

Axbridge Church of England First School Academy



SEND and Inclusion Policy

Signed:

Date of policy: September 2015

Review of Policy: September 2016

SEND Policy

SEN Update

A new SEN code of practice has recently been approved through parliament and becomes effective from 1st September 2014. This policy seeks to outline the proposed changes and to be fully compliant with the new SEN Code of Practice 2014.

More details on the new Code of Practice can be found on the Department of Education Website www.education.gov.uk/schools/pupilsupport/sen

Definition of Special Educational Needs

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 young 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Principles

- As a school we will adhere to the guidelines laid out in the new COP 2014 and use our ‘best endeavours’ to ensure the necessary provision is made for children and young people with SEN
- We will meet this statutory duty via ‘SEN support’. Where a child or young person is not making adequate progress, despite quality first teaching, as a school we put in place provision that is additional to, or different from, the provision usually available. Where this happens, a child or young person will be receiving ‘SEN support’

- We actively seek to include children from all cultures and backgrounds, including disabled children and those with special educational needs, in accordance with our Equal Opportunities Policy, Race Equality Policy and Behaviour Policy.
- Children with special educational needs have a right to a broad and balanced curriculum and to be educated alongside others.
- All pupils should be encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability
- All pupils should feel respected, in order that their self-image and self-esteem is enhanced, in a safe and happy environment
- The feelings and opinions of children are important and valued
- Parents/carers have a vital role in supporting their child's learning

Aims

- The staff and governors support a whole school approach to Special Educational Needs. We work together as a team, collaborating and co-coordinating all that we do for the benefit of all children.
- We believe in fully including all children.
- We recognise that all children may have special educational needs at some point in their education. We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school
- Wherever possible, we aim to share learning objectives with all children, including those with special educational needs, to involve them in evaluating their progress and setting new targets
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.

Working in Partnership with Parents/Carers

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents'

Evening and to contribute to their child's Individual Learning Plan. Further information on support agencies can be found on the school website www.axbridgefirstschool.co.uk within the Local Offer and the Parent Information Leaflet. Parents/carers receive a leaflet about Special Educational Needs in their admission packs.

We can always be contacted for an appointment to discuss concerns (see Local Offer).

Admission Arrangements

We welcome all children irrespective of need – physical, intellectual, social and emotional – as long as we are confident that the school can provide a quality educational experience which is effective in meeting their particular needs. This would be agreed upon in consultation with parents, outside agencies, the school and the Local Authority.

Roles and Responsibilities

If your child has a special educational need or you would like to know more about what we offer at Axbridge C of E First School Academy please contact us on 01934 73231 or email at sch.018@educ.somerset.gov.uk

SENCO: Lorna Richardson

SEND LSA: Clare Burt

SEND LSA: Lynn Hogarth

SEND LSA: Becky Booth

Headteacher:

- Have regard to the Special Educational Need (SEN) Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- Establish policies on class organisation and pupil groupings with staff
- Monitor data analysis and report back to governors

Governors:

- Determine school's general policy
- Appoint the 'person responsible' for Special Needs (SENCO)
- Have regard to the Code of Practice in all decisions
- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Work with the governing bodies of other schools in the area where necessary to coordinate special educational provision.
- Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

SENCO:

- 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 pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or 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 headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Overseeing the day-to-day operation of the school's SEN policy:

- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated & shared with staff at least termly)
- Maintain a provision map to show who is being supported and how
- Monitor the impact of intervention strategies and act upon the findings
- Arrange formal reviews twice a year or when necessary and ensure completion of appropriate Individual Learning Plans (ILPs)
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process
- Liaise with SENCOs at new/middle schools
- Monitor the use of, maintain and develop SEN resources
- With the Headteacher, coordinate the support of external agencies
- Contribute to the in-service training of staff
- Ensure parents are made aware of the School and Local Offer
- Organise a timetable of Teaching Assistant (TA) support and work out costings. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies
- Monitor Dyslexia practice within school
- Monitor the impact of intervention strategies and act on information found
- Monitor the effectiveness of Teaching Assistants

Class Teachers:

- Take responsibility for the needs of all their children
- Ensure planning is fully inclusive
- Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with TAs to write appropriate ILPs
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Meet half termly with the Headteacher and SLT to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- Complete concern forms, review sheets and Individual Learning Plans
- Be involved with consultation and planning with parents and SENCO and attend review meetings
- Implement in-class support and differentiate the teaching of the National Curriculum

- Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum
- Ensure support staff have copies of planning in advance
- Show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter
- Where appropriate, share with the individual their learning targets and enable them to participate in decision making regarding their special needs
- Should a child move schools, liaise with the new class teacher regarding ILPs etc.
- Implement dyslexia friendly strategies

Teaching assistants:

- Liaise with Class teachers and SENCO as appropriate to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Support children to achieve their targets
- Implement dyslexia friendly strategies
- Implement interventions, monitor their impact and feedback to the class teacher and/or SENCO
- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary

Pupil Participation

Whenever appropriate, children's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and preferred learning style will always be taken into account when planning their learning.

Engagement with pupils will play a key role in promoting a culture of positive expectation . Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their IEPs. Through this provision we are also able to provide necessary social and emotional support should it be necessary. We are fortunate to have the services of a PFSA who can provide external and internal support.

Facilities and Access

The school has been adapted to accommodate children with a physical disability. The car park has a designated disabled parking space with ramped access to the path. The entrance to the main school building, has handrails, ramped approach and doors suitable for wheelchair access. There is purpose built disabled toilet with shower facilities. (See Accessibility Policy)

Identification, Assessment, Review and Intervention

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are **assessed against nationally set criteria** to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. An **IEP (Individual Education Plan)** is devised in collaboration with the child. The IEP is sent to parents who are invited to discuss this initially with the Class Teacher and contribute to the IEP. Teachers are supported by specialists from outside school who meet with parents and school staff for Review meetings at least annually, in addition to parental meetings.

SEN Support will be allocated within these four categories:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and or physical

Identification Methods:

- Foundation Stage entry profile assessment
- Class records
- KS1 Assessment
- Phonics Screening Test
- Parental concern
- Teacher and Teaching Assistant observations
- Medical reports
- Pre-school transfer records
- School entry plan
- Outside agencies e.g. Speech Therapist
- Pre-school liaison e.g. local Nursery and Playgroups
- Cohort tracking
- Half termly meetings with the Headteacher and SENCO to monitor children's progress

Assessment Methods:

- Teacher/group/individual Assessment
- British Picture Vocabulary Scale (BPVS)
- NARA/Salford Reading
- Single word spelling test (SWIFT)
- Individual Literacy Assessment

- P Levels
- KS1 SATS
- Optional SATS
- APP
- Dyslexic portfolio assessment

Intervention

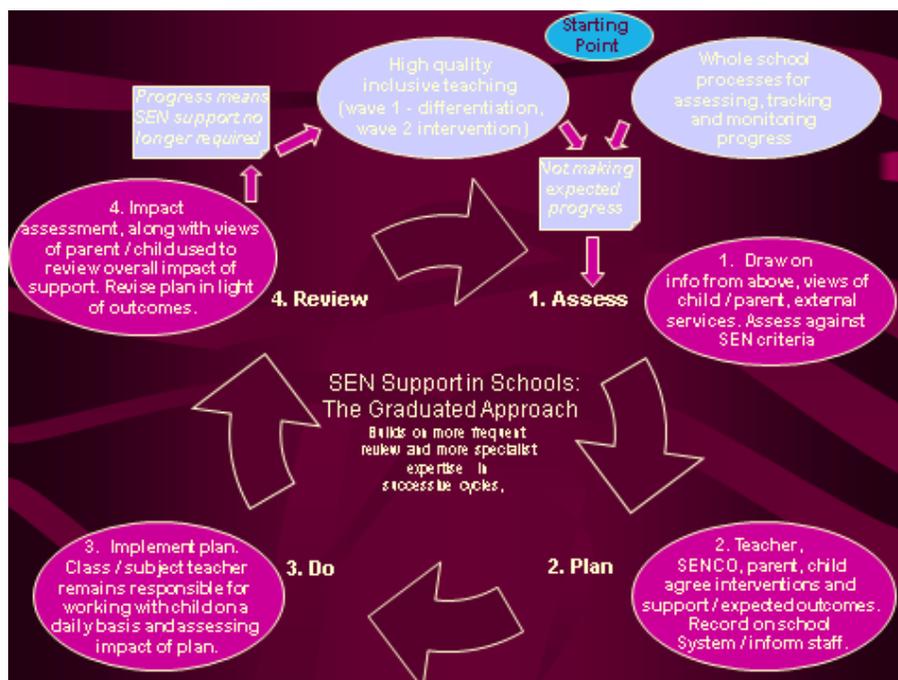
Rapid Phonics, Writing and Maths
Wave 3 Literacy
Speech and Language Programme
Co-ordination
Team building
Social Communication programmes
TA support
Memory boost
Dyslexia programmes
Letters and Sounds target groups

Allocation of Resources and Evaluation

Resources are allocated on a need basis using the feedback from staff and parents, analysis of tracking information, and information from outside agencies. This is regularly monitored and updated.

In July the needs for the next school year are assessed using pupil progress data and evaluation. This information is used to allocate TA time for the new timetable to specific classes and individual children on a need basis. The timetable is updated on a regular basis (always at least ½ termly and more frequently if necessary).

The Graduated Approach in the Primary Phase



- Schools should use evidence- based interventions
- These should be part of a graduated approach
- This includes regular review of the progress made and adaptations to the support provided as required.
- Plans for the use of support should relate to a clear set of expected outcomes.
- Progress towards these outcomes should be tracked and reviewed regularly, at least termly
- These outcomes are most effective where they reflect the views, wishes and feelings of children and young people and their families

CONCERN

- Completed Concern forms are passed to the SENCO.
- Parents/carers are informed and will be involved in the planned programme, and the review of their child's progress. This procedure is flexible, however, depending on the needs of the child.
- Where appropriate an ILP is written and progress is closely monitored
- The child may be placed on the Special Educational Needs Register, and appropriate class differentiation continues. Discussion between class teacher, SENCO and parents/carers informs future action.
- Each teacher has a file containing relevant concern forms, ILPs (Individual Learning Plans) and records of reviews and notes from other support involved. These files are kept in classrooms for easy access and monitoring. The SENCO passes new information to class teachers who update their files. At the end of each academic year

files are updated for new classes thus ensuring new class teachers have a full overview of their class before planning work.

REVIEWS

The SENCO will arrange a formal review, three times a year as appropriate. Review meetings will usually be attended by the SENCO, Class teacher, teaching assistant and parents/carers and will focus on the progress made by the child, impact of the ILP, contribution by parents/carers at home and future action. The structure and content of the new ILP is discussed and agreed with the parents/carers. If considerable progress has been made the class teacher and SENCO may feel there is no longer a need for the child to continue to access intervention. Following the review, the new ILP is written and a copy sent to parents/carers. The child's progress will continue to be monitored.

Referral for an Education, Health and Care Plan

If a child is not making adequate progress despite receiving 'SEN support' a statutory EHC assessment should be considered:

Schools will need to provide evidence of their relevant and purposeful response to a child's needs as part of SEN support

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

These assessments take place where the complexity of need or the lack of clarity around the needs of the child are such that a multiagency approach is needed.

Information from a variety of sources, including parents, teachers, SENCO, Social care and Health care professionals is combined to form an Education, Health and Care (EHC) Plan assessment. If it is decided that the child's needs are not being met by the support that is ordinarily available an EHC plan is provided. Parents have the right to appeal against the content of an EHC plan. Once the plan has been agreed it will be reviewed annually.

Links with external agencies

There may be occasions when we need advice from other professionals. We will discuss this fully with parents before contacting any agencies and they will need to sign consent forms.

Other Agencies include:-

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- Speech and Language Therapy Service
- Educational Psychology Service
- School nurse team
- Child and Family Services
- Parent Partnership

Transition

Excellent Links with our feeder and transfer schools is very good due to our close liaison with these schools. Staff from the schools which our pupils are transferring to are invited to a review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils.

Staff Development and Training

We recognise the value of ongoing training and endeavour to keep abreast of current practice and thinking by attending courses and taking part in In-Service Training. Any information about special educational needs gathered by our SENCO will be made available to all staff.

As a staff, we are aware that some specific learning difficulties i.e. dyslexia, may affect a number of our children to a greater or lesser extent and therefore make ourselves aware of teaching styles, through our Teaching and Learning Policy, which will benefit all children. We currently have a highly experienced staff with three SEND LSA's achieving at least Level NVQ and one holding the SEN NVQ qualification.

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

Concern Form

Date:

Surname	Other names	Male/Female		
Date of Birth	School Year	Class teacher		
Reasons for concern				
Communication & Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory & Physical	Other
Details of concern 				
Current support –please give full details of support				
Group/1:1				
Frequency				
Length of sessions				
Person supporting				
Type of support				
Action Plan (To be completed in consultation with SENCO) 				