

Littledean C of E Primary School
Special Educational Needs Policy
People with time for Children

Introduction

Littledean C of E Primary School values the unique contribution that every child can make. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND (Special Educational Needs and Disability) are valued, respected and equal members of the school community.

Equality of Opportunity

Our school does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum and 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 approaches and experiences.

Objectives

- To ensure that culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and National Curriculum as appropriate.
- To work in close partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

Roles and Responsibilities

The **Governing Body**, in co-operation with the Headteacher, determines the school's general policy and approach to provision for pupils with SEND. It establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The Governing Body will nominate one governor with responsibility for SEND. The SEND governor will liaise regularly with the SENCO and report back to the full Governing Body.

The **Headteacher** has responsibility for the day to day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher and the Governing Body determine how the funding allocated to support special educational needs is distributed. The Headteacher and the SENCO meet regularly to review provision and plan for the future.

The Special Educational Needs Co-ordinator (SENCO) in collaboration with the Headteacher and the Governing Body, plays a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEND.

Key responsibilities of the SENCO are:

- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinating provision for children with SEND.

- Liaising with and advising teachers.
- Overseeing records of all children with SEND.
- Liaising with parents of children with SEND.
- Liaising with external agencies including the Local Authority's support, educational psychology, health and social care and voluntary bodies.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Completing documentation required by outside agencies.
- Collecting evidence of the effectiveness of interventions.
- Reporting regularly to the Governing Body.

The Teaching Staff

All teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

Teachers respond to children's needs by:

- Ensuring that all lessons are differentiated with high quality teaching and learning to encompass the whole class.
- Providing targets and identifying support for children (not necessarily through a My Plan).
- Providing support for children who need extra help with communication, language and literacy, numeracy or other areas of the curriculum.
- Planning to develop children's understanding through 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 their behaviour and to take part in learning effectively and safely.
- Helping children to manage their emotions, particularly as a result of trauma or stress, to enable them to actively take part in learning.
- Having high expectations and tracking progress carefully.

The Teaching Assistants (TA's) and Higher Level Teaching Assistants (HLTA's) work alongside class teachers and the SENCO in providing support for children with SEND. They liaise with parents, other class teachers and professionals and play a role in the maintaining records of the children they work with. They may well attend review meetings and be asked to feedback on the work they have carried out with SEND children. They have high expectations of children and help teachers to track progress carefully.

Parents of Pupils with SEND

In accordance with the new SEN Code of Practice (2014) the school believes that all parents of children with SEND should be treated as equal partners and should be actively involved in their child's education. The school has positive attitudes towards parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.

- Have access to information, advice and support during assessment and any related decision making processes about Special Educational Provision.
 - In accordance with the school's 'Open Door' policy, parents are encouraged to contact their child's class teacher and/or the SENCO as needed, either by telephone or appointment.
 - Parents are involved in supporting the target setting process for My Plans/My Plan+ and EHCP's (details on these below); their views sought for reviews as well. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

Pupil Participation

At Littledean C of E Primary School we adhere to the Code of Practice (2014). Often children with SEND have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision making process including the setting of targets and contributing to My Plans, My Plan + and EHCP's. This will be achieved through a variety of different approaches, varied according to the age and understanding of the child concerned. These could include: pupil interviews, discussions, self-evaluation (pictures and written answers) and pupils setting their own targets.

Admissions

Children with Special Educational Needs will be admitted to the school in line with the school's agreed admissions policy. The school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs and Disability, as well as identifying and providing for those not previously identified as having SEND. Where a pre-school child has been identified as having SEND, the SENCO and Reception teacher will liaise with the setting to gather information about the child's needs in order to facilitate a smooth transition in to the school.

Identification, Assessment, Provision and Review

- All pupils are entitled to a broad and balanced curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation which may include short term support from the class TA in the first instance, with direction from the class teacher.
- The school is committed to early identification of SEND and adopts a graduated response to meeting SEND in line with the Code of Practice (2014). All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular discussions between the SENCO and class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SENCO in order to decide whether additional and/or different provision is necessary.
- Provision and Intervention for SEND pupils varies between classes, depending on the needs of the pupils. Intervention is monitored and tracked both at class level and by the SENCO.

Categories of SEND

- We identify different levels of SEND and support. We use the process of – assess – plan – do – review and a graduated response to the needs of the child which may result in the provision of a My Plan or a My Plan+. This is one category called 'SEN Support'. If additional and/or different provision is required then the child will be placed at 'My Plan'. A My Plan will be drawn up by the class teacher in consultation with the pupil, parents, carers and SENCO, and a decision made

based on the evidence available as to whether the child will receive additional individual or group support. The SENCO and class teacher will work closely with parents and TA's to enable them to plan an appropriate programme of intervention and support. The My Plan will be reviewed regularly and the outcomes recorded.

- Pupils and parents will be invited to contribute to the target setting and review process. If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at My Plan, then it may be necessary to seek further advice and support from outside professionals. This will mean that the child will be placed at My Plan+. These pupils will then have other professionals involved with them and this will facilitate a 'Multi-Agency Approach' to working.
- Some children may need a higher level of support and if this is the case they may need to have an Education Health and Care Plan (EHCP) (previously known as a Statement). For pupils who have an EHCP their targets, progress and support outlined in their personal EHCP will be reviewed annually. Other professionals will contribute to this, especially if the pupil has a medical condition or disability. When a child with an EHCP is due to transfer to another phase, planning for this will start in the year prior to the year of transfer. Advance planning in Year 5 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary school to ensure that effective arrangements are in place to support pupils at the time of transfer. When a pupil moves to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

- The school is committed to regular and systematic evaluation of the effectiveness of its work.
- The school employs a series of methods to gather data for analysis including:
 - Regular observations of teaching by the Headteacher, other senior teachers and Subject Leaders.
 - Analysis of the progress, attainment and achievement of different groups of pupils with SEND.
 - Scrutiny of teacher's planning and pupil's work.
 - The views of parents and pupils.
 - Regular monitoring by the Governing Body.
 - Maintenance of assessment records that illustrate progress over time.
 - Regular meetings between the SENCO, class teachers, subject leaders, leadership team and TA's.

Training and Resources

- SEN is funded through our annual school budget which may include additional funding for pupils with EHCP's.
- In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff are made aware the school's procedures for SEND as part of the induction process.
- The school's SENCO regularly attends the Local Authority SENCO Cluster meetings in order to keep up to date with local and national updates in SEND.

Information Storage and Management

All confidential documents are stored securely and in line with our confidentiality policy.

Accessibility

The school has a DDA Accessibility Policy and plan, as required by the SEN and Disability Act 2001, which places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for all disabled pupils and to implement their plans.

Roles and Responsibilities

- The SENCO is Laura May – PGCert - (postgraduate certificate) National Award for Special Educational Needs Co-ordination
Contact details: Littledean C of E Primary School 01594 822171
- The current SEN Governor is Emma Nice
- The Designated Safeguarding Lead is Carole Readings
- The Safeguarding Governor is Richard Prescott.

Written: November 2015

Approval by Full Governing Body: 3rd February 2016