



SEND Policy 2016

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Charlestown Primary School
Policy for Special Education Needs and Disabilities 2016 (SEND)
Named governor for SEND: Mrs Tash Davis
SENDCO: Mrs Amy Dyer
Head Teacher: Mr M Clutsom

1. INTRODUCTION

Charlestown Primary School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

Our School adopts a 'whole school approach' to Special Educational Needs and Disabilities (SEND). All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

2. AIMS AND OBJECTIVES OF THIS POLICY

- **To ensure the early identification of all pupils requiring SEND support and continued monitoring throughout their school career**
- **To ensure that the pupil is central to their learning**
- **To meet individual needs through a wide range of provision, overcoming barriers to learning to ensure curriculum access for all**
- **To work closely with parents/carers, involving them in all stages of their child's education**
- **To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.**

3. ADMISSION ARRANGEMENTS

All teachers at Charlestown Primary School are teachers of children with Special Educational Needs and Disabilities (SEND). The school operates an equal opportunities policy for children with SEND, who are afforded the same rights as other children. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please see school's Admissions Policy for more detail.

4. MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day-to-day implementation of the policy to the SENDCo who has Qualified Teacher Status and has completed the National Qualification for SEND Coordination.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet needs.

Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions and Code of Conduct.

The SENDCo is responsible for:

- overseeing the day-day operation of this policy
- coordinating provision for children with SEND
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- reporting to the governor with responsibility for SEND
- on the day-day management of SEND policy. Termly meetings will take place.

5. IDENTIFICATION

Charlestown Primary School believes that pupils' needs should be identified and supported as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction
- Cognition
- Social Emotional and Mental Health difficulties
- SENDsory and/or Physical

6. The process for identifying children with SEND is as follows;

- a) Any pupils who are falling significantly outside of the range of expected academic achievement will be alerted to the SENDCo by the class teacher
- b) The SENDCo will become involved through observations, meetings with the parents and regular discussions with the class teacher. Support and advice will be given by the SENDCo and/or outside agencies such as the school's link Educational Psychologist. Parents/carers will always be consulted and consent gained before the school speaks to an outside agency about their child.
- c) Once a pupil has been identified as possibly having SEND they will be added to the SENDCo's 'on alert' register. They will be closely monitored for up to two terms in order to gauge their level of learning and possible difficulties. During this time the child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward. If it has been identified that the child has a SEND they may be placed on the 'SEND support' register. If it is determined that the child's learning need is well catered for through the class teachers quality first teaching, they would be removed from the 'on alert' register.

If a pupil has recently been removed from the 'SEND support' register they will be placed back onto the 'on alert' register to ensure progress remains closely monitored. After a period of up to two terms they would then be placed on the 'historic' register. This ensures it remains documented that they, at an earlier point in their school career had a learning difficulty.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

7. CURRICULUM ACCESS AND PROVISION

The School Curriculum will be made available for all pupils. The School will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENDCO will keep regular records of the pupils' Special Education Needs, the action taken and the outcomes.

There will be flexible groupings of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special education needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

8. ACTION PLANS

All pupils on our 'SEND Support' register have a Personalised Action Plan. For pupils with an Education Health Care Plan (EHC), provision will meet the recommendations on the plan.

The Action Plan or EHC will record only that which is different from or additional to the normal differentiated curriculum. The Action Plan will be created through discussion with the pupil and parents/carers, the SENDCo and the class teacher. The Action Plan or EHC will be reviewed at least once a term.

The Action Plan will include:

- Short-term targets – three of four that closely match the child’s SEND
- Teaching strategies – that are specific to, or particularly successful for the child
- SEND Provision – anything that is different from or additional to provision for children without a SEND

9. WORKING TOGETHER

Pupils

Charlestown Primary School’s endeavours to fully involve all pupils in their learning by encouraging them to;

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

As part of this child centred approach, pupils who are identified as having SEND are central to the division of their Action Plan targets and reviews.

10. Parents

The School will actively seek the involvement of parents in the education of their children. It is recognised that the support and encouragement of parents is often the crucial factor in achieving success.

In accordance with the recommendations outlined in the Code of Practice, parents/carers will always be kept informed about the SEND experienced by their children. Communications between the parents/carers and the SENDCo will be consistently maintained through a minimum of once termly review meetings. This is in addition to (and sometimes alongside) the class teacher parent/carer consultations that take place in the Autumn and Summer term.

As mentioned in point 3 of this policy (identification), parents will be fully consulted before the involvement of LA support agencies and will be invited to attend any formal review meetings at all stages.

11. Outside agencies

The school works collaboratively with specialised support agencies such as Educational Psychology, Speech and Language, Occupational Health and Behaviour teams in order to seek the best advice and support for the pupils within the school.

Charlestown Primary School also has close links with its surrounding feeder nurseries and the two secondary schools in the St Austell area. Liaison is maintained with these establishments, particularly with regard to transitions to and from Charlestown Primary School. Links are also maintained with specialist SEND local units such as Doubletrees and Mount Charles ARB (Area Resource Base) and schools within the Atlantic Centre of Excellent Multi Academy Trust.

Adopted September 2014, in line with the requirements of the 2014 Code of Practice

September 2015: Reviewed by Mrs Dyer (SENDCO), Vicky Carter (SEND Gov.) and Mr Gibson (HT)

October 2015: Shared in staff meeting

November 2016: Edited to reflect new head teacher and change to SEND Gov.