



Additional Needs Policy 2017

Rooted in the community. Branching into the future.

Working together within a Christian environment to develop successful learners for life.

We believe that children's full potential is best achieved when we all work together.

Flockton CE (C) First School

Additional Needs Policy

1. Statement of intent

Flockton CE (C) First School aims to help all members of the school community achieve their true potential within a welcoming, inclusive and forward thinking Christian environment.

This policy has been drawn up by the SENCo (Head Teacher) Senior Leadership Team and staff, in consultation with the Governing Body.

This policy complies with the statutory requirements in the SEND Code of Practice 2014 and should be read in conjunction with the following guidance, information and policies:

- The school's SEN information on the school website (SEN Report_17)
- The LA Guidance - 'Children & Young People with SEN; Guidance - School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (Feb 2017)
- The Safeguarding Policy (March 2017)
- Accessibility Plan (May 2015)

Please note, a glossary of terms can be found at the back of this policy

2. Aims

- To work within the guidance laid down in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for pupils who have SEN and Additional Needs.
- To operate a whole school approach to the management and provision of support for SEN that takes into account all of a pupil's needs (Assess, plan, do, review model)
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
- To provide an appropriately qualified and experienced SENCo in post who can ensure that the SEN Policy is put into practice.
- To provide support and advice for all staff working with SEN pupils.

3. Definitions

At Flockton CE (C) First School, we define additional needs as:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.

The SEN Code of Practice (2014) specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

4. Staffing

The SEN Coordinator (SENCo) is the Head Teacher, Neil Cappleman

The SEN Governor is Lisa Burnett.

The SEN intervention teacher is Sally Sumner

5. A Graduated, Whole School Approach to SEN Support

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support **does not replace** high quality teaching.

Each term interventions are mapped out on the Cohort Analysis/Provision Map. These are evaluated and reviewed at least termly by staff. Progress data is analysed termly and pupil progress meetings take place between the Class teacher and the Head Teacher/SENCo. Underachievement is identified and action to address this is planned in through the Provision Map.

If staff feel that initial additional support has not had the required impact, school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support. Children identified as not making adequate progress may need an IEP (Individualised Education Plan). These will be reviewed at least termly by parents, teachers and SENCo. The possible barriers to progress may also be brought to an Additional Needs Partnership meeting which will involve input from an Educational Psychologist. The school's SENCo will attend this meeting.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

6. Supporting Pupils/Students and Families

We firmly believe in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. We would advise any parents with a concern regarding their child to come into school and discuss this with the Class teacher and

SENCo. The Pyramid SEN Local Offer is published on our website, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements which are available on the website at School Office / School Policies
- Our links with other agencies which are available through the Pyramid Local Offer and Kirklees Local Offer available on the website at SEND Information
- Our school policy on managing medical conditions of pupils which is available on the website at School Office / School Policies

7. Criteria for Exiting the SEN Register Children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. Children exiting the SEN Register are monitored to ensure they continue to make expected progress, which is bench marked against National levels.

8. Supporting Pupils at School with Medical Conditions

At Flockton CE (C) First School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people 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 SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

9. Supporting Pupils at School with Behavioural Conditions

The SEND Code of Practice (2014) no longer allows for the identification of behaviour to describe SEN. Any concerns we may have about a child/young person with behavioural needs would form an underlying part of a wider need (see areas of need above) which we have recognised and identified clearly. At Flockton CE (C) First School we recognise that children and young people at school with behavioural needs should be properly supported so that they have full access to education, including school trips. Children may be supported by an individual behaviour plan (IBP) or a personal support plan (PSP). These may include positive handling plans (PHP) and or temporary reduced timetables. Where a child's needs cannot be met through school provision alone a Single Point Referral may be necessary to find the appropriate support, and sometimes Specialist Provision may be necessary. Some children may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

10. Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for **Element 2** is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - **Element 3** are allocated by top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

11. Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCo to explain the systems and structures in place to support the needs of individual children and young people. The training needs are identified through the school's appraisal process which links to the School Development Plan, and all staff are encouraged to access this. Specific training is provided dependent upon the needs of children in school. The school's SENCo regularly attends the LA's SENCo network meetings in order to keep up to date with local and national issues in SEND. The school are actively involved in the Scissett Pyramid Additional Needs Partnership.

12. Roles and Responsibilities

The school employs 5 support staff and 1 intervention staff, to support children with additional needs directly or indirectly. They carry out a range of roles across the school and are line managed by the Head Teacher. They work closely with the class teachers who oversee their work and plan with them.

The Designated Safeguarding Lead is the Head Teacher. The member of staff responsible for Looked After Children is the Head Teacher.

The staff responsible for managing the school's responsibility for meeting the medical needs of pupils are the Head Teacher and Business Manager.

All documents relating to children and young people on the SEN Register are stored in the Head Teacher's office. Records are kept for 6 years after the child has left, all relevant information is shared with the receiving school at point of transfer.

13. The role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform about all those involved with teaching and supporting Statemented pupils (children with an EHC plan)
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget. Reviewing the Policy We will review this Policy within our three year school policy review cycle or as legislation changes. We also have an Accessibility Plan that addresses the improvement of access to:
 - The curriculum
 - The physical environment
 - The provision of information.

14. Monitoring the Policy

This policy will be reviewed annually by the Governors S&E Committee, barriers identified, and plans put in place to remove them.

This policy was drawn up by: The SENCo: 3rd December 2015

It was reviewed by the SENCo: 11th May 2017

It was approved by staff: May 2017

It was approved by Governors: June 2017

It will be reviewed in: June 2018

Signed:

..... (Head Teacher)

..... (Chair of Governors)

15. Glossary

Term/Acronym	Definition
AN (Additional Needs)	Additional needs - covers issues associated with education, health and social care.
EP	Educational Psychologist we work in a slightly different way with our EP, we meet as an Additional Needs Partnership (all SENCoS from our half pyramid) to discuss needs. We also work individually with our EP with certain pupils.
EHCP	Education, Health and Care Plan - which eventually replaces a Statement over the next 4 years.
IEP	Individual Education plan
Intervention	Small group or 1:1 sessions which address a specific area of need.
PCP	Personal Care Plan. This may be put in place to support a child with behavioural needs. The PCP will highlight the child's strengths and indicate any specific adaptations to the learning environment needed to support the child. This may include approaches to teaching, giving instructions or triggers that can affect a child's behaviour.
PHP	Positive Handling Plan. This may form part of a PCP if a child needs support through positive handling. This will be drawn up by TeamTeach trainers in conjunction with staff and parents; and will identify the preferred methods of positive handling to use with the child.
Provision Map	School may map out which children are receiving which intervention and when in order to assist then with evaluation and correct allocation of resources.
SALT	Speech and Language Therapy
School Action (SA)	A level of support/intervention needed beyond that of normal differentiation in a lesson. This has now been replaced with SEN Support.
School Action Plus (SA+)	Intervention/support for which a pupil requires the input of a specialist service. This has now been replaced with SEN Support.
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SEN support	Special Educational Needs support - for a child who receives input additional to quality first teaching, the child may have an Individual Education Plan.
Statement	The document issued by the LA through which the needs of the child are identified as well as the provision in place from education, health and social care providers. This has now been replaced with an EHC plan.
SPR	Specialist Provision Referral. The means by which a referral is made to the Specialist provision teams in one of 4 areas of additional needs. If the application is successful specialists will work with parents and school staff to better support that child. The four areas of Additional Need are generally accepted as: Communication and Interaction Cognition and Learning

	Social, Mental and Emotional health Sensory and/or Physical
Team-Teach	Team-Teach provides training in behaviour supports and interventions. The training combines both theory and practice, emphasising the need for staff to show restraint rather than apply it! Providing a risk assessment structure to the selection of physical interventions that best allow the employer to provide a safer workplace for children and staff. All teaching and support staff undergo Team-Teach training as part of their induction. Whole school training is repeated every three years.