



SEND (Special Educational Needs and Disability) POLICY

All staff working in our school share a responsibility for promoting and safeguarding the welfare of the children with whom they come into contact

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014 version) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2015)
- Schools SEND Information Report Regulations (2014) www.SENDgateway.org.uk & <https://www.gov.uk/government/policies/special-educational-needs-and-disability-send>
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013
- Written with the SEND Governor in the spirit of the current reform

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INTRODUCTION

The school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's individual and diverse learning needs. Some children have barriers to learning that mean they require particular intervention by the school.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs or disabilities takes account of the type and extent of the difficulty experienced by the child.

Children have special educational needs if they:

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



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The Special Educational Needs and Disability Regulations 2014 identify the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Special Educational Needs and Disability Regulations 2014. All pupils are assessed and the appropriate provision is made based on identified needs at that time.

A good quality education for all children is a basic right, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy will be reviewed and adjusted in light of legislative change and school relevance.

AIMS

To ensure that all pupils:

- Have equal opportunity to a broad, balanced and relevant curriculum
- Are helped to reach their full potential emotionally, socially, academically, morally and spiritually

OBJECTIVES

- To effectively assess the needs of all children in order to identify unsatisfactory progress through rigorous tracking and timely intervention
- To set appropriate targets and clear expectations
- To monitor and review learning to ensure that, once needs have been identified, at least satisfactory progress is maintained
- To create an environment where children, parents and practitioners strive to attain high levels of satisfaction, participation and care
- To develop and build on a high level of expertise to meet pupil need
- To work in partnership with the Local Authority and other outside agencies to ensure a multi-professional approach to meeting the needs of vulnerable learners

ADMISSIONS

Alveston School follows the County Admission Policy, which is:

- Children in the care of, or provided by, a Local Authority (under Section 22 of the Children Act 1989)



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- Children living in the priority area who have a brother or sister at the school at the time of admission
- Other children living in the priority area
- Children from outside the priority area who have a brother or sister at school at the time of admission
- Other children from outside the priority area

IDENTIFICATION, ASSESSMENT AND PROVISION

Special Educational Needs and Disabilities are met in a variety of ways in order to provide a range of strategies that can match individual needs.

The graduated response to SEND

This draws on more detailed approaches, more frequent reviews and specialist expertise, where appropriate, following the cycle of **ASSESS – PLAN – DO – REVIEW** (as recommended in the SEND Code of Practice 2015)

Stage 1 Quality First Teaching

Well-differentiated quality first teaching to be delivered in the classroom environment

The nature of intervention

The class teacher is responsible for meeting all the needs of the child.

Teaching Assistants are used to support the pupil either individually or within a group under direct supervision of the class teacher.

The SENDCO (Special Educational Needs and Disabilities Co-ordinator) becomes involved by offering support and advice e.g. by helping the class teacher set targets.

Interventions are reviewed at least termly with the child and parent/carer. Pupils should have an understanding and ownership of the desired outcomes.

The class teacher and/or SENDCO will talk to parents informing them of what is happening.



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Differentiated learning experiences are recorded on class plans/interventions, evaluation and monitoring systems.

Stage 2 Targeted Provision

A pupil will require a higher level of specialist input when it is clear that their needs require intervention which is additional to or different from the well-differentiated curriculum.

The nature of intervention

The nature of intervention should be under careful consultation with all those involved with the child to ensure a complete profile of the individual's needs. An appropriate external specialist undertakes assessment and then reports to SENDCO/ parents/carers/child.

The specialist provides support by providing specific learning programmes and interventions/guidance for the class teachers and practitioners. These are discussed with the child and new interventions/approaches are created.

Interventions will be time-limited and reviewed at least termly to identify next steps. The desired outcomes will reflect clearly what the pupil should be able to achieve at the end of the given period.

Stage 3 Education, Health Care Plan (September onwards 2014)

A pupil will be considered for an Education, Health Care Plan (EHCP) by the LA (Local Authority) when, over a period of time, satisfactory progress is still not evident and the level of required provision cannot be met solely through the school's own resources. **NB** From April 2013, school funds the first £6,000 of a statement/EHCP

The school will comply with all local arrangements and procedures when applying for higher needs block funding and an EHCP. All prerequisites for applications will be met financially through ambitious and proactive additional SEND support.

Those pupils who already have a Statutory Statement of Need (pre September 2014) will be eligible for an EHCP Transfer at the end of the Key Stage, which will be reviewed on an annual basis.

The EHCP will be officially reviewed on an annual basis.



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IN-SCHOOL PROVISION

Support is offered in the classroom environment to ensure differentiation and inclusive provision for all children.

A high level of Quality First Teaching ensures that the curriculum is differentiated and personalised to meet the needs of individual children.

Teaching Assistants provide support directly under the supervision of the class teacher. Occasionally, children will work on individual targets with a support teacher, one-to-one, or in a small group.

Teachers and SENDCO share the desired outcomes from targeted interventions with parents and carers by reviewing them on a regular basis after consultation with the child and practitioners where appropriate.

POSITIVE OUTCOMES

- There is a happy, safe and secure learning environment for the child and the needs of all children are being met
- Parents understand and agree with the interventions being implemented
- Everyone involved in the intervention process, including the child, is aware of progress. These are then refined and amended where the outcomes have been achieved
- Everyone involved, including the child, contribute to the next steps. This could be further desirable outcomes or agreeing that the intervention(s) are no longer required

THE ROLE OF THE SENDCO (Special Educational Needs Co-ordinator)

The SENDCO:

- Manages the day-to-day operation of the SEND policy
- Co-ordinates the provision for and manages the responses to children's specific needs
- Supports and advises colleagues and practitioners
- Together with the SENDCO support team, oversees the records of all children with special educational needs and disabilities
- Acts as the link with parents, carers, teachers and children



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- Acts as the link with external agencies and other support agencies
- Monitors and evaluates the SEND provision, reports to the Governing Body
- Manages a range of resources to enable appropriate provision to be made for children with SEND
- Contributes to the professional development of all staff

INFORMATION ON SEND CO-ORDINATOR

Ms Chapman is an experienced teacher who has taught children throughout the primary age range. She attends termly SEND co-ordinator meetings as well as other Special Needs courses and regularly updates the staff on local and central initiatives. She has obtained NASENCO status (accredited training).

The duties of co-ordination are shared with Mrs Vickery (Head), who holds an Advanced Diploma in Special Needs in Education.

THE ROLE OF THE GOVERNING BODY

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. It ensures that parents/carers are notified of any decision by the school that SEND provision is to be made for their child.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND Governor (**Mr D Evans**) ensures that all governors are aware of the school's SEND provision, and reports to the full Governing Body on an annual basis.

PARTNERSHIP WITH PARENTS AND CARERS

The school works closely with parents and carers in the support of children with special educational needs and disabilities. An active partnership is encouraged through an ongoing dialogue.

The school website contains details of the school's arrangements made for pupils with special educational needs and disabilities. There are regular meetings each term to share the progress of children with special educational needs and disabilities with their parents/carers. Parents/carers are informed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with SEND. Parental/carer permission is always sought before outside agencies are involved



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PUPIL PARTICIPATION

Pupils are invited to participate in decision making regarding their interventions and subsequent desired outcomes. They are encouraged to make judgements about their own performance against these. This relates to children of all ages.

The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

MONITORING AND REVIEW

The SENDCO monitors the movement of children within the SEND system in school.

The SENDCO is involved in supporting teachers involved in the identification, implementation and review of targeted interventions. The SENDCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs and disabilities also meet at least annually, and the latter reports to the full Governing body.

The Governing Body reviews the policy annually and considers any amendments in the light of the annual review findings.

COMPLAINTS PROCEDURE

Parents should make school the first port of call so that we can help them to address the right channels. An independent supporter may help parents through the process. This is available through SENDIAS (SEND Information and Support Service)

Helpline: 024 7636 6054

Warwickshire SEND Information, Advice and Support Service
Canterbury House, Exhall Grange Campus
Easter Way
Ash Green
Coventry
CV7 9HP

dawn.rowley@family-action.org.uk



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Signed:

Headteacher _____

Date _____

Chair of Governors _____

Date _____

SENDCO _____

Date _____

Next Review Date: December 2017

(Policy to be reviewed November 2017, or sooner if the SEND Code of Practice changes)



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Additional Information

Interventions and desired outcomes for learning

These will be specific and they will be prioritised. They will be few. Desired outcomes should be **SMART**:

Specific to need and shared with the pupil, parents and all staff who teach the child or could contribute to monitoring. Sometimes it is appropriate to share desired outcomes with peers.

Measurable: The teacher and the pupil must be clear about desired outcomes.

Achievable: Desired outcomes should be set with the teacher reasonably sure the pupil will be able to achieve, with the level of support that is available.

Recorded: Outcomes are recorded and shared. Achievements must be monitored carefully. Some of the achievements may be made in very small steps.

Timed: The date of review should be set. This is essential for planning and it gives the child a sense of purpose.

Strategies, resources and context for learning

A brief summary should be given of the ways in which the child will achieve the agreed desirable outcomes. Resources include staff, parents, equipment, and other pupils. It should be stated where the outcomes will be achieved i.e. in class, playground, home, small group.

Monitoring and review arrangements

It should be decided who will contribute, and how they will share their information. This should be recorded and used to plan 'next steps'.

Health/pastoral arrangements

Make sure arrangements are in place if the pupil needs special medication. Arrangements will be made through Health Care plans for pupils needing special medication following advice and training from the School Health Team/Nurse.



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AGENCIES

Educational Psychologist, School Nurse, Health Visitor, Physiotherapist and Occupational Therapist, Speech and Language, Education Welfare Officer, Social Services, Early Help Single Assessment (EHSA was CAF), Early Intervention Service (EIS), Integrated Disability Service (IDS), Parent support Adviser (SENDIAS), Lifespace counselling, Specialist Dyslexia Support.

Telephone Numbers are available in the School Admin Office.

GRADUATED RESPONSE

THE THREE STAGES - WHO IS RESPONSIBLE FOR WHAT

<u>Stage 1 Quality First Teaching</u>	-	Class Teacher and SENDCO
<u>Stage 2 Targeted Provision</u>	-	Class Teacher, SENDCO and Support Services (bought in by school)
<u>Stage 3 Education Health Care Plan (EHCP)</u>	-	Class Teacher, SENDCO, and LA

Parents/carers and pupils will be involved throughout