

SEND POLICY



Our school plans to provide a broad and balanced curriculum for all.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 {July 2014} 3.66 and has been written with reference to the following policies and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 {July 2014}
- The Local Offer {July 2014}
- Statutory Guidance on Supporting Pupils with a Medical Condition
- School SEND Information Report – Appendix A
- The National Curriculum in England KS1 and KS2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

Here, and throughout the policy, the term ‘parent’ includes all those with parental responsibility.

OBJECTIVES

1. To establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe
2. To respond to learners in ways which take account of their varied needs and life experiences
3. To identify a child’s SEND at the earliest point and make effective provision
4. To enable parents to participate as fully as possible and be provided with information and support necessary to enable this
5. To support children to participate in discussions, express their views and be appropriately involved in decisions which affect them {age appropriate}, encouraging them to become increasingly effective self advocates.
6. To work in close partnership with a range of specialists and professionals
7. To ensure that teachers fully understand that they are responsible and accountable for the progress and development of ALL children in their class
8. To provide targeted support, advice and training for all staff working with children with SEND, enabling them to adapt teaching where necessary
9. Appoint a suitably qualified or experienced Special Educational Needs Co-ordinator, with a specific and clear job description
10. To ensure that all children receive appropriate educational provision through a broad and balanced curriculum
11. To ensure that children and young people with SEND are able to engage fully in activities alongside children who do not have SEND.

The Head Teacher, SENCO, all staff and the Governing Body will work within the guidance outlined in the new SEND Code of Practice 0-25 {July 2014}

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0-25 Code of Practice states that a child has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other children of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This provision is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age; however, for other children and young people, difficulties become evident only as they develop. The identification of SEND is built into the overall approach to monitoring the progress and development of all children. Class teachers will assess each child's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all children identifying in particular where children are making less than expected progress given their age and individual circumstances. Where a child's progress is causing concern, this may be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

It can include progress in other areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs.

THE GRADUATED APPROACH TO SEND SUPPORT

Identification and Assessment of SEND

Identifying a child's educational needs and adapting teaching to meet those needs, is a process that is in place for all children in our school. The school has a rigorous and regular system, through termly data input, pupil progress meetings and class teacher monitoring, to identify where a child is not making expected progress or working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching and appropriate differentiation aimed at closing the gap or raising attainment. The class teacher, in conjunction with the SENCo will also talk with parents to ensure there is a shared understanding of the child's needs and gain the parental perspective on any areas of strength and emerging barriers to learning.

Where a child's needs are persistent, the class teacher will complete an initial concerns record and arrange to meet with the SENCo. At this meeting, the need for additional assessments will be discussed. The parents and child's views will be sought as part of this process. A decision will be

made to decide if different and additional provision is required to meet the child's needs. Appropriate staff along with the SENCo will then meet with parents to discuss the need for special educational provision and possible placement on the school's SEND record at SEND support.

Planning and Implementing SEND Support

High quality teaching, differentiated for individual children is always seen as the first step in responding to children who may have SEND.

Working together, the SENCo, children's teachers, parents and child will discuss the type of SEND support needed to meet the outcomes identified for the child. This will be delivered by staff with appropriate skills and knowledge. The class teacher remains responsible and accountable at all times for the progress and development of all children in their class, even where a child may be receiving support from a teaching assistant.

This SEND support will take the form of a four part cycle (assess – plan – do – review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approach, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to need.

Reviewing SEND support

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed each term. The review process, led by the class teacher/SENCo, will include an evaluation of the impact and quality of the support and intervention and the views of the child and their parents. This review will then feed back into the analysis of the child's needs. The class teacher/SENCo, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Examples of specialists that can be accessed by the school

- LA Educational Psychologist
- School Nurse
- LA Specialist Teaching Service
 - VI team
 - HI Team
 - Learning Support Team
 - Autism Outreach
 - Early Years SEND inclusion team
 - Advisory Teacher for Supporting Pupils with Physical Difficulties
- Speech and Language Therapists
- Occupational therapists and physiotherapists
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services

Where pupils are made subject to an EHC, the school will work in close partnership with any specialist named.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have special educational needs and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Please see Administration of Medicines Policy.

Admission of a child with medical needs is dependent on LA insurance for medical procedures and staff capability.

MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEND, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires. The SEND governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEND as part of the Governing Body's duty to monitor the effectiveness of the school's SEND Policy in practice.

The school's SENCo regularly attends STEP schools SEND meetings. The headteacher ensures that the SENCo has sufficient time and resources to carry out her functions. This includes providing the SENCo with sufficient administrative support and time away from the teaching to enable them to fulfil their responsibilities

DEALING WITH CONCERNS AND COMPLAINTS

The school is committed to working in close partnership with all members of the school community. The school places value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognised that parents of children with SEND may, from time to time, have particular concerns regarding their child's individual needs. The school acknowledges the difference between a concern and a complaint however, the requirement to have a complaints policy does not undermine efforts to resolve the concern informally.

Concerns will be dealt with by the school as quickly, sympathetically and effectively as possible.

The school's Complaint Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

SEND – Special Educational Needs Disability
SENCo – Special Educational Needs Coordinator
EHCP – Education and Health Care Plan
EP – Education Psychologist

