



A POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES AND MEDICAL NEEDS

Learning at Charville is underpinned by our Core Values, which are as follows:

**Respect
Independence
Self-belief
Honesty
Caring
Determination**

Introduction

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning for children with additional educational needs and to ensure they achieve their best and become independent and resilient learners.

This policy covers children with Special Educational Needs, Disabilities and Medical needs and although the policy covers all these not every child with medical or disability needs will have an educational need. There may be instances where the child with the disability may have an educational need which affects their learning.

Aims:

All children including those with additional educational needs have the right to make progress and to develop their potential through Inclusive Quality First Teaching. In order to do this it is paramount that we identify any barriers to learning early and address them appropriately e.g. through research, specialist advice, assessments etc. We want all children to succeed and leave Charville with the key skills necessary to have a positive future, having developed the self-confidence and self-belief that they can achieve.

Areas of Special Educational Needs:

Under the SEN Code of Practice 2014 special educational needs and provision are considered as falling under four broad areas. These are:

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

At Charville we identify children within these categories and provide the necessary provision in order for them to achieve to develop their potential.

Disability Equality

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The general duty to promote disability equality requires us to have due regard to the need to:

- Promoting equality of opportunity between disabled people and other people;

- Eliminate unlawful discrimination;
- Eliminate disability related harassment;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access;
- Increase access to the curriculum;
- Make written information available to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Under our specific duty we will:

- Prepare and publish an Equality Scheme which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Learning and Teaching:

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers, SENCOs (Special Educational Needs Coordinator) and parents should collaborate on problem solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The majority of pupils will make progress through such teaching. At Charville we regularly and carefully review the quality of teaching for pupils at risk of underachievement.

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs pupils have that we need to provide for. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of special educational needs.

This training is provided in the following ways:

- In-house training
- Mentoring

- Observation of others' practise
- Visits to/links/ shared training with other schools
- Non-contact time
- Attendance at externally provided training events
- Participation in accredited training opportunities-SENCO induction Programme
- Specific training for staff e.g. Manual handling /Behaviour management/SEND conference/Health and Safety

Identification and Assessment of special educational needs:

The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. Charville will assess each pupil's current skills and levels of attainment on entry.

Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they will be given extra support.

If teachers suspect a child has special educational needs they will informally collect evidence including the views of the pupil and their parents and then meet with the SENCO.

The class teacher and SENCO will work together to assess whether the child has significant learning difficulties. Where this is the case appropriate support will be put in place. Once a potential special educational need is identified, four types of action should be taken to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach:

- Assess
- Plan
- Do
- Review

(See Appendix 1 – APDR (Assess, Plan, Do and Review Plan))

Once this is in place the child if the child is still making inadequate progress the SENCO will advise other agencies, with the support of the class teacher and parents. This could lead to the need for an Education, Health and Care Plan.

Referral for an Education, Health and Care Plan:

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 parent. This will occur where complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC plan will be taken at a progress review with all professionals involved with the child.

The application for an Education, Health and Care plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care at the local authority about whether the child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Education, Health and Care Plans (EHC plan) Following Statutory Assessment 1a. An EHC plan will be provided by the LA, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. The school can inform the LA if they are unable to meet the needs of a child.

1b. Parents have the right to appeal against the content of the EHC plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

1c. Once the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the

pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Role of the SENCO:

- Overseeing the day-to-day operation of the school's SEND policy
- Maintain up to date lists of those children with SEND
- Coordinating provision for children with SEND
- Liaising with, advising and contributing to the in-service training of fellow teachers and other staff
- Liaising with the relevant designated teachers who have SEND pupils, including additional adults involved with Looked After pupils with SEND.
- Advising on a graduated approach to providing additional SEND support
- Ensuring that the records of all children with SEND are kept up-to-date
- Liaising with parents of children with SEND
- Liaising with early years providers and secondary schools, educational psychologists, health, social care, and independent or voluntary bodies who may be providing SEND support and advice to a child and their family
- Being a key point of contact with external agencies, especially the LA and LA support services
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Collaborating with curriculum coordinators so that the learning for all children is given equal priority
- Ensuring with the Headteacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The people we work with:

Parents

We believe that working with parents as partners is vital in helping children and young people with SEND get the most out of their education. In our school we:

- Review provision with the parents
- Ask parents to support our policies
- Encourage parent helpers within school
- Organise workshops to support parents
- Welcome the opinions and views of our parents for the benefit of their child's education

- Encourage parents to share information about their child
- Distribute information to parents about relevant support groups- Parent Partnership Services and other voluntary organisations

Children/Young People:

It is important to listen to and act upon what children/young people say about their needs and what sort of help they would like. In our school we:

- Set attainable targets through Assessment for Learning
- Ensure children are aware of these targets and they are reviewed regularly
- Discuss APDR provision with the children
- Listen to what the children need through the school council
- Encourage the children to value each other through Values Based Education and circle time activities
- Develop group as well as individual work
- Encourage all children to participate in after school activities

Governing Body:

It is important to listen to and share information with Governors. In school we:

- Have a SEND Governor
- Progress of the SEND pupils will be shared through an Annual Report
- The SENCO will liaise with the SEND Governor to share current practice, policy and progress of SEND pupils.

Medical Conditions Policy:

At Charville we support pupils with Special Medical Needs.

Definition

Pupils' medical needs may be broadly summarised as being of two types:

- (a) Short-term affecting their participation in school activities while they are on a course of medication.
- (b) Long-term potentially limiting their access to education and requiring extra care and support (deemed special medical needs).

Rationale

LAs (Local Authorities) and schools have a responsibility for the health and safety of pupils in their care. The Health and Safety at Work Act 1974 makes employers responsible for the health and safety of employees and anyone else on the premises.

In the case of pupils with special medical needs, the responsibility of the school is to make sure that safety measures cover the needs of all pupils at the school. This may mean making special arrangements for particular pupils who may be more at risk than their classmates. Individual procedures may be required. The school is responsible for making sure that relevant staff know about and are, if necessary, trained to provide any additional support these pupils may need.

The Children and Families Act 2014 places a duty on schools to make arrangements for children with medical conditions. Pupils with special medical needs have the same right of admission to a school as other children and cannot be refused admission or be excluded from a school on medical grounds alone. However, teachers and other school staff in charge of pupils have a duty to act in loco parentis and may need to take swift action in an emergency. This duty also extends to teachers leading activities taking place off the school site. This could extend to a need to administer medicine.

The prime responsibility for a child's health lies with the parent who is responsible for the child's medication and should supply the school with information. The school takes advice and guidance from Hillingdon School Nurses.

The School aims to ensure that all children with a medical condition are able to access the curriculum as fully as possible to meet their right to make progress and to develop their potential through Inclusive Quality First Teaching. In order to do this, it is paramount that we identify any barriers to learning early and address them appropriately e.g. through appropriate medical care and specialist advice. We want all children to succeed and leave Charville ready with the key skills necessary to have a positive future, having developed the self-confidence and self-belief that they can achieve.

To support this school will:

- Maintain an up to date list of all children with medical conditions
- Assist parents in providing medical care for their children
- Educate staff and children in respect of special medical needs
- Adopt and implement the LA policy of Medication in Schools
- Arrange training for volunteer staff who support individual pupils
- Liaise as necessary with the appropriate medical services in support of the individual pupil
- Ensure access to full education if possible
- Monitor and keep appropriate records

Entitlement:

Pupils with medical needs will have the same access and full entitlement to the education available to all other pupils at Charville. Pupils with medical needs will be enabled and supported to have full attendance and receive necessary care and support whilst at school.

The school accepts all employees have rights in relation to supporting pupils with medical needs as follows:

- Choose whether or not they are prepared to be involved
- Receive appropriate training
- Work to clear guidelines
- Have concerns about legal liability
- Bring to the attention of management any concern or matter relating to supporting pupils with medical needs.

Expectations

It is expected that:

- Parents will be encouraged to co-operate in training children to self-administer medication, if this is practicable and that members of staff will only be asked to be involved if there is no alternative.
- Where parents have asked the school to administer the medication for their child they must ask the pharmacist to supply any such medication to be dispensed in a separate container, containing only the quantity required for school use. The prescription and dosage regime should be typed or printed clearly on the outside. The school will only administer medicines in which the dosage is required 4 or more times a day (unless stated otherwise in their treatment plan). The name of the pharmacist should be visible. Any medications not presented properly will not be accepted by school staff. Pupils should not bring in their own medicine. This should be brought into school by the parent.
- Employees will consider carefully their response to requests to assist with the giving of medication or supervision of self-medication and that they will consider each request separately.

- The school will liaise with the School Health Service for advice about a pupil's special medical needs, and will seek support from the relevant practitioners where necessary and in the interests of the pupil.
- Any medicines brought into school by the staff e.g. headache tablets; inhalers for personal use should be stored in an appropriate place and kept out of the reach of the pupils. Any staff medicine is the responsibility of the individual concerned and not the school.

Policy into Practice

There is a need for proper documentation at all stages when considering the issue of support for pupils with medical needs in school.

Appendices

Appendix 1 - APDR Plan

Written By: Ellie Nolan (Senco) and Louise Innes (Inclusion Manager)

Date approved by Governors: October 2015

Review Date: Autumn 2018

Appendix 1 – APDR Plan

<p>Student name</p>	<p>Assess What is the learning gap that needs to be closed? What steps prior to this can the student do? What impact is this gap having What evidence have you used? Where this evidence be found?</p>	<p>Plan What are you going to do to close the learning gap? How have you chosen this strategy? How long will you use this strategy for?</p>	<p>Do What refinements to your plan did you have to make?</p>	<p>Review What was the impact of the teaching and learning strategy? What are the next steps?</p>	
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