

Horsley C. of E. (VA) Primary School *Special Educational Needs and Disability (SEND) Policy.*



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Philosophy of SEND at Horsley Primary School

A child has special educational needs if he/she has a learning need that calls for special educational provision to be made for him/her. This applies to both more able and less able pupils.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability, which either prevents or hinders the child from making use of the educational facilities, provided for children of the same age;
- it is acknowledged that children, who have English as a second language, may have difficulty accessing the curriculum but not necessarily have a learning difficulty.

We believe that every child in our care has the right to a broad and balanced curriculum including the National Curriculum, which is matched to the needs of the individual. This demands very thoughtful and careful planning. The school will adopt a graduated response that recognises that there is a continuum of special educational needs and brings increasing specialist expertise to help a child that is experiencing difficulties. Records of the steps taken to meet the needs of individual children will be kept.

Partnership between the school, parents, SEN child and external agencies is central to our thinking. We believe that there are tremendous benefits gained by a child knowing that parents and teachers are working together. Two-way communication is encouraged both formally and informally. Parents are welcomed into school to discuss their child with relevant staff. Equally the development of a quality partnership between the school and external agencies is actively encouraged, giving children the best possible advantage.

We work within the guidance provided by the 'SEND Code of Practice, 0-25' (2014). Horsley Primary School is committed to supporting children with special educational needs.

Policy Objectives:

The objectives of this policy are to meet the individual needs of all SEN children in our care by:

- ensuring that assessment is carried out as an integral part of teaching and learning, giving an up to date and accurate picture, enabling early identification of SEN;

- ensuring a broad, balanced, relevant curriculum;
- the development of a close partnership with parents, involving them at every stage, informing and supporting them throughout;
- providing access and encouraging effective involvement of external agencies.

Identifying Special Educational Needs

- Teachers or parents/carers may raise concerns about the educational needs of individual children. In the first instance, children's progress and attainment may be monitored and reviewed regularly.
- If it is felt by parents/carers and or teachers that SEN support needs to be put in place, the needs of the child will be **ASSESSED** by the teacher and, where relevant, the SENCO. External specialists or agencies (e.g. an educational psychologist, speech and language therapist, etc.) may be called upon to make assessments, offer advice and support.
- In consultation with the parent/carer, children that have been identified as having a special educational need will be given 'SEN Support' as defined in the 'Code of Practice: 0-25' (2014). A **My Plan** will then be put into place. These will be drawn up by the teacher, parent, child (and SENCO, where relevant).
- The **My Plan** will outline agreed provision and strategies to support the child's particular need. It will include **SMART** targets (i.e. targets that are specific, measurable, achievable, realistic and timed) which will be reviewed termly.
- Teachers will also use annually produced **Profiles which** feed into the **My Plan**. These present a snapshot of the child in question. They are created by the child and identify what the child enjoys, is good at, and finds challenging.

A graduated Approach to SEN Support

- Having 'ASSESSED' the needs of children, an agreed 'plan' is put into place in the form of a **My Plan**. The class teacher is the key person managing the day-to-day SEN support for the child. Reviews are conducted regularly. The class teacher will up-keep records of provision and support. The provision given in response to the **My Plan** will be summarised in a class provision map.
- If one or more outside agencies are supporting the child, the SENCO/ Head teacher may recommend completing regular meetings with all agencies involved - a Team Around the Child (TAC) or Team Around the Family (TAF). This may prompt the **My Plan** to be upgraded to a **My Plan+**. Additional external support, or advice, may also prompt the **My Plan** to be upgraded to a **My Plan+**. Should the child's needs or circumstances change, the **My Plan+** can be 'downgraded' to a **My Plan**.

- If, having followed an agreed pathway of support, it is felt that a child has not made expected progress then a parent/carer, or teacher, may request an Education, Health and Care Plan (EHCP) needs assessment.
- An EHCP needs assessment is carried out by the local authority. From September 2014 EHCPs replace what was formerly known as the statutory statement. Like a statement, an EHCP stipulates provision that the school needs to put into place to support the child (e.g. 1:1 Teacher Assistant support or provision by an outside agency).
- Provision for children with an EHCP (or current statement) is formally reviewed annually, normally with the support of a range of external agencies (e.g. the EP, etc.)
- The authority has now combined the SEND pathway with its Early Help provision. As such, children may be allocated a **My Plan** or **My Plan+** based on other needs not relate to SEND.
- Throughout the process, children are given the opportunity, wherever possible, to contribute to their plan, in line with 'Code of Practice: 0-25' (2014).
- LA guidelines on 'Identification and Assessment of Additional Need' is also used to support the process See:
https://search3.openobjects.com/mediamanager/gloucs/glosfamilies/files/section_2_-_identification_and_assessment_of_additional_needs.pdf

Links with External Agencies

- The school may draw upon a range of outside agencies and specialists to support children with SEND. These include:
 - 1) Regular contact with a bought-in Educational Psychologist (EP) who is available for informal and formal assessments and reviews.
 - 2) Regular contact with the School Health Service, through visits by the school doctor, school nurse and speech therapists.
 - 3) An Educational welfare officer.
 - 4) Social services can be contacted at any time and a representative from the school is sent to Case Conferences and other relevant meetings.
 - 5) The Advisory Support Teacher Service.
 - 6) Other external specialists.

Managing Pupils Needs on the SEN Register

- The SENCO manages the register of children receiving SEN support. This is reviewed regularly (at least twice a year)

- Individual teachers map, with the support of the SENCO, provision for children with SEN in their classrooms.
- TAs may be deployed to offer support to individual children or groups of children. This may involve the TA co-ordinating an intervention to support learning (e.g. Fizzy, Toe by Toe, ELSA, etc).
- SEN Support Plans are formally monitored by the SENCO on a termly basis.

Criteria for Exiting the SEN Register

- As part of the regular monitoring and review of SEND provision for children on the SEND register, it may be deemed appropriate for a child to exit the register. This should be carried out in consultation with the parent/carer.
- Children may be re-admitted to the register if educational needs change.

Supporting Pupils at School with Medical Conditions

- The SENCO works with the school office to gather information about children with specific medical needs. This is completed at the beginning of the academic year and reviewed on a needs basis. Where relevant, care plans are drawn up with the school nurse and the support of parents.
- Relevant medical details, including dietary and allergy information, is displayed in the school staffroom and in the school kitchen.
- When organising school trips, teachers undertake risk assessments for all pupils; this may involve a named-child assessment for children with specific medical conditions. Risk assessments are authorised by the Head teacher or delegated member of staff.

Monitoring and Evaluating SEND

- **My Plans/My Plan+** are formally monitored by the SENCO. Support for staff is given, as appropriate.
- The SEN register is formally reviewed at least twice a year. However, SEN support may be actioned/changed for any pupil throughout the academic year, if Parents/carers, pupils or staff may identify a specific learning need which necessitates immediate support.
- All interventions are regularly monitored and reviewed to identify impact of measures on pupil progress.
- The SENCO is subjected to the school procedures and processes for performance management. See Performance Management Policy.
- Each year the SENCO produces an action plan and is linked to the School Improvement Plan (SDP). It is reviewed termly by the SENCO and the SLT.

- The SENCO also produces an annual report on SEN provision and progress to governors, normally in term 2. This is made available to parents and external agencies via the school website.

Training and Resources

- All teaching staff receive regular training on SEND. This may be provided by external by agencies or may be conducted in-house.
- The SENCO regularly attends SENCO network events and specialist SEND training.

Roles and Responsibilities

The Role of the SENCO:

- Co-ordinate provision for children with special needs including liaison with outside agencies, where relevant.
- Complete relevant paperwork for outside.
- Ensure that the purchase and allocation of all resource is made appropriately and reviewed regularly.
- Provide advice, support and resources to all teaching and support staff.
- Communicate regularly with parents of children on the Special Needs Register.
- Monitor that the special needs policy is successfully being put into practice.
- Liase with pre - schools and secondary schools to ensure there is continuity of provision for children with SEN on transfer, and other primary schools when children move in or out of the area.
- Inform the SEN Governor on policy and practice.
- Maintain records of staff SEN experience, knowledge and training.
- Co-ordinate SEND related training/CPD for all staff as necessary.
- Write an annual report for parents and governors on SEN developments and their impact on pupil progress.
- Conduct regular reviews between the SENCO and the class teacher.
- Annual reviews of statemented children (or children with EHCPs) are organised and facilitated by the SENCO.

The Role of the Special Education Needs Governor:

- The SEN Governor acts as a direct point of contact between the staff and Governing Body.
- The SEN Governor will be involved in the development of the SEN policy.
- Monitor and support the work and impact of the SENCO
- Report back to the Full Governing Body (FGB) on SEN developments.

The Class Teacher's Role

- The performances of all pupils in the school are observed, assessed and monitored by the class teacher, as part of the school's Assessment policy.
- Detailed records are kept for all children.
- The class teacher will inform the SENCO of initial concerns about a child's learning or behaviour and keep a record on a Concern sheet.
- The class teacher, with support from the SENCO, will draw up My Plans or a My Plan+.
- At least two parent's evenings are a regular feature of the school year. The SENCO is also available to talk with parents of children with SEN at these events.
- To undertake relevant professional development, as required.

The Role of the Teaching Assistant.

- To support SEND children within the classroom.
- To work with SEND children individually or in small groups, using programmes under the guidance of the SENCO or Special Needs Teacher.
- To plan, teach and follow designated interventions to support learners with SEND or other learners, where a specific learning need has been identified.
- To undertake relevant professional development, as required.

The Role of the Parent/Carer

- To offer support and guidance on their child's SEND.
- To work in harmony with the school in supporting their child's SEND and to follow agreed ways of working.
- To update the school regularly with information relevant to their child's SEND.

Accessibility

- The school cannot currently accommodate wheel chairs. There is currently restricted access for children with disabilities (due to stairs/steps across the school).

Dealing with Complaints

- In the event of a complaint about a child's SEN provision, the child's parent should initially contact the class teacher and, if necessary, the Head teacher or SENCO. Advice may be sought from the SEN Governor, who may refer matters to the Governing Body.
- Further information about the school complaints procedure can be found in the Complaints Policy; this is available online, via the school website.

Child Protection Procedures

- This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989.
- All action is taken in line with the following legislation / guidance below. See the Safeguarding policy for further information and guidance.

South West Child Protection Procedures (SWCPP), www.swcpp.org.uk

Section 175 Children Act, 2002

Working Together to Safeguard Children (2014)

What to do if you're worried a child is being abused (2006)

Keeping Children Safe in Education (2014)

Allocation of Resources

- In consultation with Head teacher and staff the SENCO will purchase specialist materials and equipment that are needed to deliver programmes to children with Special Needs.
- Teaching Assistant support will be allocated to children on the Code of Practice

Integration

- All children on the SEN register work in mainstream classes. Through careful planning, access to the curriculum is differentiated according to individual or group needs.
- Children with SEN may also be withdrawn for assessment and work on individual or group programmes, ensuring that their access to the curriculum is broad and balanced.

Links with Other Policies

- This policy needs to be read in conjunction with the following policies and Plans: Safeguarding & Child Protection Policy, Pupils with Medical Needs, Accessibility Plan, Behaviour Policy.

Gary Price, March 2017

Policy to be reviewed: March 2018

