

SEND policy

2020



Approved by the Board of Governors of Churchstanton Primary School:

Chair of Governors: Jon Wood

Date: 24th April 2020.....

Proposed review date: September 2021

Churchstanton Primary School

Introduction

At Churchstanton Primary School we aim to provide access to, and involvement in, the curriculum for all pupils. We recognise that many children will have particular needs during their time at the school and whatever the need, we will try to respond effectively to it. Churchstanton Primary School has a named SENCO, Mr Samuel Turner, and a named Governor responsible for SEN, Mrs Jennie Knapp. The school's named Child Protection Officer is Mrs Claire Halstead. They ensure that the Churchstanton SEN policy works within the guidelines and inclusion policies of the Code of Practice (2014) and other policies current within the school.

We recognise that much of this support work cannot be truly successful without the involvement of the parents and we endeavour to ensure that parents are kept fully informed and are a part of the planning process. This document sets out an optimum delivery of SEN within the school, but its implementation depends upon the funding, which the school receives.

The Aims of our Policy

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To identify the roles and responsibilities of all staff in providing for pupil's special educational needs.
- To enable all pupils to have full access to all elements of the school curriculum.
- To work in co-operation with outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

We encourage our children to become **Respectful, Responsible, Resilient, Risk-takers** with a caring attitude to the world around them. We believe that every child has an equal right to:

- An exciting and inclusive environment to learn and develop and to nurture their health, emotional and social well-being.
- Broad and inclusive experiences and differentiated teaching and learning.

- Support that enables them to achieve to their full potential and to be included in a life-long learning process.
- Access appropriate local provision, resources, and other support networks.
- Have an active role in our school where their values and opinions are heard, and their contributions are recognised.

Roles and Responsibilities

The Head teacher works closely with the SENCo

The SENCo (Special Educational Needs Co-ordinator) is a teaching SENCo, who is responsible for the day to day implementation of provision. He works a half day on a weekly basis, therefore in practice this means that his role is one of support and liaison, rather than contact with children on a daily basis.

The SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of children with SEN
- Liaising with early year providers, other schools, education psychologists, health and social care professionals, and independent voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

The Class teacher is responsible and accountable for the progress and development of all pupils in their class including those with SEN. The class teacher has responsibility for:

- Checking on the progress of the children and identifying, planning, and delivering any additional help the child may need (this could include targeted work, additional support) and letting the SENCo know, as necessary.

- Planning/ Reviewing Individual Education Passports (IEPs) with the SENCo to provide any additional support you child requires.
- Ensuring that all staff working with a child in school is supported to deliver the planned work/ programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN policy is followed in their classroom and for all the children they teach with SEN.
- Planning and delivering a Quality First differentiated curriculum.
- Liaising with parents/ carers as well as external agencies, teaching assistants, and other support staff and colleagues, where necessary.
- Attending INSET and training sessions.

The role and responsibilities of the Governing body with regards to SEN:

- The Governor responsible for SEN is kept informed of all decisions made. Termly meetings are held between the SEN Governor and the SENCO to discuss SEN within the school. These can be more frequent if necessary.
- The SEN Governor will report to the Governing Body at regular intervals.
- Governors will have regard to the new statutory SEND Code of Practice: 0-25 years (2014).
- The Governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Teaching Assistants are utilised in the classroom to provide the required support for children with Special Educational Needs. Teaching Assistants who work one-to-one with a child or with a small group of children will be directed by and liaise with the class teacher and/or SENCo. Appropriate planning and resources will be provided to ensure that the needs of the child/ren is met. Regular support and monitoring will be provided by the SENCo. Teaching Assistants will receive training appropriate to their need.

Special Educational Needs (SEN) Definition:

Children have a learning difficulty if:

- They have a significantly greater difficulty in learning than the majority of others of the same age.
- They have a disability which prevents or hinders them from making use of educational facilities that are provided for children of the same age.

- A child or young person has SEN if he/she has a learning difficulty or disability which requires special educational provisions to be put in place for him/her.

A person has a disability if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. (Section 6), Equality Act 2010.

Equal Opportunity and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate, and communicate information at different rates
- Need a range of different teaching approaches and experiences
- Teachers respond to children's needs by:
 - Providing support for children who need help with communication, language and English.
 - Planning to develop children's understanding through the use of all available senses and experiences
 - Planning for children's full participation in learning and in physical and practical activities
 - Helping children to manage and own their behaviour and to take part in learning effectively and safely
 - Helping individuals to manage their emotions and to take part in learning

Pupils will be taught mainly in class, with support as necessary and withdrawal if this is appropriate. The exact programme for the child's needs will be decided by the SENCO, parents, class teacher and any other professionals involved in the SEN of the child at the time of the formulation of the initial targets and subsequently at the review times. Differentiation is an integral part of the school's curriculum delivery and thus it should be possible to include most children in all aspects of the school.

If withdrawal is deemed necessary, then the SENCO and teachers concerned will endeavour to ensure that the children are not denied access to the whole curriculum, including attendance at assembly. Whenever possible those children with SEN are integrated into the whole school day, including outside visits and extracurricular activities.

Accessibility

Please refer to the 'Accessibility' policy on the school website:

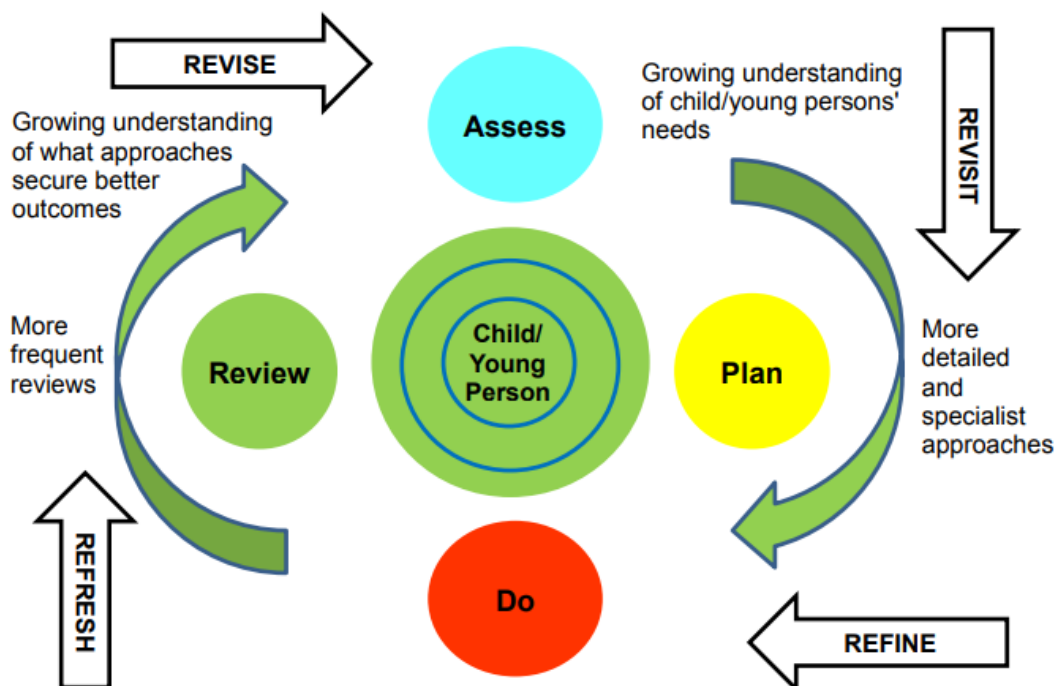
<https://www.somerset.org.uk/sites/churchstanton/SitePages/Policies%20and%20Procedures.aspx>

A Graduated Approach to SEN Support

It is the SENCo's responsibility to monitor the movement of children within the SEN system in school. The identification of need is established by following the Graduated Approach. This is in conjunction with teacher assessment and pupil progress results.

The graduated response is a cycle of assessment (identification), planning, providing and reviewing support put in place by Early Years settings, schools and colleges.

Assess, Plan, Do and Review (APDR) Cycle



The class teacher is responsible and accountable for the attainment and progress of the children in their class, including those with SEN. The class teacher's responsibilities include:

- Checking on the progress of all children and where necessary, identify, plan and deliver additional support (this could include one-to-one / small group sessions, targeted support) and letting the SENCo know when necessary.
- Implementing cycles of Assess, Plan, Do and Review for children who require additional support.
- Identifying children who need Individual Educational Passports (IEP), working alongside the SENCo to establish small achievable targets that are reviewed termly.
- Planning and delivering a Quality First differentiated curriculum.
- Liaising with parents/carers, TAs as well as external agencies and other support staff or colleagues, where necessary.
- Attend INSET and training sessions.

At Churchstanton Primary school, we utilise our experienced Teaching Assistants to support children with Special Educational Needs. Teaching Assistants who provide additional support and are directly involved with a child or group of children, liaise directly with the class teacher or SENCo to ensure that teaching and learning is support of our children's needs and scaffolded appropriately. Regular support and monitoring will be provided by the SENCo.

Universal Support – Wave 1

Quality first teaching for all children implemented by the class teacher. This includes high-impact, targeted lessons that support the needs of all children in the class.

Teachers carry out continuous teacher assessment, both formal and informal, to establish the level of attainment of every child. These are used to inform future planning through assessing, planning, teaching, and reviewing cycles and targets for pupils are shared at Pupil Progress Meetings.

Targeted Support – Wave 2

Wave 2 interventions are designed to support children who are nearly working at age related expectations but need some additional focused teaching to get there. Wave 2 interventions tend to be delivered to several pupils and are not individualised.

Examples of Wave 2 interventions are Speech and Language programme, ILI, Talk Boost, Phonics, KS2 Spelling focus, Maths Booster etc. Wave 2 interventions can be adapted for use at Wave 3.

These interventions may be:

- Run in the classroom or outside
- Run by the class teacher or Teaching Assistant who has training to run these groups.
- Additional or External support (e.g. Reading Ambassadors, SATs boost etc.)

Specialist Support – Wave 3

Wave 3 interventions are highly individualised and based on fine-tuned assessments. Interventions at Wave 3 tend to be focused and time limited and need to be rigorously evaluated to ensure that children are making accelerated progress. These are highly personalised interventions which covers the few children requiring a high level or exceptional support through an EHC Plan (top up funding from the Local Authority).

This may be from:

- Specific individual learning programmes in school.
- Local Authority central services such as the Learning Support service, Educational Psychology service or Sensory Service.
- Outside Agencies such as the Speech and Language Therapy Service/ Occupational Therapy etc.
- An Individualised Education Passports (IEPs)

High Needs – Wave 3

Under the Somerset Framework, 'High Needs' is for pupils whose complex needs meet the High Need Criteria.

Education, Health Care Plan

The Local Authority may action an Education Health Care Plan through statutory assessment if a child's complex needs that are in line with High Needs criteria would be unlikely to be met without the requirement of a placement in special provision or a highly coordinated multiagency provision in a mainstream school.

Children's Individual Education Passports will be reviewed termly by the school. Targets and outcomes within the IEPs are continually assessed by the Class Teacher and reviewed in collaboration with the SENCo, to ensure new targets are updated as quickly as possible. The SENCo will meet regularly with the Class Teacher and Parents to discuss the progress of their children.

Wave 3 interventions are no longer required if a child is making expected or accelerated progress. The child's progress will continue to be monitored in-line with the whole school assessment criteria.

Supporting Children and Families

At Churchstanton Primary School, we understand the importance of supporting children with SEN and their families. We do this in the following ways:

- Parents of a pupil who is receiving additional support, even if they are not yet on the Register, are informed when this commences and the reasons for the need explained. When this extra help is stopped the parents will be informed and progress is monitored.
- Parents of those pupils who are to be put on the SEN register are informed of this and targets are set together at a liaison meeting with the SENCO and teacher.
- Targets and progress are discussed at Parents Evening each term or as often as appropriate.
- Meetings for those pupils on SEN support are organised with parents and any professionals working with their children. Parental consent is sought before any other professionals are involved.
- In addition, pupils with an Education and Health Care Plan (EHCP) will have an annual review with the parents, SENCO, class teacher and professionals involved if they are able to attend and if required the Parent and Family Support Adviser (PFSA) will be contacted.
- The 'SEN Information Report' is on the school website.
- Where appropriate, the children themselves will be involved in setting their own targets and in self-assessment activities to help them monitor their progress. They will attend the first part of their review and discuss their progress.

Supporting Children at School with Medical Conditions

Please refer to the 'Supporting Pupils with Medical Conditions' policy on the school website:

<https://www.somerset.org.uk/sites/churchstanton/SitePages/Policies%20and%20Procedures.aspx>

Monitoring and Evaluating SEND

The SENCo monitors the movement of children within the SEN system in school. Staff and Governors are provided with summaries of the impact of the policy on the practice of the school. The SENCo evaluated the impact of SEN interventions and feeds back during staff meetings.

The SENCo is involved in supporting teachers involved in drawing up IEPs for children. The SENCo and the Head teacher hold regular meetings to review the work of the school in this area including staff meetings and Pupil Progress meetings. The SENCo and the named governor with responsibility for special needs have regular contact.

The Governing body review this policy regularly and considers any amendments in the light of the annual review findings. The SENCo reports the outcome of the review to the governing body.

The criteria for success of the SEN provision provided for children at Churchstanton Primary school is as follows:

- SEN Register to be updated at least twice annually
- Parents/carers to be kept regularly informed and involved.
- Clear, relevant SEN paperwork to be filed and stored securely.
- External Agencies to be involved where appropriate to support a child's needs.
- Agencies to be managed effectively by SENCo
- INSET/SEN updates to be passed on to colleagues where appropriate.
- Intervention and Vulnerable Pupil Profiles to be kept up to date by all staff who engage with the child involved.

Partnership with External Agencies

Cluster meetings are held in collaboration with the SENCo and other school. Children with SEN are discussed, and strategies are developed to support their need. The SENCO is responsible for sending information about children to be discussed to the team before the planning meeting. Minutes of these meetings and action to be taken are given to the Head Teacher, the SEN Governor and the teachers and placed in the SEN planning file. The Cluster Meetings are a collaborative process that is available to assist the SENCO throughout the year.

During visits from support agencies, such as the Speech and Language Services, the SENCO, class teacher and the parents can discuss the progress of the children and their future targets and work programmes. Reports are sent to the SENCO after a visit

by the professional and any action points are highlighted and discussed with the class teacher.

Links with Mainstream Schools and Special Schools

There are regular liaison meetings between the SENCO and the secondary schools our children attend after Y6. The SENCOs of these schools visit Churchstanton Primary School in the summer term to discuss the transfer of Year 6 pupils with the Head Teacher, Year 6 teachers and SENCO and spends some time working with any specific children. Individual programmes to support transfer will be arranged when appropriate. When children are to attend other secondary schools, usually outside the County, meetings and visits are arranged with the SENCOs concerned. All records are passed on to the relevant staff of the secondary schools at the end of the summer term. Any child who leaves at any other time will have their records sent on to their new school, along with any pertinent information about programmes undertaken.

The school links with the local preschools to help with early identification of any SEN and the Reception teacher visits both the preschool and the child at home. Arrangements can also be made to visit other preschool settings where appropriate (see Pre-School Liaison Policy). Where necessary, links are made with Special Schools and/or Resource Bases to aid dissemination of effective approaches and techniques. An individual transfer programme is developed for each SEN pupil, which may include supported visits and additional work at school.

Bullying

Please refer to the 'Anti-bullying' policy on the school website:

<https://www.somerset.org.uk/sites/churchstanton/SitePages/Policies%20and%20Procedures.aspx>

Training and Resources

The SENCO is currently completing the NASEN Postgraduate Award held by Plymouth University to develop his understanding of the SENCO roles and the responsibilities of the school.

Staff and Governors are encouraged to attend all relevant INSET sessions. In-service training is in line with our School Development Plan and funded by the general School Budget.

In addition, Teaching staff and Teaching Assistants attend training sessions relating to their specific roles within school.

Please see the SEND information Report document.

Storing and Managing Information

All information with regards to SEND is stored in a locked, secure cabinet in school. Online copies of the documents are stored on the school OneDrive in a secure folder. Relevant documentation is shared with staff and copies are returned to the secure folder after use. Only SLT and teachers have access to the secure OneDrive folder.

Reviewing the Policy

This policy is to be reviewed on an annual basis, in collaboration with the Head teacher, teachers, governors and parents.

Dealing with Complaints

Complaints about our SEN provision should be made to the class teacher and/or SENCO in the first instance. A written complaint can be submitted to the Head teacher and SEN Governor to be considered if further action is deemed necessary. The complaint should then be considered by a panel of Governors if still unresolved. Thereafter, an appeal by the parent should be made to the Secretary of State at the Department of Education. The complaints procedure is available to view in the school office.