

Special Educational Needs and Disability Policy

The SENCO of The Free School Norwich is Helen Waring. She is the Key Stage One leader and a member of the Senior Leadership Team. She can be contacted on 01603 761044 or office@freeschoolnorwich.org.uk.

National Picture

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SENDCode_of_Practice-June2014.pdf

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view this new pathway on Norfolk's SEND Local Offer website:

<http://www.schools.norfolk.gov.uk/Pupil-needs/Norfolk-SENCOs/Our-local-offer/index.htm>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Norfolk that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Introduction

This policy refers to children and young people with special educational needs (SEN) and disabilities, including how The Free School Norwich works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel valued members of the school society.

The Children and Families Act 2014 states that a child has special educational needs if he/she has a learning difficulty or disability and they need some special educational provision. Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age. The new Code of Practice (2014) also adopts this approach.

The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the SEN Code of Practice, DfE 2014, the school accepts that a medical diagnosis may mean that a child is disabled but does not necessarily have SEN. The school will always consider the child's educational needs rather than a medical diagnosis or disability.

Pupils with SEN and/or disabilities admitted to The Free School Norwich could have difficulties with one or more of the following:

- cognition and learning
- communication and interaction
- social, emotional or mental health
- sensory and/or physical ability.

There is recognition of these four areas of SEN and for the purposes of everyday working, SEN are broken down into the following:

Specific Learning Difficulties (SpLD)

Pupils who have difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their general level of performance. Pupils may have difficulties with short-term memory, organisational skills, hand-eye co-ordination and with orientation and directional awareness. Dyslexia, dyspraxia and dyscalculia all fall under SpLD.

Moderate Learning Difficulties (MLD)

MLD is used to describe developmental delay across a number of areas. Pupils with MLD will have attainments below expected levels in most subjects across the curriculum. Pupils will have difficulty in acquiring basic literacy and numeracy skills.

Emotional, Social and Mental Health Difficulties

Pupils with emotional, social and/or mental health difficulties may present in a number of different ways. This could be by appearing withdrawn or isolated or by showing disruptive and challenging behaviour. These behaviours may reflect underlying mental health problems such as anxiety, depression or substance abuse. Other pupils may have Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) or Attachment Disorder.

Speech and Language and Communication Needs (SLCN)

Pupils with SLCN have difficulty in understanding and/or making others understand information conveyed through language. Their acquisition of speech and/or language skills is noticeably behind their peers. Their speech may be poor or unintelligible.

Hearing Impairment (HI)

For educational purposes pupils are regarded as HI if they require either adaptation to their environment and/or support through hearing aids in order to access the curriculum.

Visual Impairment (VI)

For educational purposes pupils are regarded as VI if they require either adaptations to their environment and/or physical support through the provision of visual aids and additional learning support in order to access the curriculum. Pupils whose vision is corrected by spectacles or contact lenses are not included in this group.

Physical Difficulty (PHI)

Some pupils with physical disabilities are mobile; some walk with aids and others may be wheelchair users. Pupils with physical disabilities may also have sensory impairments, neurological problems and learning difficulties.

Autistic Spectrum Difficulties (ASD)

ASD indicates that there are a number of sub-groups within the spectrum of autism. All pupils with ASD share a triad of impairments in their ability to:

- understand and use non-verbal and verbal communication
- understand social behaviour – which affects their ability to interact with children and adults
- think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

Aims and Objectives

At The Free School Norwich we believe that all children should be valued equally and have an entitlement to personal, social and intellectual development and that they must be given every opportunity to achieve their full potential in learning. The aims of this policy are therefore to ensure that:

- the Children and Families Act 2014, Disability Discrimination Act 1995 and 2005, the Equalities Act 2010, the SEN Regulations, the SEN Code of Practice 2014 and other statutory guidance and are implemented effectively within the school
- every pupil with SEN has access to a broad and balanced curriculum
- every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five Every Child Matters outcomes:
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well-being.

Implementation – The Graduated Response

The school has regard to all the requirements of the SEN Code of Practice (2014). The SEN Code promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of assess, plan, do and review to help children who have SEN make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. So all teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning.

The procedures follow the SEN Code of Practice (2014).

Class Concern

These children will have been identified by the class teacher based on assessment, data and observations where they will be closely monitored and targets/resources may be provided by the class teacher. After a period of one half-term with no or slow progress they may be considered to be moved to SEN Concern.

SEN Concern

If the child is still not making expected progress with the additional interventions then they may be placed, with the SENCo's approval, to SEN Concern. The SENCo will support the class teacher in gathering information and will help to co-ordinate the child's special educational provision, working with the child's parents or carers, teachers, subject leaders and support staff. The child will also receive an individual target/s and time limited adult-led interventions which will be monitored and changed as required (a minimum of three times per year). Progress will be discussed with parents/carers.

SEND Support

If the child still does not make expected progress with support given through SEN Concern, then the decision will be made to place them onto SEND Support, where additional outside agencies may be involved. The child may receive external funding to support their needs within school. Further to this, children within the SEND Support category may have a statement/EHC Plan (Education and Healthcare Plan). Teachers and the SENCo are supported by specialists from outside the school. There will be a review meeting held to review progress with the SENCo present.

The graduated response to meeting individual needs starts once it is decided that a pupil may have SEN and immediately any SEN provision is made for that pupil. The key test is where the pupil is not making at least adequate progress or is unable to access the curriculum. The School SENCO or member of the SEN team will inform the pupil's parents as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

Once a pupil is identified as SEN Concern the additional or different provision could be further assessment; additional or different curriculum materials or a different way of teaching and it might sometimes, but not always be, additional adult support.

If at a review, after a range of additional or different interventions have been tried for some time, the pupil is still not making at least adequate progress or is still unable to access the curriculum the school, with parental agreement, may decide to move to interventions through SEND Support.

Strategies and interventions used are recorded either in a provision map or on a one page pupil profile. These are teaching and planning tools. They are working documents for all teaching staff recording key short-term outcomes and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class. The pupil's strengths and successes should underpin the targets set and the strategies used. Sometimes strategies will be cross-curricular and sometimes subject specific. Success and/or exit criteria will also be included and pupil outcomes will be recorded and reviewed. If a pupil is at SEND Support parents will be invited to meet with the school to discuss progress once a term. This may be through parents' evenings, pre-arranged meetings with the SENCO or other staff. In more complex cases the SENCO will coordinate multi agency meetings.

If a child 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 clarity around the needs of the child are such that a multi-agency approach to assess that need, plan provision and

identify resources is needed. Following the new Statutory Assessment where information will be gathered from a variety of sources including parents, teachers, SENCO, social care and health professionals, a decision will be made by a group of people from education, health and social care about whether a child is eligible for an Education, Health and Care Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Further information about this new pathway is available on the Norfolk County Council website:

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/Introduction_to_SEN_D/Education_health_and_care_plans/index.htm

Admission Arrangements

The Free School Norwich will not discriminate against disabled pupils or prospective pupils on the grounds of disability and will admit them. The Free School Norwich will not discriminate against a disabled child:

- in the arrangements we make for determining pupil admission to the school
- in the terms on which we offer to admit a disabled child to the school
- by refusing or deliberately omitting to accept an application for admission

The Free School Norwich will admit pupils with SEN but without a statement / EHC plan. The Free School Norwich will admit pupils with already identified SEN, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN, but without statements, will be treated as fairly as all other applicants for admission.

Co-ordination of Provision for Pupils with SEN and Disabilities

The identification of particular individual needs of pupils is a collaborative process between school staff, the SENCO, pupil and parents, with additional expertise provided as and when appropriate from the school's attached Educational Psychologist, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services. Parents are encouraged to contact the SENCO/SEN team if they have concerns about the progress of their child.

All teachers at The Free School Norwich are teachers of pupils with SEN. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils. Different aspects of special educational needs provision are supported by Learning Support Assistants, specialist teachers and health professionals.

The Governing Body has responsibility for:

- ensuring that the necessary provision is made for any pupil who has SEN
- determining the role of the SENCO in relation to the leadership and management of the school
- determining the key responsibilities of the SENCO and monitoring the effectiveness of the SENCO in undertaking those responsibilities
- making sure that all staff are aware of their responsibility in identifying and making provision for pupils with SEN
- making sure that parents are notified of a decision by the school that SEN provision is being made for their child

- making sure that pupils with SEN and/or disabilities join in the activities of the school together with pupils who do not have SEN or disabilities, so far as is reasonably practical and compatible with the pupil receiving the SEN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- making sure that, where the Local Authority (LA) has informed the Principal that a pupil has SEN, those needs are made known to all who are likely to teach them
- ensuring that all staff are aware of the SEN and Disability policy of the school and that they are working appropriately with all SEN and disabled children
- having regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEN
- reporting to parents on the implementation of the school's SEN and Disability policy.

The SENCO has responsibility for:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing the SEN team
- overseeing the co-ordination provision for pupils with special educational needs
- overseeing the records on all pupils with SEN
- liaising with parents of pupils with SEN
- contributing to the in-service training of staff; and
- liaising with external agencies, including educational psychology services, Futures, medical and social services and voluntary bodies

In relation to each of the registered pupils whom the SENCO considers may have SEN, the SENCO is responsible for informing a parent of the pupil that this may be the case as soon as is reasonably practicable. In relation to each of the registered pupils who have SEN, the SENCO is responsible for:

- identifying the pupil's SEN
- co-ordinating the making of SEN provision for the pupil which meets those needs
- monitoring the effectiveness of any SEN provision made for the pupil
- securing relevant services for the pupil where necessary
- ensuring that records of the pupil's SEN and the SEN provision made to meet those needs are maintained and kept up to date
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEN and the SEN provision being made for those needs
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEN and the SEN provision made to meet those needs is conveyed to the Governing Body or (as the case may be) the proprietor of that school or institution; and
- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- selecting, supervising and training Learning Support Assistants who work with pupils who have SEN
- advising teachers at the school about differentiated teaching methods appropriate for individual pupils with SEN
- contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to above
- preparing and reviewing the information required to be published by the governing body pursuant to the Education (Special Educational Needs)(Information) (England) Regulations 1999, the objectives of the governing body in making provision for SEN, and the SEN needs policy.

Learning Support Assistants have responsibility for:

- working with pupils who have additional special educational needs at SEN Support or who have a Statement or EHC Plan as part of the graduated response
- developing the pupil's independence so that he/she is less reliant on support staff and can take more responsibility for their own learning
- supporting the pupil
- supporting the curriculum
- supporting the school
- supporting the teacher

Teachers have a responsibility for:

- understanding the needs of and work with the SEN and disabled pupils in their classes and to follow and contribute to pupils' provision map and profiles and review of outcomes / targets.
- have specialist knowledge in the areas of basic literacy and numeracy
- have expertise in working with vulnerable children and those with severe emotional and behavioural difficulties
- have expertise in working with pupils with ASD

Differentiated work may be provided where this is appropriate and all members of the SEN team are available to give advice and help where this is requested.

Staff Training

All staff have the opportunity for staff training throughout each academic year. Relevant information is also disseminated to individual subject areas and individual staff as it is received by the SENCO.

Staff training:

- begins at the start of the academic year when Special Educational Needs has an allocation of time on the first inset day in September with all school staff
- this is followed up with sessions on the induction programme for new staff to the school and also with trainee teachers
- information sheets are provided to staff regarding specific learning difficulties
- school inset days are identified prior to the new school year and whole school inset decided upon. This training may include SEN issues.
- training for specific difficulties such as Autistic Spectrum Disorder have taken place and included advisory staff from the LA
- courses identified for a range of staff, not just Learning Support staff, are circulated to staff for their consideration
- information from publishers about materials and resources regarding SEN in a range of subject areas is copied and sent to the relevant school staff
- staff are invited to a range of training sessions held by the SENCO.

External Support Services

The school can broker support from the Local Authority. This may include support from the specialist teaching services (learning and cognition difficulties, physical or sensory difficulties or interaction and communication difficulties). The school also uses the services of an educational psychologist for pupils who are demonstrating significant difficulties. The SENCO can involve other outside agencies including social care, education welfare, sensory impaired service, school nurse, speech and language and occupational therapy, and CAMHS. The SENCO will hold regular meetings with these outside agencies as necessary. Pupils with either a hearing, sight or speech impairment can have regular access to a specialist teacher to work both with them, the SENCO and members of staff.

Disabled Facilities

A disabled access survey has been completed of the school. Unfortunately the school is not suitable for a pupil with significant mobility difficulties due to the teaching accommodation being arranged over three floors. Wheelchair access is poor as a result of this and it is not possible to install additional ramps or lifts due to the building's Grade II listed status. There is a WC available for wheelchair users in the main reception area of the school. Some ramping has been installed to allow access from the bus station entrance to the ground floor of the building. Most teaching rooms are carpeted, improving provision for pupils with hearing impairment.

Funding and Resources

Delegated funding is made available to The Free School Norwich from the Local Authority for pupils with additional educational needs and special educational needs. Funding for the post of SENCO is allocated from the core budget of the school. The case load for other support staff within the school e.g. Educational Psychologist is dealt with by the SENCO in discussion with the Principal, Vice Principal and Bursar. Funding can be used for:

- Learning Support Assistants allocated to teaching groups across the curriculum as required
- purchase and maintenance of specialist software
- additional resources allocated to the library
- purchase of specialist equipment for individuals (e.g. computers)
- deployment of SEN staff in line with statements / EHC plans
- reading schemes
- small group literacy and numeracy support
- learning Support Assistant support for short-term intervention
- learning Support Assistant small group support
- learning Support Assistant individual support.

Access to a Broad and Balanced Curriculum

Pupils with SEN and/or disabilities do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEN and reasonable adjustments are made for disabled pupils. The School SENCO and the SEN team help pupils access the national curriculum by:

- helping pupils improve their literacy and numeracy skills
- supporting pupils in lessons
- offering help with homework at lunchtimes and after school
- helping staff develop differentiated schemes of work

- providing staff with alternative and appropriate teaching strategies and approaches
- making written information, provided in writing for pupils who are not disabled, accessible in a range of different ways for SEN and disabled pupils

Access Arrangements for Examinations

At The Free School Norwich, these are organised jointly by the SENCO and the Vice Principal (Darren Webster) in line with strict guidelines laid out by the JCQ. Arrangements can include 25% extra time, and/or provision of a reader and /or scribe or use of a computer.

Transition into Year 7

In the summer term of Year 5 a statutory annual review meeting is held for pupils with a statement of Special Educational Need/EHC plans at their primary school. This meeting will consider the move into secondary school. Parents are encouraged to make use of the Parent Partnership Service to arrange visits to secondary schools to identify the school they wish to consider for their child.

When parents make a request for a school to be named on a Statement of SEN / EHC plan, the Local Authority will write to the school requesting consideration of a place. The Governing Body has a set time in which to consider the request and respond to the LA.

Parents of children with SEN

The school will ensure that parents and pupils are involved in decisions about what SEN provision should be made. The Free School Norwich recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs. The overriding aim is to have a productive partnership with parents to:

- ensure that parents are kept informed of the work done with their child and copies of Individual Education Plans are sent home
- to encourage parents to contact staff or the SENCO if there are concerns they wish to discuss
- invite parents to contribute to review processes

Monitoring, Evaluation and Review

The Governing Body evaluates the success of the school's provision for SEN children through:

- reports from the SENCO
- reports from the link governor to the Learning Support provision
- the SEN policy being reviewed annually

In addition the governing body will monitor the work of the SENCO through:

- considering the Principal's reports that reflect the activities of the provision and any current issues
- considering reports from the SENCO
- having regular discussions between the SEND link governor and the SENCO and
- inviting the SENCO to attend meetings at regular intervals to report in person

Complaints

Any complaints should in the first instance be directed to the SENCO. Should a parent feel that his/her complaint has not been dealt with satisfactorily by the SENCO he/she has the right to refer the matter to the Principal. Should a parent feel that his/her complaint has not been dealt with satisfactorily by the Principal, he/she has the right to refer the matter to the Governing Body by contacting the Chair of Governors, Mr Paul Bourgeois through the school.

Review of the SEN Policy:

- Policy is reviewed and updated by the Governing Body on an annual basis
- Policy is also reviewed and updated in light of any significant national or local changes

Principal: Mrs Tania Sidney-Roberts

Approved: Governing Body

Policy Review Date: Summer 2015

Appendix 1

The Free School Norwich has strong links with a variety of schools and has founded the Norfolk Schools Dyslexia Support Network to foster links between schools and to share good practice.

Roles and responsibilities

- **Role of SEN Governor:** *Markella Papageorgiou* is responsible for making sure that the necessary support is made for any child who attends the school who has SEN.
- **Role of SEN Teaching Assistant:** *Jo Forde*, designation and role title: SLINCI (Speech and Language Individual Needs Co-ordinator of Intervention). Jo Forde is responsible for (under the guidance and support of the SENCO) tailoring individual and small group intervention plans for children with SEND across EYFS, Key Stage one and Key Stage two.
- **Name of Designated Teacher with specific Safeguarding responsibility:** *Tania Sidney-Roberts* (Principal) and *Darren Webster* (Vice Principal)
- **Name member of staff responsible for managing PPG/LAC funding:** *Paul Weeks* (Bursar)
- **Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils:** *Tania Sidney-Roberts* (Principal)

Storing and managing information

Documents are stored in locked filing cabinets. Each child on the SEND register has their own file. This file is confidential and is only shared with staff and parents. Please see our Data Protection Policy available under Office, Policies and Procedures on the Free School Norwich Cloud.

Reviewing the policy

Given the climate of reform as we move into the new requirements for SEND for school effective from 1st September 2014, our SEN policy will be reviewed annually.

Accessibility

Our school accessibility plan can be viewed in our Access Statement, available under Office, Policies and Procedures on the Free School Norwich Cloud.

Dealing with complaints

If you have any complaints in regards to SEND at the Free School Norwich please refer to our Complaints Policy available under Office, Policies and Procedures on the Free School Norwich Cloud.

Bullying

Please refer to our Bullying Policy available under Office, Policies and Procedures on the Free School Norwich Cloud, for full details of how we promote a safe environment at The Free School Norwich.

The Free School Norwich SEN Information Report, 2014 is available under Office, Policies and Procedures on the Free School Norwich Cloud. The SEN Information Report 2014 document provides more detailed guidance as to how SEND is supported at the Free School Norwich. It also gives clear details of who to contact and how to contact them should you have any concerns in regards to SEND and provision at the Free School Norwich.

All other policies referenced in this policy are available under Office, Policies and Procedures on the Free School Norwich Cloud.

The Free School Norwich SENCO:

- **Miss Helen Waring** is the person responsible for managing the setting and responses to the provision made for children and young people with SEN (reg 3a for schools).
- Miss Helen Waring can be contacted using the school phone number (01603 761044) or via the office email address (office@freeschoolnorwich.org.uk)
- Miss Helen Waring is a member of the Senior Leadership Team at the Free School Norwich and has achieved the National Award for SEN (NASENCO award) (Clause 64, C & F Bill, 2014 and the Schools SEND Code of Practice, 6.89)

Appendix 2

Supporting Pupils and Families

This is the link to the Free School Norwich SEN Information Report available on the cloud (Regulation 51, Part 3, section 69(3)(a))

If further support is required or advice needed, please contact the Parent Partnership, their details can be found at the following address:

<http://www.norfolkparentpartnership.org.uk/>

For health and medical support please contact your local G.P. The school is happy to support with referrals to the G.P. please speak to the class teacher or SENCO for support and advice.

Our admissions are dealt with through the Local Authority, Norfolk County Council. Our admissions policy is available on the Free School Norwich Cloud, under the Main Office section, in Policies and Procedures. The following link is for NCC admissions information:

http://www.norfolk.gov.uk/childrens_services/Schools/School_admissions/index.htm

SEN children are able to access exams and other assessments. Readers are available for SAT's as and where it is applicable to use them. The following link provides guidance to when the school will make application on behalf of a child for support during their KS2 SAT's:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

The school is able to apply for an access to exams assessment through the Indigo Centre and will inform you if your child will need such an assessment.