



Special Educational Needs Disability Policy

Introduction

Every child has a right to access learning at a level that is equal to their ability.

Aims

- At the earliest possible age children are identified and appropriate provision made.
- To implement the current Code of Practice to provide flexible short or long term support for children who experience difficulties or who need extending.
- Provide in class support, extraction and intervention to meet children's needs as appropriate.
- Provision maps.
- Review and update the effectiveness of the provision including Pupil Passports.

Health and Safety

- The school is conscience of the requirements under the Children and Families Act 2014 and the Equality Act 2010.

Resources

- Key Stage 2 resources are kept in the cupboard outside of the Year 4 Classroom otherwise resources are in class.

Training

- Staff are trained on a regular basis through staff meetings, twilights and relevant courses.

Liaison

- The school calls upon the services of the various outside agencies, for example: Educational Psychologists/Support Teachers, ASD Support Teachers, Sensory Support.
- The school has good links with the two High Schools that it feeds. Representatives attend Education, Health and Care Plan (EHCP) Review Meetings for Year 5 and Year 6 pupils. Discussions are held prior to transfer and records are passed on. Children are introduced to High School staff in order to diminish any worries or concerns. Extra Induction visits are organised as necessary.
- There are also links with local Nursery Schools, including an onsite Pre-School, and the children spend time in school prior to admission.

This policy will be reviewed and updated in September 2022 or earlier as appropriate.

Additional information can be found in the 'SEND Information at Astley Primary School' (School website.)



Astley Primary School



Miss Coleman
SENCo
September 2021
Review September 2022



Appendix 1

See 'Code of Practice' for full information.

Appendix 2 - Procedures for Identification of SEN children based on the Code of Practice

- Class teachers are responsible for identifying children with S.E.N.D and referring them to the Special Educational Needs Co-ordinator using a 'Cause for Concern' sheet. In addition to this, statutory/non-statutory tests throughout the year will highlight children experiencing difficulties along with discussions during Pupil Progress meetings.
- Testing materials used by the Special Educational Needs Co-ordinator are both summative and diagnostic.
- Progress is monitored carefully. If insufficient progress has been made, the child will be assessed by the Class Teacher/Special Educational Needs Co-ordinator who is already aware of his/her difficulties.
- The school follows the 'Assess, Plan, Do, Review' cycle, as recommended in the current Code of Practice. When a pupil is making insufficient progress through class differentiation and quality first teaching, a Pupil Passport is written by the Class Teacher with the child and in consultation with the Special Educational Needs Co-ordinator and the parents (as appropriate). The pupil will be registered at SEN Support on the SEN register. This cycle of Assess, Plan, Do, Review is repeated several times and a child is referred to outside agencies, for example the Educational Psychologist, if they continue to make insufficient progress. Outcomes for Pupil Passports will be set with regard to their recommendations. A Child is referred for an Education, Health and Care Plan assessment when all above actions have proved insufficient or if a pupil's needs are more immediate. Pupils with an Educational, Health and Care Plan will have outcomes set at the Annual Review. These feed into their Pupil Passports and are broken down into achievable steps over the year.
- Parents are consulted at each stage. They receive copies of Pupil Passports. In addition, the Special Educational Needs Co-ordinator arranges Pupil Passport meetings with parents at least termly to share and discuss outcomes and support that can be provided at home. The Special Needs Co-ordinator is also available during school hours to discuss any issues as they arise.
- Teachers use Pupil Asset, recommendations from assessments, the National Curriculum objectives and P Scale/the Engagement Model to write and amend Pupil Passports. Copies of all of these are available on the school network. All Pupil Passports are reviewed at least half termly, and in some cases, more frequently. Pupil Passport targets are SMART (specific, measurable, achievable, relevant and time bound).
- Copies of Pupil Passports are kept in the child's folder in class, along with work that has been produced to help with achieving the outcome. All previous Pupil Passports are placed in the child's folder in the office as well as being stored on the school network.



Appendix 3 - Procedure for Completing Individual Pupil Passport Work

Context

All children who are on the SEN register as SEN Support or have an Education, Health and Care Plan have a Pupil Passport. Some children who are not identified as SEN Support receive extra work through intervention, but do not need Pupil Passports, and this is recorded on the Intervention Provision map.

Pupil Passports for each child are written and assessed at least half termly using Pupil Asset, recommendations from assessments, National Curriculum Objectives and P Scale/the Engagement Model. The targets are SMART (Specific, Measurable, Achievable, Relevant and Time bound).

Pupil Passport work can be individual work or work in small groups over and above the everyday teaching. The work is planned by the Class Teacher and led by a Teacher or Teaching/Classroom Assistant.

Planning

Pupil Passport work is planned by the Class Teacher. Pupil Passport work is clearly linked to each Pupil Passport outcome. Pupil Passport work should be carried out on a day-to-day basis or weekly depending on the child's needs- this is shown on the SEN Provision Maps.

Record Keeping and Evidence

Each child who is on a Pupil Passport has a folder which includes all Pupil Passports for their current year (older Pupil Passports and work are placed in their files in the classroom), plans and work completed to achieve an outcome. This folder goes with the child through the school. In Foundation Stage evidence of the work completed can be found in their Learning Journey (Tapestry).

Each time the child receives Pupil Passport work, a record of the work needs to be recorded in their folder (e.g. photograph, worksheet etc...). If a child has been absent from school when the Pupil Passport work was to take place this should also be recorded. Work completed should be kept in their folder or signposted to where the evidence can be found. Evidence can include notes, observations, photographs, photocopies of work and written work.

Assessment

Teachers should check the folders regularly and discuss how a child is progressing with the person carrying out the work. This assessment is used as part of the teacher assessment for the Assess, Plan, Do, Review cycle.



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Monitoring

The SENCo and Headteacher can ask to see Pupil Passport and Intervention work evidence at any time. The work will be moderated regularly and feedback given.