

Creeting St Mary CEVAP School

SEND POLICY

2016-2017

**This policy is to be read in conjunction with the school's other policies.
This policy is reviewed annually and agreed by the school's governing body.**

Document History		
Event	Date	Person responsible
Created	01/10/2016	Rachel Cutts
Reviewed	08/10/2016	Mark Mathewson
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Approved	November 2016	Governing Body

Introduction

In September 2014 the Government introduced a new Special Educational Needs and Disabilities (SEND) Code of Practice 0-25. This was updated in January 2015.

The Code of Practice provides guidance on the statutory duties, policies and procedures relating to Part 3 of the Children and Families Act (2014) and associated regulations. This SEND policy complies with the statutory requirements laid out in the code.

Creeting St Mary CEVA Primary School has a named SENCO (Miss R Cutts, who is working towards the National Award for SEN) and a named governor for SEND (Mr M Mathewson). It is their role to:

- Monitor the delivery of this policy
- Ensure that the policy is up to date and reflects the policy and procedures of the government and Local Authority.

This policy details how our school will use its best endeavours to ensure that the necessary provision is made for any child who has special educational needs.

What are Special Educational Needs (SEN)?

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. Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age (SEND CoP 2015:15,16)

Many children and young people 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’. This definition includes sensory impairments and long-term health conditions (SEND CoP 2015:16).

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition (SEND CoP 2015:16)

Aims and Objectives

All children and young people are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff encourage children to:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further education or higher education or training.

At Creeping St Mary CEVA Primary school we endeavour to:

- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside children who do not have SEND.
- Achieve inclusion of all children whilst meeting their individual needs. Teachers will provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children in our school have full access to the curriculum.
- Set out the four stage graduated response to SEND support (assess, plan, do, review).
- Request, monitor and respond to parents’/carers’ and children’s views.
- Ensure a high level of staff expertise to meet a variety of special educational needs through continual professional development.
- Make a clear distinction between underachievement and SEND. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils.
- Ensure support for children with medical conditions are in place to enable participation in all school activities.
- Carefully map provision for all learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

Provision for all

It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

All learners will have access to quality first teaching: teaching that seeks to engage and support the learning of all children. Through all subjects we ensure that the school meets the needs of all children. We respect the fact that children have different educational needs and aspirations and require different strategies for learning. We recognise that this means they may require a range of different teaching approaches and experiences.

Some learners will have access to learning support in the form of small groups or one-to-one. Often, these will be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

All learners will be monitored through a detailed tracking system which outlines and monitors all additional intervention across the school, as well as academic achievement.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

Identification and Assessment

Special educational provision should be matched to the child's identified SEN. Children's SEND are usually thought of in these four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

Children's needs should be identified and met as early as possible through:

- the analysis of data and tracking individual children's progress over time
- classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do and review.)
- following up parental concerns
- liaison with feeder nurseries on transfer or information from previous schools
- information from other services
- maintaining a provision map for all learners which clearly identifies pupils receiving additional SEND Support.
- Undertaking, when necessary, a more in depth individual assessment.
- Involving an external agency, when necessary.
- Regular discussions between class teacher and SENCO.

Furthermore, there are processes to help staff identify children with possible SEMH problems (Mental Health and Behaviour in Schools, 2016). Depending on identified needs, the school would work closely with external support services.

Curriculum Access and Provision

Where children are underachieving and/or identified as having SEND, the school endeavours to use a combination of the following approaches:

- teachers differentiate work and resources as part of high quality teaching
- small group/one-to-one work with a teacher, teaching assistant or external agency
- individual support

Monitoring and Evaluation of the effectiveness of SEND provision

This is carried out in the following ways:

- conducting classroom observations and work sampling
- ongoing assessment of progress made by intervention groups
- regular teacher meetings with the SENCO and informal feedback from all staff
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating the impact of those targets on pupils' progress.
- attendance records and liaison with Education Welfare Officer (EWO).
- regular meetings about pupils' progress between the school and parents
- head teacher's report to parents and governors
- SENCO's report to governors

SEND Support

Pupils will be offered SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school.

Our support plans are:

- Used as a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as working document which can be constantly refined and amended.
- Used to record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children.
- Accessible to all those involved in them– pupils should have an understanding and “ownership of the targets”.
- Manageable and evaluated regularly.
- Time-limited – termly reviews, with an agreed “where to next?”
- Target-focused - with a maximum of three short term targets set for or by the pupil. Targets will be arrived at through: discussions between teacher,SENCO, pupils, parents and, if necessary, with a professional from an external agency.

Education Health and Care Plan

If a pupil has a significant, severe and sustained need, it may be necessary to request a multi-disciplinary assessment process to consider the need for an Education Health and Care (EHC) Plan. The request can be made by the school or parents and the school will provide a range of evidence and information to the LA to support the request. The parents/carers of any child who is referred for an Education, Health and Care Needs Assessment will be kept fully informed of the progress of this referral.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.

Our review procedures follow those in the Special Educational Needs Code, particularly with regard to the timescales set out within the process.

Management of SEND within our school

Provision for children with SEND involves the whole school. All staff in school have a responsibility for maximising achievement and ensuring the needs of each child are met. All staff will be trained in how to best support all learners in order to maximise their achievement as part of the school development plan and continuous professional development.

All staffing appointments to support learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

Headteacher

The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The head teacher and the governing body delegate the day to day implementation of this policy to the SENCO.

The head teacher will be informed of the progress of all learners and any issues with regard to the school’s provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision for vulnerable learners
- pupil progress meetings with individual teachers
- regular meetings with the SENCO
- discussions with pupils and parents

SENCO

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governors with responsibility for SEND and the ongoing effectiveness of this policy.

The SENCO will be a qualified teacher working at the school. They will have the National Award in Special Education Needs Co-Ordination, or will study to achieve it within three years of appointment.

In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision for pupils with SEND..
- liaising with and advising teachers
- managing other classroom staff involved in supporting pupils with SEND.
- overseeing the records on all children with SEND
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- overseeing the smooth running of transition arrangements and transfer of information for pupils with SEND, including liaising with high schools as year 6 children prepare to transfer.
- implementing a programme of Annual Review for all pupils with an Education and Health Care Plan.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous interventions, that a pupil may have a special educational need which will require significant support.
- monitoring the school's system for ensuring that Support Plans have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions
- meeting termly with each teacher to review and revise learning objectives for all pupils with SEND in their class.
- liaising sensitively with parents and families of pupils with SEND, keeping them informed of progress and listening to their views of progress.
- attending SENCO meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for pupils with SEND (nationally, locally and within school).
- liaising closely with a range of external agencies
- co-ordinating and developing school based strategies to remove barriers to learning
- making regular visits to classrooms to monitor the progress of pupils with SEND.

Class teacher

Each class teacher is responsible for the progress of the pupils in their class, including those with SEND. They have a responsibility to secure good provision and good outcomes for all pupils by :

- providing differentiated teaching and learning opportunities whilst maintaining challenge
- ensuring there is adequate opportunity for pupils with SEND to working on agreed targets.
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all learners.
- having high expectations for all learners.

They also need to regularly liaise with the SENCO to agree:

- which pupils are underachieving and need to have their additional interventions and progress monitored.
- which pupils require additional support because of a special educational need or disability. Some of these pupils may require advice/support from an outside professional and, therefore, a Support Plan, to address a special educational need. This would include pupils with EHC Plans.

Partnership with Parents/Carers

All parents/carers of children in our school are treated as partners and encouraged to play an active and valued role in their child's education. Parents/carers and pupils will be encouraged to contribute to the assessment of their own individual needs, the planning of interventions and the review, as well as any transition process.

At Creeping St Mary CEVA Primary school, we aim to:

- work effectively with all other agencies supporting children and their parents/carers.
- giving parents/carers opportunities to play an active and valued role in their child's education
- making parents/carers feel welcome

- encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND, involving parents in creating targets and monitoring progress against these targets
- keeping parents/carers informed and giving support during assessment and any related decision-making process
- providing all information in an accessible way.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning and identify their own needs.
- share in individual target setting so that they know what their targets are and why they have them.
- self-review their progress and set new targets
- monitor their success at achieving their targets.

Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education. We will offer transition meetings to all pupils and parents/carers. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at annual review meetings.

Pupils and parents/carers will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Parents will be given a named contact at the new school with whom they and the SENCO can liaise

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. For further information, see our school's Admission Policy as agreed with the Local Authority.

SEND Support: Assess, Plan, Do, Review

If a child is not making adequate progress the school is likely to consider a more detailed assessment of a child's needs and provision in order to specifically support their individual needs. Specialist advice and expertise in relation to assessment and support of individual pupils may be sought. Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Assess

The school assesses each child's current level of attainment on entry to ensure that they build on patterns of learning and experience already established during the child's pre-school years.

If a teacher thinks a child may have a special educational need, the class teachers will discuss this with the parents/carers. After this discussion, the class teacher will work with the SENCO to carry out an analysis of the child's needs, drawing on the parents/carers views, the child's views and the teacher's assessment.

Plan

The teacher and SENCO will use this information to identify learning difficulties and identify targeted interventions which will support the child.

If it is decided that the child will have SEND support, the parents/carers will be notified. Parents/carers will also be notified of any adjustments, interventions or support that is put in place. Where possible, parents/carers will be asked to reinforce or contribute to learning at home in order to further support progress.

Details of additional support will be recorded in the child’s Individual Education Plan (IEP).

Do

The class teacher will be responsible for working with the child on a daily basis. They will provide interventions that are additional to those provided by the school’s differentiated curriculum. The child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by all classroom staff and reviewed formally each term with the SENCO, child and parents/carers.

Review

The effectiveness of the adjustments and support will be reviewed termly. New targets and provision will be agreed. If the child has made sufficient progress then it may be decided that additional support is no longer required. If a child has an Education, Health and Care Plan their progress will be additionally reviewed every twelve months (SEND Code of Practice, 2014).

Equipment and Facilities

When specialist equipment or a high level of staffing support is required to support a pupil with SEND, our school will fund this as additional SEND support.

Specialist equipment and expertise in relation to its use will be purchased/hired/sought by the school. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

Contact Details

<u>Role</u>	<u>Individual</u>	<u>Email</u>
SENCO	Miss Rachel Cutts	r.cutts@creetingstmary.suffolk.sch.uk
SEND Governor	Mr Mark Mathewson	m.mathewson@creetingstmary.suffolk.sch.uk

Further information on Suffolk’s Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

<http://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendias/>

Further information on Suffolk’s Local Offer: <http://infolink.suffolk.gov.uk/>