

South View Community Primary School

Special Educational Needs and Disabilities (SEND) Policy



Written by: Charlotte Davis (SENCo)

Date: December 2016 (to be updated maximum every three years)

SECTION 1: INTRODUCTION

Point of Contact

The school SENCo (Special Educational Needs Co-ordinator) is Mrs Davis (who has the National Award for SEN and is a member of our Senior Leadership Team).

SENCo Contact Details:

Email: enquiries@southview.lincs.sch.uk

Phone: 01733 210361 (school office)

Address: South View CP School, Postland Road, Crowland PE6 0JA

Our Beliefs and Values

At South View, children's enjoyment, achievement and sense of security are at the heart of everything we do.

Children are nurtured in a safe and secure environment where respect for each other is celebrated and valued. Our children thrive in a supportive atmosphere where they take a personal pride in their own and others' achievements. South View's dedicated team aims to equip all our pupils with the skills, knowledge and understanding to become informed and responsible global citizens. Our children are encouraged to be creative, show curiosity in the world around them and to recognise, respect and celebrate diversity. We will celebrate the strengths and successes of individuals, inspiring children to enjoy and achieve in all aspects of their learning. We are committed to working with children, parents and the wider community to motivate and encourage every pupil to be confident and successful in the 21st Century.

SECTION 2: AIMS

We want all of our children to realise their potential and make the best possible progress. We have high aspirations for our pupils, and want them to enjoy and achieve. It is the responsibility of all adults to try to recognise any barriers to learning, therefore we want them to raise concerns as soon as possible so that provision can be made to help overcome lack of progress and close the gap. We know that for pupils to learn, they also need to feel happy, safe and confident in the setting, so we aim to support the 'whole child'. The SENCo and Learning Mentor work closely with children, staff and parents to ensure the well-being of our pupils.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs;
2. To work within the guidance provide in the SEND Code of Practice, 2015;
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs, including listening to the views of the pupil and their family;
4. To provide a SENCo who will work with the SEND Policy;
5. To provide support, advice and resources for all staff working with special educational needs pupils.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There are a number of ways in which pupils might be identified as having barriers to learning, including:

- At 'Pupil Progress Meetings' - Teachers meet with a member of the senior leadership team regularly as part of these meetings to discuss children's progress – concerns could be raised if pupils are not making expected progress
- Monitoring - Senior leaders monitor termly assessments, data, exercise books and lessons as part of their monitoring activities, and could then identify pupils not making expected progress
- Parents' Evenings - Teachers meet parents/carers regularly for 'Parents' Evenings' during which parents could identify concerns about their child's progress

- Referrals - Teachers can refer children to the SENCo if they have concerns about a specific child or want support in putting provision/interventions in place for children who aren't making expected progress

We have a flow diagram (figure 1) to show how this process should look once a child has been identified as not making expected progress:

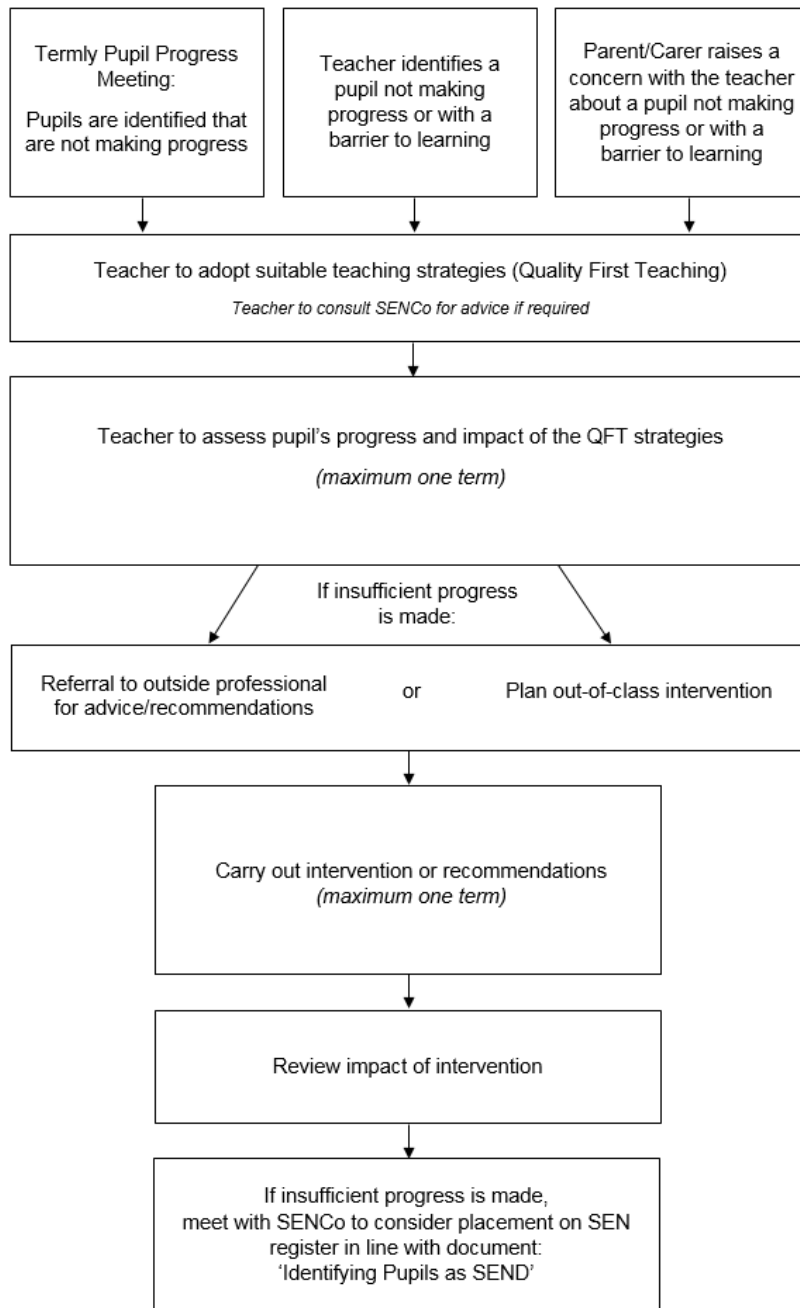


figure 1

Children classed as having SEND (Special Educational Needs or Disabilities) can be identified in the following ways:

1. Has difficulties in one or more of the Four Broad Areas of Need, despite intervention

The areas of need are:

1. Communication and interaction
2. Cognition and learning (standardised scores below 84 or at least 2 years below age-expectations)
3. Social and emotional and mental health difficulties
4. Sensory and/or physical needs

We have some assessments in school (such as the Salford Reading Test) and some access to an outside assessor through the Specialist Teaching Team; the tests and assessments can help to identify particular barriers and/or provide standardised scores which can often help us to know whether a child has special educational needs.

2. Receives ongoing support from external agencies, therapeutic services or advisory services.

For example, a pupil may receive continuing support from professionals such as:

- Speech and Language Therapists
- Occupational Therapist
- Children and Adolescent Mental Health Service
- Paediatrician
- Working Together Team

3. Has a diagnosis/diagnoses that could impact on a pupil's ability to access the curriculum

Diagnoses could include, but are not limited to, the following:

- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Dyslexia/Dyscalculia
- Developmental Co-ordination Disorder (Dyspraxia)
- Sensory Processing Disorder
- Oppositional Defiant Disorder

4. Has a disability

A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a child's ability to do normal daily activities.

If a child is considered by school to have Special Educational Needs/Disabilities, then they will be placed on the school's SEND Register. Parents will be informed if children are added to or taken off the register.

SECTION 4: A Graduated Approach to SEN Support

Quality First Teaching

First and foremost, we believe that the biggest impact on teaching and learning of all pupils is quality teaching in the classroom (Quality First Teaching). Therefore, all teachers are expected to plan differentiated lessons so that all children can access the curriculum. Examples of differentiation methods include: a differentiated learning objective; use of different resources; planned adult support; extra time to complete a task. Some children may need specific resources to support their learning; examples of this are: a laptop to type rather than hand-writing pieces of work; an easy-speak microphone to record ideas and then write as pupils play it back to themselves; first and next boards to communicate what task should be completed first before moving on. These strategies can be recorded on the One Page Profile so that all staff are aware of what works well for pupils in lessons. Strategies and good practice for differing needs are outlined in a document called 'Quality First Teaching' which is made available to all class teachers in the class SEND folder.

Those children working well-below the year group expectations (including those working within the P Levels) will often need a separate programme of study, particularly for English and maths. Teachers are expected to provide planning for the teaching assistants in delivering such a programme, and to be part of the delivery and assessment on a regular basis.

Assess → Plan → Do → Review

If Quality First Teaching does not give the pupil enough support to make progress, then we refer to the flow diagram (see figure 1 above). This means **assessing** the pupil; **planning** provision (intervention in or out of class); carrying out (**doing**) the intervention, and **reviewing** its success (at One Page Profile meetings with

parents, Pupil Progress Meetings or through submission of intervention programme impact forms submitted to the SENCo. At this point we then amend the provision to ensure progress in the following term (and at this point some children may need to be added to the SEND Register).

Most interventions are not planned to last for longer than one term, unless stated otherwise in the guidance for specific programmes (such as First Class @ Number which takes up to 12 weeks to deliver, and Catch-Up Literacy which takes between 6-12 months).

SECTION 4: MANAGING PUPILS' NEEDS ON THE SEND REGISTER

SEND Register

The SENCo has a spreadsheet to track the pupils on the SEND register. This information is also kept on the school's Management Information System. When children are added to both, the following information is included:

- Year group
- Class name
- Gender
- Date of birth
- Whether we receive Pupil Premium funding for them
- Whether they are SEN Support or have an EHCP (Education Health Care Plan)
- Their needs - specifically what their main needs are from the following list:
 - VI - Visual Impairment
 - HI - Hearing Impairment
 - SPLD - Specific Learning Difficulty
 - SLCD - Speech, Language and Communication Difficulties
 - ASD - Autistic Spectrum Disorder
 - SEMH - Social, Emotional and Mental Health
 - MSI - Multi-Sensory Impairment
 - PD - Physical Disability
 - MLD - Moderate Learning Difficulty
 - SLD - Severe Learning Difficulty
 - PMLD - Profound and Multiple Learning Difficulties
 - D - Disability
- Any diagnoses & dates
- List of any professionals involved

The SENCo also keeps a 'monitoring' list of any pupils who have been assessed for SEND or had outside professionals involved at some point in the past, but do not qualify for the SEND Register.

Both the SEND Register and Monitoring spreadsheets are shared with class teachers and kept in their class SEND folder. By having the standardised class SEND folders with children's relevant paperwork (e.g. paediatrician reports, EHCPs, speech and language plans), and by including the SEND Register and Monitoring spreadsheets, class teachers can have a better understanding of the needs of the children in their class and be able to adjust their teaching accordingly. This ensures better transition from year group to year group. However, if a teacher feels they need more support in planning provision for their children, there is a SENCo referral form available in the staff room and a copy in their class SEND folders.

Interventions or SEND Programmes

If a pupil needs more than Quality First Teaching to meet their needs, we have teaching assistants who are trained and/or experienced in delivering specific interventions, such as First Class @ Number, Catch Up Literacy, Beat Dyslexia and Toe by Toe. If outside professionals recommend certain programmes or give objectives, we encourage them to come in and train our staff to deliver these.

Every term, the SENCo allocates pupils from across the school into interventions or SEND programmes, which are mostly delivered by teaching assistants in the afternoons. These are based on recommendations from outside professionals, data/assessments of pupils where gaps or particular needs are identified, or where children with SEND need specific programmes to support their specific needs (to fulfil objectives in

the Education Health Care Plans or targets on children's One Page Profiles). All children receiving interventions will be assessed before and after the intervention. This data is submitted to the SENCo who tracks the interventions and pupils through provision maps.

SECTION 5: MONITORING AND EVALUATION OF SEND

Termly, the SENCo:

- analyses the data of all SEND children in terms of progress and against national expectations (attainment);
- analyses the impact of interventions in terms of progress against set objectives and the impact.

The SENCo reports regularly to the link SEND governor who in turn feeds back to the full governing body. Parent feedback is gained for EHCP children through annual reviews and with 'SEN Support' pupils' parents through termly One Page Profile meetings between the class teacher and the parents. The SENCo offers drop-ins during Parents' Evenings.

Children with SEND are specifically interviewed as a small group by a member of staff to ask about their learning, the support they receive and their targets. This is to ensure we are aware of their perception of what is in place so that we can make adjustments accordingly.

Parents, staff and the SEND link governor were invited to comment on the current provision and make suggestions when writing this policy.

SECTION 6: Roles and Responsibilities

The diagram (appendix i) shows how the roles and responsibilities are shared between governors, the head-teacher, SENCo, class teachers and support staff (teaching assistants). This is elaborated on below:

Governors

The governing body:

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs.
- Ensure that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEND policy
- Have a named Governor for Special Educational Needs (Judith Sumner).

Head-teachers

- The head-teachers will keep the governing body fully informed in all aspects of the school's work, including provision for children with SEND.
- The head-teachers will work closely with the School's SEND Co-ordinator.
- The head-teachers will use Pupil Progress Meetings to help teachers to identify children who need further differentiation or intervention, and refer them to the SENCo.

Special Needs Co-ordinator (SENCo)

The SENCo is Mrs Davis. The SENCo, working closely with the Head teacher, Senior Leadership Team and teachers will:

- Be closely involved in the strategic development of the SEND Policy and provision to raise the achievement of pupils with SEND.
- Have responsibility for the day-to-day operation of the School's SEND Policy, and for co-ordinating provision for Pupils with SEND, particularly with children on the school's SEND register. She will work closely with staff, parents/carers and other agencies.
- Seek to develop effective ways of overcoming barriers to learning.
- Be involved with monitoring the standards of pupil's achievements and in setting targets for pupil improvement.
- Oversee the records on all pupils with SEND.
- Liaise with and advise staff.
- Contribute to the in-service training of staff.

- Liaise with external agencies including the LA Support Services; Educational Psychology Services; Health and Social Care and voluntary bodies.
- Assist with and monitor interventions and map progress.
- Monitor, evaluate and report regularly to Head.

Class Teacher

- All teachers are teachers of all children.
- The provision of High Quality First Teaching is the cornerstone to effective SEND progress.
- The teacher must fully involve the parents at all stages of the above process. Parents need to be aware that their child has difficulties at the earliest opportunity. No action should be taken without informed parental consent, particularly involving outside agencies/professionals and assessments.
- The teacher has the responsibility for the provision of work, activities and assessment related to the targets on the One Page Profile and also keeping any 1 –1 teaching assistants fully informed about the needs and progress of the pupil.
- The teacher has a responsibility to involve the pupil and encourage as much participation as possible in his/her reviews and development targets.

Support Staff

- Some teaching assistants are trained to deliver specific interventions and are monitored by the SENCo.
- All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND.
- Training to meet the needs of support staff is arranged according to whole school and individual pupil needs.
- Support staff are encouraged to discuss issues relating to SEND with the SENCo. Where individual and group training needs are identified of support staff the SENCo or Head teacher will facilitate training. Support staff are usually included in whole school training sessions relative to specific children or needs.
- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEND Code of Practice, the class teacher is the first port of call for the teaching assistant to discuss issues relating to pupils with SEND.
- The SENCo may be involved where further advice or discussion is needed.
- Monitoring suggests that where strong liaison between class teacher, teaching assistant and the SENCo exists, the needs of the pupil are met more effectively.

SECTION 7: CRITERIA FOR EXITING THE SEN REGISTER

Where specific planned provision has been successful and a pupil no longer fulfils the criteria, then they should be removed from the SEN register and monitored for progress through Pupil Progress Meetings for the following academic year. Parents will be informed if children are to be removed from the SEND Register.

SECTION 8: TRAINING AND RESOURCES

The Local Authority disseminates funds for all pupils in our setting (notional funding). Currently schools are asked to find the first £6000 for SEND pupils out of that notional funding. Additional money is usually allocated by the Local Authority to support pupils with high levels of need if they have an EHCP (Education Health Care Plan). Out of this funding, the school funds training, resources and support for SEND.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In-house training is arranged by the SENCo as required to address current issues or needs within school (either by the SENCo or an outside professional/agency). If there is any staff training locally that addresses the needs of pupils, the school may send staff members if funding allows, and if the training supports the current priorities for those children.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends the SENCO cluster meetings in order to keep up to date with local and national updates in SEND.

SECTION 9: SUPPORTING PUPILS AND FAMILIES

Parents/carers of all pupils at South View CP School are invited to parents' evenings (at least twice a year) and receive a written report annually. However, parents are welcome to request extra meeting with the class-teacher at any time in the year should they have any concerns.

Parents of SEND children will be invited to SEND termly meetings with the class-teacher (and SENCo where possible) to discuss provision, share concerns and review progress by updating the pupil's One Page Profile, including their targets. These meetings should take place at the end of the autumn, spring and summer terms. Where possible, the class-teacher for the following academic year should attend the summer meeting as part of the transition process.

The SENCo and Learning Mentor regularly hold coffee mornings for pupils of SEND to create an informal network within school in which parents can support each other. Outside speakers are invited to come and share at some of these mornings.

Useful Documents

Parents and carers can find the Local Authority local offer here:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Parents and carers can find the school's SEN Information Report here:

<http://www.southviewprimary.co.uk/page/?title=Special+Education+Needs+and+Disabilities+%28SEND%29&pid=47>

SECTION 10: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises 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 may also have special educational needs (SEN) and may have an 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 (2015) is followed. At the start of every academic year, parents are requested to provide up-to-date details regarding any medical issues. From this, care plans are written if required. For more detail, please read the Administering Medicines Policy.

School Nursing Team

Our school nursing team can offer advice and support to pupils and their parents/carers. To make an appointment, contact 01775 652146. They are based at:

The Johnson Hospital
Pinchbeck Road
Spalding

SECTION 11: STORING AND MANAGING INFORMATION

All electronic data and information is stored on our server which is password-protected. Paper data is kept securely in school in a locked cabinet in a pin-coded office. Teachers are expected to keep their SEND class folders locked away securely during out-of-hours, and during the day kept in the class cupboard or on the teacher's desk to be referred to by staff.

SECTION 12: ACCESSIBILITY

For information, read the Accessibility Policy and Accessibility Plan which can be found on the school website: <http://www.southviewprimary.co.uk/page/?title=Policies&pid=45>

SECTION 13: DEALING WITH COMPLAINTS

We welcome feedback and suggestions from our parents. They can email or write to the school, or make an appointment with the SENCo or Head-teacher by visiting the school office, emailing secretary@office.warfield.bracknell-forest.sch.uk or calling 01344 862074.

See the website <http://www.southviewprimary.co.uk/page/?title=Policies&pid=45> or our school office for our Complaints Policy. Should parents have concerns, they should try to resolve these with the class-teacher in the first instance, and then the SENCo/Assistant Head/Deputy Head.

SECTION 14: BULLYING

For information, please see the school's Anti-Bullying Policy.

SECTION 15: REVIEWING THE POLICY

This policy will be reviewed by the SENCo and governing body at least every three years, or before if there are any changes to the named SENCo or the SEND provision in school.

Next review: December 2019

This policy's approvals:

Role	Signature	Date
SENCo		
Chair of Children & Learning Committee		
SEND Link Governor		
Chair of Governors		

APPENDICES:

i Rules and Responsibilities

Roles and Responsibilities

