

North Cerney C of E Primary Academy



Our School Vision

To enthuse, encourage and enable our pupils to seek challenges, explore beyond boundaries, communicate confidently and cooperatively, show initiative, self-discipline, respect and open mindedness, all within the framework of Christian Values.

Special Educational Needs And Disabilities Policy

The policy was reviewed by Governors on

Date : May 2018

Reviewed Annually

Staff Responsible: Suki Pascoe

This policy was formulated by a working party consisting of the Headteacher, Chair of Governors and a teacher.

North Cerney C of E Primary Academy

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

AIMS

North Cerney C of E Primary Academy is a Church of England school and values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. The school recognises that for some children their individual needs become Special Educational Needs. All children and young people with Special Educational Needs and Disabilities (SEND) are valued, respected and equal members of the school.

As such provision for SEND is a matter for the school as a whole. The School recognises that for some children their individual needs become Special Educational Needs. All teachers are teachers of pupils with SEND..

OBJECTIVES

- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- To work in partnership with parents to empower them to make an active contribution to the education of their child
- To take the view and wishes of the child into account
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed so that the most appropriate form of intervention ensures good learning outcomes

ROLES AND RESPONSIBILITIES

The SENDCO is Suki Pascoe, whose role is to implement the Special Educational Needs and Disabilities Policy. She is also the Executive Head Teacher.

In order for the school to identify and meet the Special Educational Needs and to ensure best outcomes are achieved for each child, the school works closely with parents and follows the guidelines set out in the SEN Code of Practice 2014.

The SENDCO's role includes

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of resources, including teaching assistants, to meet pupils' needs effectively

- liaising with parents of pupils with SEND
- being a key point of contact with external agencies
- liaising with feeder schools to ensure smooth transitions between schools occur for SEND pupils
- ensuring that the school keeps the records of all pupils with SEND up to date

Class teachers

At North Cerney C of E Primary School class teachers are responsible and accountable for the progress of their pupils. They differentiate work to ensure pupils of all abilities are challenged as they work towards ambitious targets. Class teachers work with the SENDCO to implement strategies which support the learning of pupils with SEND.

Identifying Special Educational Needs

The SEN Code of Practice 2014 states the following definitions:-

- *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.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
 - 1. has a significantly greater difficulty in learning than the majority of others of the same age, or*
 - 2. 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 xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

The SEN Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need.

- 1. Communication and Interaction** (This could include pupils on the autistic spectrum)
- 2. Cognition and Learning** (This could include pupils with dyslexia)

3. **Social, emotional and mental health difficulties** (This could include pupils with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder)
4. **Sensory and/or physical needs** (This could include pupils with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI))*

*Many children who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (SEN CofP 2014)

PROCEDURES

North Cerney C of E Primary Academy believes that high quality teaching that is skilfully differentiated to support individual needs is the best first approach for all pupils. Despite high quality teaching, some pupils will need support to make adequate progress. Teachers will review possible barriers to learning and in consultations with parents, and pupils where possible, support will be given and short-term interventions implemented.

However, if a pupil is still not making expected progress despite high quality differentiated teaching and completed short term intervention programmes, it is likely that the child will have a Special Educational Need. Parents/carers and the child with the class teacher and SENDCO will discuss information previously gathered about the individual needs. This will inform the Assess, Plan, Do, Review process (see below). The child will be recorded on the school's SEND register (categorised as School Support) and parents/carers will receive written confirmation of this.

The Gloucestershire Intervention Guidance for Special Educational Needs and Disability in Educational Settings reflects the **Assess - Plan - Do - Review** cycle set out in the Code of Practice. This encourages a graduated approach involving increasingly focused support, frequent reviews and the introduction of more specialist expertise in successive cycles in order to match interventions to children's specific special educational needs.

SEND Support in Schools

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known

as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

The Assess, Plan, Do, Review Cycle

Assess - The class teacher (with the support of the SENDCO) will carry out a needs analysis using their own and school's assessment data. The pupil's views and those of the parents will also be gathered as contributing information.

Plan - Specific strategies will be planned by the class teacher and SENDCO to support an identified difficulty being experienced by a child. Parents/carers will be notified of this and where possible (and appropriate) the pupil will be involved in this process. Documentation will be produced to record what the pupil's difficulty is and what intervention is to be used to enable the pupil to overcome the difficulty. A target outcome and timescale may also be included to evaluate the impact of this support.

Do - The child will work on the intervention on a very frequent basis. They may work with a specifically trained Teaching Assistant (TA), the class teacher or with the SENDCO. The class teacher will retain responsibility for the child and for the progress they make. Records will be kept to inform progress review meetings. Parents may be asked to support their child's learning e.g. reinforcing a skill at home.

Review - The effectiveness of the support/intervention and the impact on pupil's progress will be reviewed in line with the timescale set out in the 'plan'. Evaluation of the impact of the intervention will be analysed and the class teacher and SENDCO (and in consultation with parents/carers) will plan the 'next steps'. Advice from outside agencies will be sought if continued lack of progress is evident.

Education, Health and Care Plans

The majority of children with SEND will have their needs met within our school. Some children may however require an Education, Health and Care Plan which, with the support of the Local Authority, makes specialist educational provision to meet the needs of an individual. This is done in consultation with parents/carers and these plans are reviewed annually with the Local Authority. (This is in line with the guidance for pupils with a statement of educational needs (pre September 2014)).

Planning and Provision

The school operates a process, in line with the Code of Practice, by which children's needs are regularly reviewed and progress monitored. Individual Class Teachers, the SENDCO and TAs are given a period of time each term to discuss and plan for the individual needs of children.

WORKING WITH OUTSIDE AGENCIES

The school believes it is vitally important to work with outside agencies in order to assess and support our children effectively.

The school works closely with the following agencies: -

- School Psychological Service
- Advisory Teaching Service
- Occupational therapists
- Physiotherapists
- Speech and Language Therapists
- Clinical Psychologists
- School Doctor/Nurse
- Social Services
- Educational Welfare Office
- Winston's Wish
- Ethnic Minority Service
- English as an Additional Language teacher
- Cotswold Counselling Services for pupils
- Pupil referral unit

We emphasise the need for child and parental involvement at all stages.

Children's names are placed on the SEND Register under the appropriate stage. A child's name is removed when his/her needs no longer need monitoring, or on leaving the school.

ADMISSION ARRANGEMENTS

The Headteacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. The school acknowledges in full its responsibility to admit pupils with already identified disability and / or special educational needs as well as identifying and providing for those not previously identified as having SEND.

PARTNERSHIP WITH PARENTS

Information

The school's Special Educational Needs and Disabilities (SEND) Policy is available to parents on request and can be found on the school's website. An outline of our philosophy and procedures is included in the school brochure. Please refer to our Local Offer and the Gloucestershire Local Offer. Links to these are on the SEN page of our web site. Both explain in detail how parents/carers can access a range of support.

We aim to work in partnership with parents to achieve the highest possible outcomes for all children. The child and their needs must be at the centre of all decision making. Parents will be invited to participate in the planning and implementation of strategies to support their child from the earliest possible time. Where it is appropriate, the child may also be involved in discussions about their learning.

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

1. Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education through regular contact with the school.
2. Have knowledge of their child's entitlement within the SEND framework through SENDCO meetings and reading this policy
3. Make their views known about how their child is educated and their needs catered for
4. Have access to information, advice and support during assessment and any related decision making processes about disability and special educational provision through the Parent Partnership Service run by the LA

The school actively encourages parents to contribute information about their children through parents' evenings, specific meetings, annual reviews and informal conversations. We believe this helps to build a more complete picture of the child and his/her needs. Class Teachers try to ensure that they meet with parents/carers early in the academic year and information is shared with necessary staff.

MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR PUPILS WITH SEND

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents upon the quality of education provided for and the achievements of pupils with SEND. The Governors support the school with strategic decision making and in evaluating the quality of the learning experience for all children through the employment of the School Improvement Partner. Link Governors for SEND and Looked after Children routinely visit the school to evaluate its policies and practice.

The progress of pupils with SEN is closely monitored by class teachers on a regular basis as part of the planning, teaching and assessing cycle. Formative assessments are used at

the end of each term and results are scrutinised by the Senior Leadership Team and class teachers through pupil progress meetings. Book looks, learning walks, and School Improvement Partner visits are used throughout the school year to monitor learning.

The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Headteacher and SENDCO
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Success rates in respect of individual targets
- Scrutiny of teachers' planning and pupils' work
- Regular monitoring by the SEND governor - Sam Frost
- Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time
- Regular liaison between SENDCO and class teachers
- Use of SEND progression guidance to measure progress and achievement

ACCESS TO THE CURRICULUM

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for most of the week with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teachers and support staff ensure that they:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENDCO teachers match the learning needs and abilities of their pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes. This is called differentiation or needs matching.

School definition of Differentiation

Planning for, and responding to, individual needs by the flexible use of resources, approaches and techniques.

The school acknowledges that its SEND strategies make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

We aim to provide support *in* the classroom wherever possible to ensure the fullest access

to the curriculum for children with special needs. Sometimes, however, it will be appropriate to withdraw a child to give individual teaching of their targets. We attempt to minimise any potentially negative impact of withdrawal sessions by carefully considering the time of withdrawal and the area where pupils work i.e. a quiet area removed from the rest of the class may not always be appropriate. We also reward pupils who consistently work on their individual programmes.

RESOURCES

Funding

This school receives funding through several funding elements:

- Base budget
- Delegated SEND budget
- Standards Fund
- EHC Plan strategy
- Inclusion monies
- Pupil premium

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:

1. **Universal services and mainstream funding** - the money schools receive to fund a place at school
2. **Targeted support** - schools are expected to pay the first £6,000 to meet the additional support needs of pupils who require this
3. **High needs funding or top up funding** is provided by the Local Authority where extra resources are required by a pupil as set out in their EHC plan.

The Support Team

The team around the child liaises regularly with the SENDCO. This offers an opportunity for communication from the Senior Management Team, general matters, updates on specific children, and training.

Teaching Assistants are deployed to support the learning in school. They work alongside the class teacher and their work is planned and directed by the class teacher. Teaching Assistants work with pupils of all abilities and are trained to run interventions for SEND pupils. Teachers liaise with their Teaching Assistants weekly to enable joint planning to take place and an opportunity to discuss individual pupils. The Support Team is asked to contribute to all meetings held concerning pupils they support.

STAFF TRAINING AND DEVELOPMENT

The Support Team and Non-Teaching Staff

Training needs are identified through a Performance Management meeting held by the Headteacher. This will identify Professional Development needs which are then met either from expertise within the school, expertise brought into the school or by buying places on appropriate external courses.

Teachers

Training needs are identified through professional discussions with the Headteacher. These needs are met through school based Inset for teachers. This focusses on relevant issues, skills and procedures and is provided by the SENDCO. External expertise may be sought to support training needs through invitation into the school or by external courses.

Governors

Wherever possible governors joining the Standards Committee attend training courses run by the Local Authority. Individual members may attend other courses as and when appropriate.

Designated Teacher with specific Safeguarding responsibility

Mrs Suki Pascoe- Headteacher

Mrs Becki Gray - SENDCO

TRANSITION ARRANGEMENTS

Key Stage 2 to Key Stage 3 - Primary to Secondary Transition

During the Summer Term a member of the secondary school visits our school to discuss with class teachers and the SENDCO, the individual needs of children leaving at the end of that year.

Children with special needs have access to the normal transition arrangements, which include induction visits and are offered additional visits, if necessary, to assist with the transition for children with specific needs.

We encourage parents of children who are likely to need support at secondary level to meet with the Special Needs staff during the open evenings held for Year 6 parents.

Children with EHC Plans will have their final review during the Autumn Term in the Year in which they are due to leave. This is to allow sufficient time for parents and the LA to decide on secondary placement. Individual transition arrangements are made for children moving to a different placement and much care is taken to ensure that these run smoothly and reassure the child.

Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some of these pupils may also have Special Educational Needs and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please refer to the school's policy for supporting pupils with medical conditions for information about the arrangements in place to support pupils at school.

Dealing with Complaints

Our policy is to solve any disagreement at the lowest level. We seek to provide the best opportunity for all children and any complaint should be discussed with the appropriate staff member in the first instance. If you wish to make a complaint about the service you receive please follow the procedures set out in the complaints policy which can be found on the school website.

Storing and Managing Information

Information about pupils is treated as confidential and is kept in lockable filing cupboards. Each class teacher has a file for storing information concerning their SEND pupils which is kept in a locked or secure place.

SEND information is passed to SENDCO of the pupil's next school in a secure manner.

USEFUL INFORMATION

North Cerney C of E Primary Academy
North Cerney
Cirencester
Gloucestershire
GL7 7BZ

Tel: 01285 831310
email: admin@northcerney.gloucs.sch.uk
web: www.northcerney.gloucs.sch.uk

The Parent Partnership Service

This is an impartial, confidential and free service for parents of children with Special Educational Needs or Disabilities. <http://www.glospps.org.uk/>