



Policy status

title:	SEND Policy		
status:	approved		
owner:	Mary Mundy (Senco)		
nominated governor:	Lindsay Long		
release date:	Sept 2018	Valid until:	
Head teacher (signature if required):		Date:	
Chair of governing body (signature if required):		Date:	

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged 2 or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Aims

We believe in providing every possible opportunity to develop the full potential of all children whatever their needs or disability. All children will have the right to a broad and balanced curriculum including extra-curricular activities, where appropriate, and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children, enhanced by the high quality resources, both human and material.

The objectives of **our** policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made to ensure good progress and raise attainment.
- To plan effective intervention and support and a curriculum that meets the needs of children with special educational needs (such as in our Provision Map, My Plan or EHCP) and ensure that the targets set on are specific, measurable, achievable, realistic and time related.
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified.
- To work in close partnership with, and involve, parents/carers of children who have special educational needs.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Roles and responsibilities

Governors' role

The governor with special responsibility for SEN is Lindsay Long

The governing body will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the 'responsible person' – the Head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs.
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

- Have a written SEN policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice)
 - Report to parents/carers on the implementation of the school's policy for children with special educational needs on the school website and in the school's prospectus including the name of the person responsible for coordinating SEN provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy.
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

SEN provision is an integral part of the School Development Plan and the school's self-evaluation process.

- The quality of SEN provision is continually monitored.
- The school takes all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school.
- The school has a three-year plan to increase access for disabled children to the curriculum, the physical environment and to written information (see School's Accessibility Plan).
- Children with SEN are not treated less favourably than another child (see Equality Policy).
- The SEND Policy is signposted on the Website, along with the SEN information report, which are both reviewed annually.

At Preshute School, we respect that children;

- come from diverse backgrounds;
- have different educational and behavioural needs and aspirations;
- require differentiated strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of personalised teaching approaches and experiences.

The SENCO

Currently the SENCO is Mary Mundy who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEN policy (including all records are kept up to date).
- Providing advice to staff supporting, liaising with them and where necessary helping to complete an Individual Education Plans.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.

- Overseeing and maintaining specific resources for special educational needs
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person.
- Co-ordinating the range of support available to children with special educational needs and, along with the class teachers, liaise with parents.
- Advising on the deployment of the school's delegated SEN budget and other resources to meet pupil's needs.
- Liaising with a child's next school; helping to aid a smooth transition.

Arrangements for co-ordinating provision for children with SEN

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class (or individual) Provision Map details the various programmes and arrangements that we operate to meet identified needs. The SENCO, Head Teacher and Governor/s will normally oversee this provision to ensure it meets the objectives of this policy.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be fully inclusive. All children will be treated according to their need and in line with the Equality Policy. No child will be denied admission because of their physical ability or academic attainment. Where a child has a specific need (e.g. wheelchair access) the governors will take reasonable adjustments to make sure their needs are fully met. If a child transfers to the school with an EHC Plan or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer at the LA. Any variation to the above will need to be agreed by the full governing body.

Specialist facilities and resources

There are no specialist facilities or special units in the school. Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, external provision, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO

Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice [2014]. This recommends a graduated approach. It describes four broad categories of needs that have to be planned for. The purpose of identification is to determine what action Preshute Primary School should take, not to fit a child into a category. The four categories are

<u>Communication and Interaction</u> -this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, hearing impairment and those who demonstrate characteristics within the autistic spectrum.	<u>Cognition and Learning</u> -this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
<u>Social, mental and emotional health</u> -this includes children who may be withdrawn or isolated, disruptive, hyperactive, anxious or lack concentration.	<u>Sensory and/or Physical Needs</u> -this includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

At Preshute School we will begin with early identification of children's needs. The school will assess each child's current levels of attainment on entry to the school to ensure they build on the patterns of learning and experience already established during his or her pre-school years. If the child already has an identified special educational need, this may be transferred from other partners in their Early Years setting.

Once a child is at our school, our system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing similarly to their peers. Concerns may be raised by the class teacher, Teaching Assistants, the SENCO, parents or outside agencies. In order to support children with special educational needs Preshute takes a graduated approach. If a child is not making expected progress over time then the child, with parental consent, will be added to the Provision Map.

Reasons for a child being added to the School Support register include the fact that he/she

- Makes little or no progress even when teaching approaches are targeted particularly in the child's area for development;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not improved by behaviour management techniques;
- Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment;

- Has communication and or interaction difficulties and continues to make little or no progress.

At this stage when a child is added to the Provision Map they are identified as receiving 'School Support'. The class teacher will engage with families to share details of support and to discuss their child's strengths, areas of need and interventions for support and the class teacher will monitor this to ensure targets are being met.

If the child with intervention at School Support does not make progress over time then further investigations will be started. The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of children being withdrawn to work with the class teacher or teaching assistant, or other intervention;
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies;
- Engagement from outside agencies, such as Speech and Language, SSENS support or School Nurse.

It may be decided that a child will require a 'My Support Plan'. This is often the case if it is viewed that a child's need for support may need to be a longer term. The Support Plan is reviewed on a termly basis by the class teachers and monitored by the SENCO. Parents will meet with the class teacher three times yearly to discuss progress, issues, concerns and next steps.

The use of outside agencies

We aim to work in close partnership with external support services that play an important part in helping schools identify, assess and make provision for children with SEND.

External support services include the following professionals or organisations.

- Speech therapist
- Teacher for physically impaired;
- Teacher for visually impaired;
- Physiotherapist;
- Educational psychologist;
- School nurse;
- Health service;
- Social services;
- Educational welfare services.
- CAHMS

External services may become involved if a child continues to make little or no progress despite considerable input and adaptations. External support services will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's

individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

Education Health and care Plan [EHC Plan]

If a child demonstrates a significant cause for concern or the SENCO together with the Head Teacher believe that, after advice from outside agencies, further support is needed, the school will request a statutory Educational Health Care Plan from the Local Authority, following the progress as outlined in the Code of Practice [2014]. The Local education Authority will be given information about the child's progress over time and will also receive documentation in relation to the child's special education needs and any other action taken to deal with those needs, including any resource or special arrangements put in place. The parents of any child who is referred for statutory assessment will be consulted, informed and supported at all stages of the process.

Strategies employed to enable the child to progress will be recorded with the Education Health and Care Plan which will include information about:

- The short term targets set for the child;
- The teaching strategies to be used;
- The provision to be put in place;
- How the targets will help the child in their learning;
- What they are responsible for;
- How the child can be successful;
- The review date;
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants.

A child's EHCP is reviewed on a termly basis by class teachers and monitored by the SENCO in addition to the statutory annual assessment. Parents will meet with the class teacher three times yearly to discuss progress, concerns and next steps. Throughout the school's graduated approach to SEND, the delivery of the interventions recorded in the child's EHCP continues to be the responsibility of the class teacher.

For more information on the range of support offered to children with SEN in Wiltshire schools, please follow the link

<https://www.wiltshirelocaloffer.org.uk/>

Criteria for evaluating the success of our policy

- The policy will be evaluated against the objectives stated at the beginning of this policy by:
An analysis of all teachers planning by subject co-ordinators, the Head Teacher/SENCO to ensure that a differentiated approach is taken and that the targets identified on the Provision Map are reflected in the lesson plans.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If it cannot be resolved it should be referred to the Head

Teacher/SENCO. If it remains unresolved then the parent/carer should contact Lindsay Long, governor with responsibility for SEN. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint taken to the LA or Secretary of State.

Continuing Professional Development

Through the monitoring and evaluation of our provision the SENCO/Head Teacher will identify professional development needs of the staff. Where appropriate this will be linked to the School Development Plan and Performance Management objectives. Staff who attend courses must feed back through staff meetings. The effectiveness of any training will be monitored and evaluated by the SENCO/Head teacher.

Storing information

All documents relating to SEND are stored in line with our school procedures. Confidential information and paperwork is kept in locked cupboards with limited access.

Links and use of outside agencies

Close links are maintained with the LA support services and other support services The SENCO is responsible for making the necessary arrangements and ensuring these are discussed with parents/carers. These support services may include the Educational Psychology Service, Specialist SEN services, Ethnic Minority Achievement Services (Swindon), Sensory Services, Traveller Education Services, Primary Behaviour Support Services, Education Welfare Services and Health Services. These services may be involved in designing, delivering and reviewing targets set in My Plans.

The SENCO, or her representative, will regularly attend local multi agency meetings

Partnerships with parents/carers and pupils

Parents/carers are important partners in creating an effective relationship that will raise pupil's attainment. Their contribution is highly valued by the school and they are encouraged to be fully involved in the identification, assessment and decision making process.

Parents/cares are encouraged to involve the child in this process, including recording children's views and in the implementation of the My Plan. The school will update parents with relevant information.

In this school, we encourage children to participate in their learning and to have a voice through the School Council. We encourage them to take ownership of their targets and to identify how they can improve their progress. For pupils with SEN this means discussing the strategies we will employ with the child. We encourage them to participate in reviewing their own progress and setting new goals. We show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners in the school. The way we encourage them to participate reflects their emerging maturity.

Links with other schools

Links are maintained to ensure a smooth transfer to school on entry through liaison and visits to Early Years Settings and School Start where necessary. Children are invited to induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children who transfer from other schools are supported through their induction to the school by the class teacher, the SENCO and by classroom buddies to ensure they have a smooth transition.

Close links are maintained with St Johns Secondary School to ensure smooth transition between Y6 and Y7. This includes the sharing of information, induction visits, parent evenings and additional visits for vulnerable children. Children who transfer to other secondary schools are subject to similar arrangements with the receiving school.

Date of review

This policy will be reviewed annually.