas of individual pupils on the SEN list
- adequate progress of all pupils on the SEN list
- demonstrable impact analysis of structured interventions

Supporting Pupils and their Families

If you have any concerns over the progress or attainment of your child please approach the class teacher. They will know the pupil best and be in a good position to talk this over with you. If you would like a second opinion or a more general overview please contact the SENCo Mr Viinikka.

If staff at school have any concerns over the progress and attainment of your child the class teacher will be able to raise this with you at a parents meeting at scheduled or at other times. If it becomes necessary to consider adding a pupil to the SEN list this will be part of on-going dialogue between school and parents. Adding a child to the SEN list would always be done at a meeting to which parents were invited and their views sought. The SENCo Mr Viinikka would normally attend this meeting.

For further details please consult the SEN Information Report on the school website.

Identifying Special Educational Needs

The SEN Information Report details how we identify Special Educational Needs. We recognise that there are other situations which can impact upon a child's progress and attainment, which would not be as a result of specific Special Needs. These include:

- Disability
- Attendance and Punctuality
- Medical Health
- Social Care
- English as an Additional Language (EAL)
- Being in receipt of Free School Meals
- Being a Looked After Child
- Being a child of Serviceman/woman

Disability

Some children may have a disability. This may or may not have consequences to their ability to access the curriculum, or provide a barrier to learning. Current Disability Equality legislation outlines the "reasonable adjustment " duty for all schools to make to try and ensure that a disability is not automatically a barrier to learning.

In some cases the disability would also be a specific barrier to learning and special provision would be made. Some children's disability may also require provision that is additional to that ordinarily available, aside from any reasonable adjustment made. This may mean that they would be added to the SEN List. Alternatively a child with a disability may also have a Special Educational Need separate and coincidental to their disability. Please see our *Accessibility Policy*

Attendance and Punctuality

A child with low attendance or who was frequently brought late to school would be missing more learning than just for the time away from school. Lateness means that the child misses the main teaching from the teacher. A days absence also means that the child is not prepared for the next lesson, that will build on teaching that has already have been delivered. Please see *Attendance Policy*.

Supporting Pupils with Medical Conditions

London Meed School recognises that some pupils cone to school with medical conditions that require extensive support if they are to have full access to education, including school trips and physical education. We are aware of the Local Education Authority's statutory duties under the January 2013 document 'Ensuring a good education for children who cannot attend school because of health needs'.

As a school we follow statutory guidance contained within the December 2015 'Supporting pupils at school with medical conditions'. Please also see our *Medical Needs Policy*.

Where children require prescription medicines to be given we follow the 2005 *'Managing Medicines in Schools and Early Years Settings'*

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

Mr J Viinikka is the member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils.

Child Safety and Safeguarding

The Head Teacher Ms C. Reece, the Deputy Head Ms N. Langtree and Assistant Head Mr J Viinikka are name Designated Teachers with specific Safeguarding responsibility. Please see our *Child Protection Policy*.

Pupil Premium

School receives additional funding, a 'pupil premium grant', for some children due to their family situations. Deputy Head Ms N. Langtree is the staff member with overall responsibility for managing Pupil Premium progress and attainment through the Pupil Premium Grant budget. Please see the *Pupil Premium Grant report* on the website

Children in Local Authority Care

The Assistant Head teacher Mr J Viinikka is the named Designated Teacher with responsibility for Children in Local Authority Care. He attends countywide meetings to ensure he is aware of developments in this area.

Anti-Bullying

London Meed School wishes all pupils to feel secure and comfortable at school. We consider bullying to be a threat to the security and welfare of children. Therefore we would request that any concerns in this area are brought to our attention. If you or your child have a specific concern in this area please contact Assistant Head Teacher and SENCo Mr Viinikka. Please call him directly through the school switchboard or ask in the school office for an appointment. Alternatively contact Ms Reece the Headteacher or Ms Langtree the Deputy Headteacher. Please see *Anti-Bullying Policy.*

Training and Resources

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

Staff are encouraged to identify their own needs as part of their continuing development. Subject leaders are encouraged to audit staff for their development needs.

All teachers and support staff are invited to undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in

place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attends the Locality SENCO network meetings in order to keep up to date with local and national updates in SEND.

In addition the SENCo maintains a close eye on national developments via government and SEN agency websites and publications.

Complaints

There is a copy of our *Complaints Policy* on our website. You can ask for a paper copy at the school office.

If you do have concerns, in the first instance questions about provision for your child should be brought to your child's teacher. They are responsible for the day-to-day teaching of your child.

If you have a specific issues or complaint which has not been resolved in speaking with the class teacher then please contact Assistant Head Teacher and SENCo Mr Viinikka. Please call him directly through the school switchboard or ask in the school office for an appointment.

If any issue remains unresolved after meeting with Mr Viinikka please contact the Headteacher Mrs Reece.

In any case and for any issue regarding SEN you are also advised of the West Sussex SEND Information, Advice and Support Service. They provide impartial information, advice and support to parents and carers of children who have special educational needs and/ or a disability. The contact details are:

https://westsussex.local-offer.org/information_pages/18

Helpline number: 0330 222 8555

This Special Educational Needs policy must be reviewed annually. The next review is due in autumn 2018.