



All Saints CEVA Primary School, Stibbard

Policy: SEND

Date: 2018

Person Responsible: SENCo

Review: 11/2019

To be read with regard to the following policies: Disability Equality, Equal Opportunities, Accessibility Plan, Health & Safety, All medical-related policies, Safe Physical Handling, Vulnerable Children, Teaching & Learning, Assessment, Admissions

Introduction

This policy sets out the duties of our school towards children with Special Needs or Disabilities (SEND), indicating how we manage SEND and what support is provided. Currently 21% of our pupils have some form of Special Needs (about average); we currently have 4 pupils with Educational Health and Care Plans (EHCP).

The SEN Code of Practice was revised and reissued in 2014; this provides all the legal background to our SEN policy. This policy should be read in conjunction with our school's SEN report which is available on our website.

Our related policies indicate how we ensure equal opportunities for all and how we adapt provision for those with disabilities – Disability & Equal Opportunities.

Definition of Special Needs

A child has special educational needs if he/she has a learning difficulty which calls for special provision to be made. A child has a learning difficulty if she/he:

- has a **significantly** greater difficulty in learning than the majority of children of the same age
- has a disability which either prevents or hinders a child from making use of the educational facilities of a kind provided for children of the same age in schools within the area of the local authority

The entitlement of each pupil along with provision to meet the legal requirements is for:

- A curriculum which is broad, balanced, relevant and differentiated with progression and continuity
- Equality of opportunity and regard
- High quality learning experiences which promote full educational potential and independence
- The maximum self-determination possible

Objectives

- Every pupil deserves equal value, high regard and an atmosphere of mutual respect. Our Church school vision underpins this and is set out in the school prospectus. Our policy promotes inclusion; adaptations to enable all pupils to participate in the full range of lessons and activities.
- Parents should expect to collaborate with school staff, sharing information and plans, to achieve the best possible educational outcomes for their child.
- Teachers should demonstrate high expectations and ensure that they plan appropriately for the needs of each child. This is achieved through consultation with the SENCO, using advice from external professionals where appropriate and possible.
- All staff should be aware of the SEND of any child in their care; we work as a team sharing relevant information and the class teacher liaises with parents. The SENCO is responsible for ensuring information is shared and acted upon.

School Organisation, Responsibilities & Management

The SENCO (Sue Tobin) has responsibility for all aspects of our SEND policy. She works with class teachers to ensure individuals are supported in groups and 1-1 where applicable. Teachers will provide reports and referrals to the SENDCO if they have a concern regarding a pupil in their class. The SENCO attends regular training to ensure best practice; key aspects are shared in staff meetings. Other staff attend relevant training, for example a teaching assistant may attend specialist training to support a child in their care.

The SENCO's assistant (Steve Bushby) works with our team of teaching assistants on a regular basis to review progress and monitor support. Personal Pupil Profiles are devised for children with a **higher** level of need; these are overseen by the SENCO but contributed to by teachers, teaching assistants, children and parents.

Alison Woodward is the governor responsible for SEND; she organises meetings with staff and governors to ensure the SEND policy is correctly managed. She reports to every full Governors' meeting on SEND, as well as the Headteachers.

Within this role, Alison Woodward also takes responsibility for ensuring good provision for SEND & LAC pupils and monitoring the school's actions. She works closely with the SENCO at all times.

A SEND staff meeting is held at the start of each term when the teaching staff discuss the needs of all children on our SEN register. In this way information is shared and updated as necessary.

The English & Maths leaders analyse data twice per term and make recommendations to the SENCO about which children should receive additional support. An interventions overview and provision map is updated accordingly. Analysis of the impact of interventions is undertaken each term; this information is used to review support and inform the Governing Body.

The SENCO, in consultation with the headteacher organises her time to teach specific pupils, support staff, carry out administrative tasks, attend meetings, liaise with parents & external professionals, undertake statutory duties and ensure compliance with legislation.

Class teachers are responsible for provision of each pupil; for example, ensuring work is suitably differentiated and adapted, taking full account of agreed targets from EHCP reviews, overseeing the review and updating of Personal Pupil Profiles, utilising advice and plans from external professionals and managing the support of teaching assistants.

Teaching assistants play a key role in implementing the interventions, keeping targets in their focus, fostering excellent relationships with individual children and feeding back observations to the teacher and SENCO.

Admissions Arrangements

Our Admissions Policy sets out the criteria for admissions; pupils with a statement of Special Needs are prioritised.

Identification of SEND

During Reception Year, children have baseline assessments which may highlight special needs; it may be that information we receive from the pre-school or from parents may indicate that further investigations are needed. Parents are always consulted prior to any additional investigations by the SENCO or external professionals.

For pupils moving into our school at a later stage, the headteacher will always discuss the child's needs with parents to ascertain what support may be required. Records from previous schools are sought immediately; these may be followed up with a phone call to the school for additional information.

Pupils with a disability will usually be identified via the GP and specialist consultant. Parents are encouraged to share such health-related information with us so that we can appropriately support the child's needs.

For the majority of children with special educational needs, working in a small group on an intervention programme will enable the child to make progress. Should this not prove to be the case, we may consult with specialists for further advice. At this stage a Personal Pupil Profile will be initiated.

For a small number of children with the highest levels of need, an Education, Health & Care Plan may be initiated.

Funding of SEND support

Schools receive funding to provide support for SEND pupils. The majority of this is spent on employing staff: a SENCO (a legal requirement in schools, a trained teacher with specialist qualifications) and Teaching Assistants. We also buy specialist equipment and resources. Staff also attend training to support the needs of our children.

Between April and September 2018, clusters of schools continued to have high needs 'top-up' funding allocated to them. Each cluster could decide how much 'top-up' funding should be allocated to individual schools, to support individual pupils.

From September 2018, schools can no longer request 'top-up' funding from their cluster. Schools are now required to request 'top-up' funding direct from the Virtual School Special Educational Needs and Disabilities (VS SEND). On receipt of a request for 'top-up' funding, a panel of moderators (moderators are school SENDCOs/Heads and Local Authority SEND specialists) will consider:

- How the delegated SEN funding has already been used
- Evidence of its effectiveness and impact

Schools may also receive pupil-specific funding for those with an EHCP; although an EHCP is no guarantee of extra funds. Unlike Statements, which stayed with a child until they were 16, EHCPs stay with a person until they are 25 years old.

Support Programmes & External Professional Support

Our Interventions Programme provides support across a range of need. Children who are just below expected levels will have this support. Those who fall below will be identified as SEND and follow individualised or small-group programmes.

- English support – In the first 3 years, children have daily phonics activities in small groups according to the number of sounds/words they can read. They also have handwriting practice and

extra writing opportunities. At KS2 we use the Fresh Start programme and Code X. Precision teaching daily.

- Reading support – individually and in groups. Stile SLD books. Nesy Reading and Spelling programme.
- Maths support – specific programmes such as Numicon. Nesy Maths, Precision teaching.
- Speech & Language therapy (an individually-tailored programme put together after an assessment by a therapist) often one-to-one and sometimes in a small group if similar needs are identified. Listening and Communications skills sessions for Early Years children.
- Sensory Support with therapy provided by specialist teachers such as for Visual or Hearing Impairments.
- ASD – Autistic Spectrum Disorder .
- IT support using the ‘Access through Technology’ team or technical support for the Visually Impaired. This may involve following touch typing courses, having specialist equipment such as a laptop which is linked into the teacher’s system and can display larger font for a visually impaired child. Variety of programs including Clicker.
- Occupational Therapy with programmes of support provided by an Occupational Therapist for pupils with fine or gross motor delay or dyspraxia, for example.
- Social skills work, often group-based, helping children learn the skills of friendship, cooperation and teamwork; developing self-esteem and self-knowledge.
- Medical advice & support for children with disabilities or medical conditions – this may involve liaison with GP and paediatrician, specialist nurses for e.g. Diabetes or ASD. The School Nurse provides a general advice service and can help access more specialist services.
- Specialist Resource Bases and Special Schools in the locality can provide extra support and advice.

Teaching Approaches & Inclusion

Our Teaching & Learning Policy sets out our overall strategy. Our school aims to make inclusion a reality for each child, whatever their needs. This may mean a fully-differentiated curriculum for a time. There will be always a presumption that success is possible, that special needs or disabilities should not prevent achievement. We may have to seek alternative routes and strategies. We will take account of individual learning styles and adapt the learning environment to support the child.

Teamwork from our staff and with external professionals and parents provides the bedrock for teaching our SEND pupils.

Careful assessments and planning are required from our staff. We expect pupils to participate in decisions about their education. In this way we hope to engage children in their own learning and development. This is especially important for LAC pupils for whom PEPs are maintained. This process involves representation from the Local Authority.

Our PSHE programme and Collective Worship helps all pupils to develop a positive attitude to disability and difference. This environment helps all our children to flourish and feel respected and cared for.

Liaison with other schools

Regular meetings with the Manager from our Nursery and Childcare Centre ensures careful transition of SEND pupils to school, with parental permission, to share information. School staff make visits to other settings to see children prior to starting school. A programme of transition, including parent workshops contributes to this process.

Pupils in Year 5 with an EHCP currently have an annual review to which the SENCO of their receiving High School is invited. This enables positive and effective transition arrangements. Extra visits for SEND pupils to the High School are organised, plus opportunities for parents and staff to plan together for an effective transition.

In Year 6 the SENCOs from both schools will meet to discuss the needs of all SEN pupils.

Pupils transferring to a Special School may take advantage of dual registration enabling them to work in two settings for a period.

Pupil SEN Records

Pupils with SEND have additional records which are maintained by the SENCO. Parents and carers may view these records at an agreed time which is convenient for them.

Support for Parents & Carers

A SEND newsletter is provided for parents each term from the Norfolk SEND Partnership. This contains useful information such as support groups and sources of specialist advice. The school is always able to provide this kind of help for parents.

The SEND offer is available on the school website, alongside that of the Local Authority.

Parents and carers may request additional meetings with the class teacher or SENCO to discuss any educational matters relating to their child. The headteacher is available to provide further help, support and advice.

In the case of a complaint about SEND, parents should approach the class teacher in the first instance, if still unsatisfied, parents can make an appointment with the SENCO or Headteacher. If the concern remains, contact with the SEND Governor is advised.

Additional Needs

The school can provide additional support for those who have exceptional ability, have English as an Additional Language, belong to the Traveller community or are seeking to Home Educate.