

Portesham CE VA Primary School

SEND Policy

Governors' Committee Responsible for Policy	Curriculum Committee
Date Policy Approved / Reviewed	FGB 6/11/2018
Recommended Review Period	Annual review
Date for next review	September 2020
SLMT Role responsible for Operation of the Policy	Head Teacher

Portesham CE VA Primary School

Compliance

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

- Equality Act 2010: Advice for schools – (DfE may 2014)
- SEND Code of Practice 0 to 25 (July 2015)
- Schools SEN Information Report Regulations (2014)

Special Educational Needs and Disability – School Information

The Headteacher has overall responsibility for SEND in Portesham primary School.

The designated teacher who is responsible for co-ordinating SEND provision for children/young people is Vicky Prior.

The Governor with oversight of the arrangements for SEN and disability is Alison Demir.

The policy was approved by Governors and selections of parents were consulted.

Aims and Objectives

Portesham has high aspirations for all pupils identified as having SEND in our school. We strive to ensure that all pupils achieve their best that they become confident individuals, living fulfilling lives, and make a successful transition into secondary school and adulthood, whether into employment, further or higher education or training. The main aim of the school is to enable every child to achieve his or her potential (academic, creative, personal, physical, moral, and spiritual). As a staff, we ensure that this is our priority.

Aims

We aim to:

- Ensure that all pupils with SEND (whether physical, intellectual, social, emotional or behavioral) receive appropriate, differentiated support.
- Encourage parents/guardians to join us in planning and supporting at all stages of their child's development.
- Identify, assess and record and regularly review pupils' special educational needs.
- Promote individual confidence and a positive attitude.
- Enable every child to experience success.
- Make effective use of support services.

Roles and Responsibilities

The Governing Body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Portesham's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The SEND Co-ordinator, co-ordinate the SEN teaching and draw up a Provision Map and Child Centered Pupil Progress Plan for each child with SEND and EHC plans. She will work with teachers and tutors to provide what was Wave 1 provision in the shape of Quality First teaching. Termly reviews of the Child Centered Progress Plans are written for all pupils and shared with parents. Along with Annual Review for pupils with statements and EHC plans.

Teachers

There will be children in every class who have SEND. It is primarily the responsibility of each Class Teacher to make appropriate provision for them in accordance with the National Curriculum Inclusion Principles. It is also the teacher's responsibility to make him/herself familiar with the child's targets and then act upon them.

The Class Teacher is responsible for:

- Helping to inform the Provision Map and Child Centered Progress Plan for any child at School Support and above in consultation with the SENCo, other colleagues and peripatetic specialist teachers if appropriate;
- Contributing to the Annual Review of EHCPs;
- Providing differentiated quality first teaching;
- Discussing/reporting concerns to the SENCo in line with the graduated response;
- Liaising with other teachers as well as monitoring progress;
- Informing the SENCo of any issues concerning students on the SEN register;
- Liaising with Teaching Assistants about future lesson content to facilitate effective support.

Staff in charge of curriculum areas are expected to provide an appropriate range of resources which will allow all children to access the curriculum. Advice on differentiation and suitable materials can be sought from the SENCo who is happy to help adapt worksheets etc.

Teaching Support Staff

Teaching Assistants (TAs) work in support of SEN children. Children with EHCPs which specify an amount of TA time have a particular TA or TAs appointed to work with them. The funding for this support and general TA support for children on the SEND register is funded from the school's SEN budget of delegated funds from County.

On their appointment, a TA is given general information on the running of the school, including relevant policy documents. A job description will also be negotiated at this time. They are welcome to attend any staff meetings, curriculum meetings and school based INSET days on a voluntary basis, and on particularly relevant occasions. TAs will be paid to attend INSET days. There are team meetings to address any relevant issues or concerns. All TAs are encouraged to undertake training in order to develop their skills and are included in the school's Performance Management Programme.

Information regarding the child or children for whose support the TA is appointed is available in the SEN files. The confidential nature of this information must be appreciated.

The Class Teacher is responsible for a pupil's educational programme and will liaise with and guide the TAs so that their time is utilised effectively to support the pupil in ways relevant to his/her individual needs.

TAs are expected to record their contributions to the child or children's progress as well as contributing to SEND reviews and annual reports and will be invited to attend relevant meetings with parents and support agencies.

Support for Children with SEN

Children with SEND are in classes with their peers for most of the time and receive as much help as possible. This may be through differentiated tasks, materials and expectations or, in some instances, by support from the SEND teacher, Teaching Assistants or voluntary helpers.

Children may also be withdrawn from the classroom, for short periods, for individual or small group help, because we have found this to be an effective way of meeting most children's specific educational needs. Visiting specialist teachers eg SENSS, tend to work in this way, and children may also be withdrawn for therapy or counselling and Nurture sessions.

The school provides a breakfast club and after school club for all years.

Where withdrawal does take place, care is taken to ensure, so far as possible, that the child does not miss the same activity more than once each week, nor one which he/she enjoys.

External support for SEND

In order to fully support the child at our school with SEND, we make use of teachers and facilities from outside school, eg links with Educational Psychologist Service, SEND Advisor, the school health service, advisory teachers for hearing and visually impaired learners and CAMHS (Children and Adolescent Mental Health Service) amongst others.

Admission Arrangements

Portesham uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, Portesham makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medication needs, Portesham liaises with the local authority and diocese, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website:

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=zaOAYlHyvY&localofferchannel=0>

Facilities for those with Special Educational Needs/Disability

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

If there is a need for a SEND budget

The Headteacher will make a recommendation to the Governors each year about the provision of SEND in the school and any budgetary matters under this heading.

Partnership with Parents:

Parents are consulted and informed about their child's progress at school and their co-operation is sought at all stages. Their views are sought in an atmosphere where they feel comfortable, so that a feeling of working together for the good of the child is fostered. Their opinions are considered when Child Centered Progress Plans are drawn up and they are invited to Reviews. They are also invited to contact the SENCo immediately should any issues arise.

Parents are encouraged to hear their child read at least 3 times weekly and are asked to support the multi-sensory approach to learning. An information evening for new parents is run at the end of the summer term every year to make parents aware of support provided and ways of helping at home. Communication with parents, either verbal or written, takes place at least 4 times yearly (2 reviews and 2 parents' evenings). A record of all SEND related communications is kept in the SEN files located in the Heads office.

A monthly parental drop in is run when any parent is invited to attend on an appointment system to discuss their child's progress with the SENCo.

SEN Information and Local Offer

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

Identifying Special Educational Needs

The SEND Code of Practice: 0 to 25 (July 2015) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i) Communication and Interaction
- ii) Cognition and learning
- iii) Social, emotional and mental health difficulties
- iv) Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Portesham staff use a wide range of tools to assess the amount and level of SEN needed support required support required. These include:

At the beginning of each academic year all children are monitored through the use of standardised tests and SEND pupils are identified. Each term children with SEN are monitored through the use of standardised tests.

Standardised Tests used:

1. (a) SPAR spelling test
(b) Salford reading test
(c) Emotional Literacy assessment for ELSA
2. All year 6 – SATs, year 5 – QCA tests.

Identification, Assessment and Review

We recognise that the identification of a child's needs can be made by a number of people including the GP, Health Visitor, Therapist, Parent and teacher or other member of school staff. The school can be made aware of a child's needs in a number of different ways eg

- Parental concern.
- Through formal and informal teacher observations.
- By assessing against National Curriculum criteria.
- Statutory tests.
- Formal testing procedures: standardized tests for reading, spelling, numeracy and non-verbal skills.
- Through CAF meetings (Common Assessment Framework).

Currently, the SEND Code of Practice has learners classed as 'children who need extra specialist support'. The level of support within school is moderated by the fluctuating level of need of the individual child.

Learning needs are managed either by using additional support or by having an Education Health and Care Plan (EHCP). The majority of children with special educational needs or disability will have their needs met by the school.

Staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Learning Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, a Child Centered Progress Plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents/carers must be informed (this should be done in writing) that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognize that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Others that might affect progress are:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

Educational Health Care Plan

EHC plan – The Educational Health Care Plan has replaced the previous ‘statement of educational needs’ procedure and aims to firm the links between all agencies working with young people. This next step recognizes that the school cannot achieve the best outcomes for learners without significant support from outside agencies.

Evaluating success:

The success of the school’s SEND policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo.
- Analysis of pupil performance data and test results:
 - for individual pupils
 - for cohorts
 - for groups.
- Value-added data for pupils on the SEND register using target setting, regular assessments, benchmarking, etc.
- Provision maps.
- Monitoring of policy, procedure and practice by the SEND governor and Headteacher.
- School self-evaluation.
- Educational Psychologist reports.
- Whether staff have been able to carry out the policy without undue difficulty
- Whether SEND pupils are making the expected progress in relation to their targets and in line with the school’s targeting policy

- Whether, within the resources available, staff believe that all children with SEND are receiving the help they need according to the stated objectives for that year
- Whether staff believe they have the equipment necessary for teaching the children with SEND in their care
- Whether parents of children with SEND believe their children's educational needs are being met through questionnaires and interviews
- Whether parents and staff believe they are working in partnership for the benefit of the child
- Whether children are happy with the SEND provision being made for them
- Whether the record keeping system has been effective and
- What new objectives there should be for the following year

Coming Off the SEND Record

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience, parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for easing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the Local Authority where a child no longer requires the special education provision as specified in the EHC Plan.

However, a child's progress will continue to be monitored by using the school's tracking systems.

Storing and Managing Information

All data, including data stored electronically, is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

Supporting Children with Medical Conditions

Portesham will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favorably and that Portesham are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Portesham policy on 'Supporting children at school with medical conditions').

Transition Arrangements

Portesham is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE – July 2014) and, if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

Working with Other Schools

When a pupil leaves Portesham, all his/her SEN records are part of the package which is forwarded to the next school. The SENCo meets with the SENCo at the Secondary School in order to discuss all SEN pupils who are moving on. Additional visits for Year 6 SEN pupils are often arranged with the secondary SENCo in order that these pupils can meet both with the SENCo and also with the TAs to see the facilities and provision made for them. All children leave with a detailed pen profile they have written and a passport to use in class.

Training of Staff

In principle, SEND training for all the staff is encouraged. This may include “in-house” training at staff meetings and training days, on occasions bringing experts; “twilight”, day-time and residential courses; visits to other establishments and distance learning. It also includes learning support staff as well as teachers. In practice, it is recognized that there are finite limitations of time and money for training, and the needs of other curriculum areas also have to be considered.

The training of staff for SEND is discussed annually by the Headteacher and the SENCo. The needs of the staff with regard to SEND are considered along with the other needs of the school in the light of the school’s Learning Improvement Plan and as much appropriate training as possible provided, within the available resources.

SEND Information

At Portesham presents its SEND information in three ways:

- i. By information placed on the school website which can be found under the ‘SEND policy’;
- ii. By following the link from the school website to the local authority’s Local Offer website;
- iii. Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request.

Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

Accessibility

Portesham publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's Local Offer website: this can be found at:

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=zaOAYlHvY&localofferchannel=0>

Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo.

If the matter relates to the operation of this policy and cannot be satisfactorily resolved, then the parents should address their concerns, in writing, to the Governor taking a particular interest in SEND matters.

If the concern relates to assessments or EHCP decisions taken by the LEA, and agreement cannot be reached in discussion with the appropriate officer from the Pupil and Parent Services Section, Education Department, then parents have the right of appeal to an SEN Tribunal.

Reviewing the SEND Policy

This policy will be reviewed and updated annually.

Links to other related policies:

Supporting children at school with medical conditions

Accessibility Plan

Single Equality Policy

Safeguarding

Anti-bullying and Positive Behaviour Policy

GDPR