

## **Argyle House School Special Educational Needs Policy**

“At Argyle House School we believe that all children should be valued equally, within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn, without fear of criticism.”

This policy has regard to the SEND Code of Practice: 0-25 years (2015), Children and Families Act (2014), Equality Act (2010), Early Years Foundation Stage Profile and Development Matters Criteria, The Statutory Framework for the Early Years Foundation Stage (2017) and The Special Educational Needs and Disability Regulations (2014).

### **Definition of Special Educational Needs**

The Code of Practice uses the term “Special Educational Needs and Disability” in relation to any pupil with a learning difficulty or disability which calls for special educational provision to be made. A child has special educational needs (SEN) if they have a learning difficulty, which calls for special educational provision to be made for them.

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

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above or would do so if special educational provision was not for them. (Section 20 Children and Families Act (2014).

Special educational provision means:

For children of two or over, special educational provision is educational provision which is additional to, or different from, educational provision made generally for the children of the same age.

Special educational needs fall into four broad areas of need categories (section 6.28-6.35 of the Code of Practice):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

### **Aims of Policy**

At Argyle House School we seek to support and develop the whole child. We are committed to sustaining equal opportunities within this. We aim to ensure that:

- All children with SEND are identified as early as possible, monitored and supported in school enabling them to progress and have good well-being.
- All children with SEND are taught by teachers who understand that they are teachers of SEND and provide high quality differentiated teaching in a positive and supportive manner.
- All children with SEND have access to a broad and balanced curriculum delivered with a graduated approach.
- All children with SEND can work in a caring and supportive environment where they feel secure enough “to have a go.”
- All children with SEND will have a voice and their opinions will be sought and taken account of.
- All parents will be involved at every stage.
- We will ensure appropriate links with local authorities, support services and other agencies.

We strive to value the strengths of all the children in our School and to provide the basic skills for adult life.

### **Working in Partnership with Parents**

The School believes that children achieve their best when staff and parents work closely together. The School recognises the unique knowledge parents have of their child and encourage them to meet regularly with staff to discuss and share concerns. Parents are invited to review meetings where they can contribute to their child’s development. The SENCO will liaise between parents, children and teachers.

### **Admission Arrangements**

To enable the School to have a full picture of the needs of children with special educational needs, the School will talk to parents about their child’s needs, gather background information from them and any professional working with their child. The School will look at funding arrangements should they be available and appropriate.

### **Roles and Responsibilities**

The Headteacher, SMT and the SENCO’s ensure that SEND responsibilities are being met.

The responsibilities are:

- The day-to-day operation of the School’s SEND policy.
- Liaising with and advising fellow teachers.
- Co-ordinating provisions for children with SEND.
- Overseeing the records of children with SEND.

- Liaising with parents, external agencies e.g. testing providers, medical and social services.
- Contributing to the in-service training of staff.

### **Graduated Approach to SEND**

At Argyle House School we are committed to an ongoing assessment programme to ensure that all children make progress. This is achieved in a number of ways:

- Class teacher's ongoing observations, records and assessments;
- Foundation Stage Profile;
- Yearly tests: GL assessments, CAT tests and other diagnostic tests used by the school SENCO on an individual basis, PIVATS to be included in monitoring and collecting data;
- Meetings with parents;
- Child's own perceptions;
- Performance against Argyle House level descriptors at each key stage;
- Class teachers liaising with SENCO.

Class teachers are responsible and accountable for the progress and development of the pupils in their class. They are responsible for delivering high quality teaching, differentiated for individual pupils. This is the first step in responding to pupils who have or may have SEND. Class and subject teachers should make regular assessments of progress for all pupils. Where pupils are falling behind or not making expected progress given their age and starting point they should be given extra support. Pupils may receive support within the classroom or withdrawal sessions for small group work or individual sessions.

When a potential special educational need is identified, action is taken to remove barriers to learning and put effective special educational provision in place. This is 'SEND support' and takes the form of a four-part cycle – assess, plan, do, review. This is known as the graduated approach (sections 6.44-6.56 of the Code of Practice).

Where a pupil continues to make little or no progress, despite support that is matched to the child's area of need, the school would consider involving specialists, including those from outside agencies. Where a pupil is receiving SEND support the SENCO works with the class and subject teachers, parents and the pupil to devise a SEND Support Plan with targets that are additional to or different from the normal curriculum provision. The targets should be achievable and reviewed termly.

### **Education Health and Care Plan**

For a very few pupils the help given within the school may not facilitate adequate progress. School, parents and other agencies may request that the LEA make a statutory assessment and an Education

Health and Care Plan (EHCP) may be written. As with the above, targets will be devised.

There will be an annual review meeting with all of the agencies involved in the pupil's care.

### **Funding and Resources/Learning Support**

The School will support children who may have a special educational need with resources within the constraints of the School's educational budget and buildings. The School will explore ways of making specialist equipment, resources, software or toys available if needed. The School recognises that some children with special educational needs may benefit from extra adult help. It will make every effort to secure additional funding from the personal budget for pupils with EHCPs.

### **Examination Access Arrangements**

The SENCO works closely with the exams officer to ensure that correct exam access arrangements are in place for GCSE pupils, KS1, KS2 National Curriculum tests and for school assessments. JCQ access arrangements are followed for GCSE pupils and a file of evidence is available. Government Standards and Testing Agency access arrangement guidance are followed for KS1, KS2 National Curriculum tests and a file of evidence is available.

### **Links with External Agencies**

The school will create links with Sunderland LEA, Durham LEA and South Tyneside LEA social services, and other educational services involved with pupils. Discussions are held with parents prior to contact of outside agencies, with the exception of cases of child safeguarding.

If the school instructs the use of external agencies, then the school, with a maximum of 20% will meet a proportion of the costs. The parents must meet the other 80% of the costs.

### **Complaints Procedure**

The School values the partnership between parents and staff. Should a problem arise parents are asked to discuss the situation with members of staff and if not resolved the Headteacher. If the problem cannot be rectified by the Headteacher, parents should refer to the complaints procedure found in the school policies document.