

# Whittonstall and Broomley First Schools Federation



## Curriculum Policy SEND

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<b>Adopted</b>	September 2020
<b>Next Review</b>	September 2021
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## The Federation of Whittonstall and Broomley First Schools

### Special Educational Needs and Disability Policy

The Federation believes that the purpose of education for all children is the same; the goals are the same but the help that individual children need in progressing towards them will be different. All children are seen as special and as such all are valued equally.

A child has Special Educational Needs or Disability (SEND), if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a 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 educational facilities of a type generally provided for children of the same age.
- Have a social disability which hinders them from making progress in their learning.
- Are under compulsory school age and fall within the definitions above or would do so if a special educational provision was made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means:

- Educational provision that is additional to, or different from, the educational provision made generally for children of the same age.

The aims are:

- To successfully and happily integrate pupils with SEN into the academic and social life of the school.
- To provide access to a broad, balanced and relevant curriculum for all children.
- To work positively with parents and involve them in the identification and assessment of the child's needs

- Enable all pupils to work to their full potential.

The objectives are:

- To promote high self-esteem
- To value all children for their strengths and successes.
- To identify pupils with SEN as early as possible.
- To plan support to meet their needs
- To ensure the curriculum is broad, balanced and differentiated to meet the child's needs and abilities.
- To enlist the support provided by other agencies where these are appropriate.

#### CO-ORDINATION OF SEND PROVISION:

- SENDCo at Whittonstall is Sam Drysdale and Alex Hammersley is the SENDCo at Broomley.
- All staff are responsible for the identification of children who may need additional support or intervention.
- The SENCO, along with head, is responsible for co-ordinating provision for children with SEN and the allocation of resources including support staff (see Provision Management).
- Class teachers are responsible for informing parents and ensuring that the planned support or intervention is provided on a day-to-day basis (as planned on Intervention sheets).
- Support assistants, class teachers and the SENCO will monitor and evaluate the progress made and the interventions used.
- The SENCO will make initial links with external agencies but class teachers and support assistants continue the liaison as necessary.

#### THE ROLE OF THE GOVERNING BODY

- The named governor for SEN is
- The governing body should in co-operation with the Headteacher determine the school's general policy and approach to provision for children with SEN. They should maintain a general oversight of the school's work.
- The governing body should aim to provide the necessary provision for any pupil identified as having SEN.
- The named governor for SEN should take an interest in and monitor the school's work on behalf of the children with SEN.

#### IDENTIFICATION AND MONITORING

Early identification and intervention is vital. The initial identification of children with SEN will normally be the result of teacher concern about the child's level of achievement or concern expressed by parents or carers. SEN may arise from educational, medical, emotional or behavioural difficulties. The class teacher will maintain a record of children whose attainment gives cause for concern but whose needs are met within the school's differentiated planning. These children will have their progress will be closely monitored at Pupil Progress meetings. The class teacher should inform the parents of any concerns and enlist their help. When problems continue to exist, pupils should be referred to the SENDCo for possible further action.

#### Deciding to include a child in intervention

The triggers for this could be:

- Makes little or no progress even when teaching approaches are targeted particularly at a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum area.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- 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 despite the provision of a differentiated curriculum.

#### Deciding to apply for an EHCP – Education Health Care Plan

If after suitable provision has been made and reviewed, adequate progress is not observed the SENDCo will consider a move to an EHCP. This is characterised by a greater involvement of external agencies. If the help of outside agencies is enlisted, parents' permission will be sought at the outset.

The triggers for this could be:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at ELG/NC levels well below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially and regularly interferes with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties, that impede the development of social relationships and cause barriers to learning.

## Provision Management

Children who are identified as needing an intervention that is additional to or different from the usual curriculum, will be added to the school's provision map. This is a tool which enables provision to be managed across the school to ensure that children are given the additional support and interventions required. The provision management process allows the resources available in school to be utilised to ensure that the needs of individual children and groups of children are met as effectively as possible.

An Intervention Sheet to be used with individuals or groups will be drawn up by the SENDCo in liaison with the class teacher. The Intervention Sheet sets targets and will detail:

- Short term targets
- Teaching strategies
- Provision
- Success/exit criteria
- Review date

Individual Education Plans will be drawn up for children deemed to require one, which will include those with a Statement, EHCP or EHA. IEPs include short term targets for the child and detail specific interventions that will be used.

### REVIEW OF INTERVENTION

Reviews of both Intervention Sheets and IEPs will normally be on a termly basis. The review will include these actions:

- Class teacher/support staff discuss progress on targets
- Discussion between SENDCo, teacher, TAs and parents to review progress and decide further action
- Set a new review date or remove from register

Statemented pupils and those with an EHCP in addition to regular reviews of IEPs will be reviewed annually and a report provided for the LEA.

## Partnership with Parents

At all stages of the special needs process the school keeps parents fully informed and involved.

In the Partnership we conduct our home school partnership by means of:

Parent welcome meetings (yearly)

Newsletters and letters for general information and specific purposes

Individual interviews

Parents meetings

Achievement assemblies

Home/school reading diaries

Parents of children with Special Educational Needs Parents should be aware of the school's SEND Policy.

Parents will be involved from the initial stages when concern is expressed within the school and will continue to be kept fully informed.

Parents will be involved in decision making.

#### Resources

The head teacher informs the governing body of how the funding allocated to support special needs has been employed.