



Special Educational Needs and Disability (SEND) Policy

SENCO: Sue Fulbrook (holding National Award for SEN Coordination)

Resource Base Manager: Hannah Norris

Headteacher: Stuart Porter

SEND Named Governor: Susan Whitehead-Whiting

Date ratified by Governing Body: March 2017

Next review date: March 2019

The Avenue Primary School and Children's Centre SEND Policy

This policy complies with:

- The SEND Code of Practice published January 2015
- The Equality Act 2010
- The Statutory Guidance on supporting pupils with medical conditions 2014
- The school's safeguarding policy
- The school's accessibility policy

This policy was created by Sue Fulbrook (SENCo) and Susan Whitehead-Whiting (SEN Governor) in liaison with the SLT and governors. All staff and parents are given an opportunity to comment on the policy and it is amended accordingly.

DEFINITION OF SEND

In the SEND Code of Practice 2015: 0-25, the description of SEN is as below:

xiii. 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.

xiv. 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 institutions*

DoE and DoH, January 2015

In the Equality Act 2010, a "disability" is defined as "a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

POLICY OBJECTIVES

The Avenue Primary School and Children's Centre aims to be a wholly inclusive school. We make provision for pupils with Special Educational Needs and Disabilities (SEND) in order that every child can access the curriculum so they can leave school equipped with the basic skills and ready to make an effective transition to secondary school. Every teacher at The Avenue School is a teacher of children and young people with SEND.

AIMS

The Avenue School has the following principles in its approach to SEND:

- Special Educational Needs are the responsibility **of all staff** under the guidance of the SEN Co-ordinator (SENCo).
- Our aim is to narrow the gap between the progress of pupils with SEND and their peers and support the emotional and social development of each child.
- In the interests of inclusion, the School Policy recognises it to be socially, educationally and emotionally appropriate for pupils with Special Educational Needs to be educated alongside their peers, where appropriate. Whilst needs are generally best met by integration of all pupils into mainstream classes (with suitable support wherever possible) occasional withdrawal may be appropriate for some pupils, whether or not the students have a statement of SEND or an Education, Health and Care plan (EHC plan).
- The school strives to allow all pupils the possibility to meet their desired outcomes in terms of education. It does not simply focus on hours of support, but more in terms of how a child can meet their personalised objectives.
- At all stages, parents/carers, pupils and teachers will strive to work in partnership; this being the cornerstone of the assessment, planning, delivery and review of the SEND procedures.
- The responsibility for overseeing and co-ordinating the Policy lies with the SENCo and Senior Leadership Team (SLT). Its day to day delivery is the responsibility of **every member of staff** to deliver high quality-first teaching which will be informed and supported by the SENCo .
- The school will pay due consideration to the Children and Families Act of 2014 and the Equality Act of 2010 in carrying out its duties towards students and their families.
- The school is wholeheartedly committed to raising aspirations for pupils with SEND. We believe that staff, parents/carers and the pupils themselves should have high expectations.

This policy will be reviewed every other year by governors and reflects the practice of the Wiltshire Local Authority. The Avenue School is a part of the Wiltshire Local Offer which can be viewed in more detail on the website below.

<https://www.wiltshirelocaloffer.org.uk/>

ADMISSION ARRANGEMENTS

The school follows the Wiltshire Local Authority procedure regarding admissions. Admission to the school will not be barred on the grounds of race, gender, ethnicity, language, nationality, ability or any other reason that cannot be shown to be justifiable. Every reasonable effort will be made to meet these needs in accordance with the Equality Act 2010. The school will maintain close links with its partnership secondary school in order to allow for high levels of awareness of pupils' Special Educational Needs and assess what provision can be made to meet their needs at transition. Likewise, the school benefits from an onsite Children's Centre allowing for ease of transition to nursery and reception classes.

The school site has been adapted for disabled access to most classrooms.

ACCESS TO THE CURRICULUM

All pupils at The Avenue School are entitled to equal access to the full curriculum. Pupils are monitored regularly and teachers make every effort to ensure that barriers to learning are removed in the classroom. At any stage in his or her school career a pupil may be identified through the school's procedures as having a Special Educational Need.

Pupils should have opportunities to achieve their potential. Teachers should ensure they are aware of pupils who have been identified as having SEND and be proactive in supporting them.

All planning is differentiated to reflect pupils' differing educational needs.

Onsite at The Avenue School is a complex needs Resource Base. Access to this is via assessment by the Local Authority and allocation of a place through the SEND Panel working in conjunction with the school. Places in Resource Base are limited. There is a Resource Base Manager who is responsible for the day-to-day running of this provision.

Arrangements to accommodate pupils with physical, sensory or motor disabilities are made on an individual basis. Special Needs provision at The Avenue School is constantly reviewed to reflect the learning needs of our pupils and a variety of provision strategies are used. These are covered in more detail in our school's SEND Information Report published on our website.

PROCESS and PROCEDURES

The school has processes and procedures for:

Identifying Special Educational Needs

The school uses the four broad areas of need as outlined in the 2015 Code of Practice in order to assist in the identification of SEND. Those are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health

- Physical and sensory

Other reasons for lack of progress or lower attainment

Sometimes there may be different reasons for lower attainment that are not SEND. These may include attendance and punctuality, health and welfare, English as an Additional Language, pupil premium provision, being a looked-after child or a child of a service family. The Avenue School has alternative systems in place to monitor pupils that may fall into these categories.

A graduated approach

At the Avenue School we operate a graduated approach to intervention in order to meet the needs of students with SEND. This is outlined below.

Plan, assess, do, review

In line with the 2015 Code of Practice, once we have identified a child as possibly having SEND, we plan further assessments to ensure that we have as much information as possible about the child's needs. If the pupil needs to go onto the SEN Support level, we then plan the intervention that we consider necessary in order to support the pupil in making progress towards outcomes. Regular reviews are carried out with the student and parents are contacted for their views. Pupils with an EHC Plan will always have at least one formal annual review. Thenceforth, progress is monitored via the cycle of plan, assess, do, review.

Teaching and Training

The Code of Practice for SEND 2015 states that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching; therefore this is always the Avenue School's priority. We have robust systems for monitoring teaching and learning in the classroom. Teachers are given opportunities for training in SEND as part of the whole-school Continuing Professional Development (CPD) programme.

Training is provided for all TAs new to the school, with additional support being made available for all new staff including NQTs. Individual staff training needs are identified through the annual appraisal meetings. The SENCo attends the LA annual conference.

Assessments

Sometimes, it is necessary to elicit support from an outside agency or other professionals to undertake further assessment of need or for specialist input. The Avenue School currently works alongside an Educational Psychologist, Wiltshire LA's SEND team including SEND Lead Workers and Specialist SEN Service (SSENS), the Education Welfare Service, Speech and Language Therapy (SaLT), the Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy (OT), Learning Disability nurses and Virtual Schools.

The SEN Register

The responsibility for maintaining and updating the SEN register lies with the SENCo.

Provision

For details of provision offered at the Avenue School, please see the SEND Information report.

RESOURCE ALLOCATION

The school has a notional SEND budget which is used to fund much of the provision and intervention work including the staffing that is offered at The Avenue School. We receive some top-up funding on a case-by-case basis and this is used where students require more support than is funded through the school SEND budget. Within the new Code of Practice, there is the right to a personal budget for some students with EHC Plans. The Avenue School will seek Local Authority guidance on this for individual cases.

The School, where necessary, refers to the Wiltshire Graduated Response to SEND Support when determining levels of support for individual pupils.

SUPPORTING PUPILS AND FAMILIES

Exam Access Arrangements

Access arrangements for external examinations reflect the arrangements for tests and assessments normally used in classroom settings. Pupils must satisfy examination board criteria.

Liaison with parents/carers, agencies and other schools

The Avenue School is committed to the establishment and maintenance of close links with parents, guardians and outside agencies.

Child Protection

The Designated Safe-guarding Lead is Caroline Thomas (Deputy Headteacher). Should she be unavailable, the Deputy Safe-guarding Lead is Stuart Porter (Headteacher).

Pupil Premium

The member of staff responsible is Caroline Thomas.

EVALUATION AND REVIEW OF POLICY

The policy is reviewed every two years. The SEND Information Report is published on our website and is a review of our current practice in the school. This is updated annually.

COMPLAINTS PROCEDURE

The day to day implementation of the school's SEND Policy is the responsibility of the SENCo and Senior Leadership Team (SLT).

Where a complaint cannot be resolved by the SENCo or SLT route, it should be directed to the Governors. Any complaint directed to Governors, relating to the provision made for pupils with SEND will be dealt with, in the first instance, by the Governor responsible for SEND. If the complainant is then not satisfied, the matter will be referred to the full Governing Body.

Any alleged failure of statutory requirements must be referred, via the SEND Governor, to the Chair of Governors, who may need to advise the full Governing Body at their next meeting, or earlier, as appropriate. Policy implications should be recorded and passed to the SEND Governor for consideration at the next Annual Review Committee of the Governors.

For a copy of the complaints procedure please see the school website.