

Curdrige Primary School

Special Educational Needs and Disabilities (SEND) Policy

This policy complies with:

- Section 69(2) of the Children and Families Act 2014
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Section 6 of the Special Educational Needs and Disability Code of Practice:
0-25 years. (June 2014, updated January 2015)

Aim

At Curdrige Primary School, we have the highest expectations for all children, including those with SEND. We believe that every child should make good progress through the delivery of a broad, balanced and differentiated curriculum. This policy aims to reflect the school aim of achieving the best for all and to promote continuous improvement in our provision for those with SEND.

Objective

At Curdrige Primary School we aim to:

- Identify and provide for pupils who have special educational needs and additional needs.
- Provide an inclusive learning environment through High Quality Teaching.
- Work within the guidance of the Code of Practice (2014) and the Local Authority SEN Support guidance.
- To provide a Special Educational Needs Co-ordinator and Disabilities (SENDCO) who will work within the SEND policy.
- Provide support and advice for all staff working with children with special educational needs.
- Provide children with opportunities that enable them to make progress so that they achieve their best and become confident individuals living fulfilling lives.
- Seek the views of the child and take them into account.

- Encourage parental support for the child's education and to keep parents fully informed of the child's progress and support programme.

Definition of SEND

A child or young person has SEND 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:

- 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.

Identifying Special Educational Needs

Class teacher and subject leaders, supported by the senior leadership team, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

At Curdridge Primary School, we identify Special Educational Needs from a range of evidence, including;

- Information at transfer in from Early Years setting or another school
- Parental views
- Pupil voice
- Baseline testing
- In school screening tests eg Vernon Spelling, New Salford
- Class work
- KS1 data
- Outside assessments eg. EP/OT/SALT
- Local Authority Statements/EHC Plans

A Graduated Approach to SEND Support

At Curdridge Primary School, we believe that high quality teaching that is differentiated and personalised, will meet the individual needs of the majority of children. Some children and young people need educational provision that is additional to or different from this. This is special

educational provision under Section 21 of the Children and Families Act 2014. We will aim to ensure that such provision is made for those who need it.

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. Therefore, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement through continuous staff professional development, work scrutiny, observations and pupil progress reviews.

If the class teacher has a concern about the progress of an individual, a Record of Concern form will be completed. A meeting will be arranged for the teacher and SENDCO to consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and assessment materials. For higher levels of need, the school will seek to make arrangements to draw upon more specialised assessments from external agencies and professionals.

Managing pupils needs on the SEND register

If a child is identified as having a Special Educational Need, the following process will occur:

- The child will be placed on the school's SEND register
- Targets will be completed according to the child's needs by the child's teacher.
- An intervention may be put in place to support the child in addition to high quality teaching. This will be documented on the school's provision mapping system.
- Interventions will be regularly reviewed and evaluated according to the child's progress.
- Next steps will be decided according to the outcome of the intervention.

For higher levels of need or where the school is unable to fully meet the needs of the child, arrangements may be made to draw upon more specialised assessments from external agencies and professionals.

The pupil and their parents will be involved throughout the entire process.

Criteria for exiting the SEND register

If it is considered that the child no longer needs support that is additional to or different from the current educational provision, then a decision may be made to remove the child from the SEND register. Parents will be fully involved in this decision. The child will therefore continue to receive high quality teaching that is differentiated and personalised within the classroom setting.

Supporting pupils and families

A copy of our SEND Information Report can be found on our school website. A copy of the Hampshire Local Offer can be found on http://www.hantslocaloffer.info/en/Main_Page

We will aim to support pupils and families through linking with other agencies when needed.

Please refer to our website for admission arrangements.

Accessibility to exams

SEND children may be eligible for Special consideration for their KS2 SATs. The class teacher will meet with members of the SENDCO to see if the child meets the criteria set out by the test providers. The outcome of the process will be shared with parents.

Transition

It is the role of the SENDCO and class teacher to liaise with the SENDCO of feeder and secondary schools with information about the needs of children on the SEND register in order to ease the transition between schools and minimize disruption to their education.

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 (SEND) 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.

The school will work closely with parents and outside agencies to support pupils with medical conditions and will where appropriate ensure that staff is given appropriate training to support the pupil with their needs. Training will be in line with the child's needs under latest published guidance by DfE;

www.sendgateway.org.uk

Monitoring and evaluation of SEND

SENDCO will:

- Monitor termly reviews of personal targets and annual reviews for all those with an EHC plan or within the IPA process.
- Inform parents of any meetings taking place with outside agencies involving their child and attend these meetings if appropriate.
- Discuss and review targets set with parents by looking at the Pupil Profile.
- Write SEND review reports.
- Meet with the Governor for SEND at least termly to monitor effectiveness of SEND Provision.
- Inform governors annually of progress made by those on SEND register including details of children moving on and off the SEND register. Include in report sub-categories for vulnerable groups e.g EAL.

Class Teacher will:]

- Review personal targets termly.
- Meet with any outside agencies.
- Liaise regularly with parents regarding child's progress.
- Maintain in-class support for specific programmes and targets throughout the curriculum

Head Teacher will:

- Have an overview of progress of those on SEND register.
- Feed SEND issues and developments into the SIP to further SEND provision and promote inclusion.
- Decide on time and resources available to SENDCO.

SEND Governor will:

- Ensure policy is in place and reviewed annually and that all staff are aware of those children with SEND.
- Work with Head Teacher and SENDCO in identifying priorities in SEND provision for the school improvement planning.
- Meet with the SENDCO termly to evaluate progress and the impact of provision on those with SEND.
- Inform Governing Body and parents annually of details of progress of those on SEND register and any changes in policy.
- Keep up to date on how SEND resources (personnel and equipment) are deployed at the school.

Training and Resources

We will meet a child's needs by providing appropriate support as identified through assessment and a range of evidence.

All staff are kept up to date with current research and practices and are given opportunities to further their professional development with SEND as and when required. This includes the delivery of interventions.

The SENDCO regularly attends Local authority (LA) SENDCO circle meetings in order to keep up to date with local and national updates in SEND. She also attends network meetings and other forms of professional development workshops.

Roles and Responsibilities

The Class Teacher has responsibility for:

- Planning and teaching a differentiated and personalised curriculum that meets the individual needs of all children.
Continuously assess and track the progress of all children, identifying any gaps in progress.
- Maintaining the personal targets and monitoring progress of any interventions.
- Managing classroom support and the use of specific programmes within year groups.
- Encouraging parental participation in the child's learning.

The SENDCO has responsibility for:

- The day to day operation of the SEND policy
- To maintain a register of children with SEND
- To advise class teachers on teaching strategies for children with SEND
- To advise colleagues on appropriate programmes and use of Learning Support Assistants
- To monitor the effectiveness of specific support programmes for children with Education Health Care Plan and at SEND support on the register
- To keep up to date on current thinking and new resources relating to SEND
- To maintain SEND resources including managing a budget for purchasing additional resources
- To liaise with, and coordinate the use of outside agencies, e.g. educational psychologists, speech therapists and occupational therapists
- To support the class teacher in liaising with parents
- To co-ordinate the support of LSAs linked to children with Special Educational Needs and Disabilities or for whom the IPA process is in operation and to manage the review process for these children

The Learning Support Assistants (LSAs) have responsibility for:

- Implementing and resourcing programmes.
- Feeding back information verbally and in written form through the personal targets to the class teacher and SENDCO.

Emotional Literacy groups and individual support are run and delivered by qualified Emotional Literacy Support Assistant (ELSA) to raise self-esteem and address issues of emotional wellbeing and self-discipline. This work is supported within the wider curriculum by all teachers and support staff. All staff can recommend children with relevant needs for inclusion in this group by completing an ELSA referral form.

Storing and Managing Information

The school has robust systems to ensure that any information is stored confidentially and securely. Information will only be shared with those that have permission who are directly involved in the support process. Information will be kept until the cohort reaches the age of 25.

The policy will be reviewed annually in line with statutory requirements.

Accessibility

As an inclusive school, we strive to ensure that every child has full access to the curriculum including the wider curriculum of the school such as after-school clubs, leisure and cultural activities and school visits.

If there is a need for additional accessibility, we will endeavour to produce a written accessibility plan which will highlight the strategies that the school will use.

The school has good facilities to provide successful accessibility for pupils and current facilities include ground floor classrooms and disabled toilet. The school aims to meet children's needs so that they are able to have a fully inclusive education.

Within the curriculum the school makes necessary adaptations to ensure that children of all abilities and disabilities can access this fully. This includes participation in after-school clubs, leisure and cultural activities or school visits/residential.

The school will when needed deliver written information to disabled pupils, such as handouts, timetables, textbooks and information about school events. The information presentation will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Parents will also be able to link with the school's SENDCo or class teacher to ensure regular communication. The school operates an open door policy and regular opportunities for parents to meet with the SENDCO. The school is always happy to meet parents should the need arise.

Dealing with Complaints

In the event of a disagreement about how a child's needs are being met parents should initially discuss the problem with the class teacher /Head teacher and or the SENDCO. If it remains unresolved at this stage the parents should be

advised to make contact with the Governor with responsibility for Special Needs. Complaints that are not resolved as a result of this action should be referred to the LA and parents informed of the services offered by the Support4SEND Service.

Bullying

Please refer to the school's anti-bullying policy.

Appendices

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

Review Date: January 2018