

“Learning and achieving together in a caring community”
‘Do to others what you want them to do to you’ Matthew 7:12

Ann Edwards Church of England
Primary School



SEND Policy

July 2020

Links to other policies / To be read in conjunction with:
September 2018 School's Safeguarding Policy (amended in-line with the DfE 'Keeping Children Safe
In Education' statutory guidance September 2019)

Reviewed & Ratified: July 2020
Next review: July 2021
Governing Body: Full Governing Body

1. INTRODUCTION:

1.1 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. **6.15 Code of Practice, January 2015.**

1.2 The Ann Edwards CE Primary School SEND information report to parents, which also serves as the school's contribution to the Gloucestershire County Council's Local Offer, outlines the special provision available at our school and is available on the school website or via the school office.

2. AIM

2.1 Our aim is for all children with SEND to reach their full potential in a supportive environment that prepares them well for the future and allows them to:

- (a). Stay safe.
- (b). Be healthy.
- (c). Enjoy and achieve.
- (d). Make a positive contribution.

3. RATIONALE:

3.1 Ann Edwards CE Primary School values the contribution that every child can make. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND (Special Educational Needs and Disabilities) are valued, respected and equal members of the school. Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, head teacher, SENDCo (SEND Co-ordinator) and all other members of staff have important responsibilities.

3.2 At Ann Edwards CE Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (January 2015).

- (a). Cognition and Learning.
- (b). Communication and Interaction.
- (c). Social, Emotional and Mental Health.
- (d). Physical / Sensory / Medical.

4. OBJECTIVES

4.1 The overarching aim for SEND in our school is to ensure that pupils:

- (a). To promote an atmosphere in which all children can reach their full potential.
- (b). To ensure that practice, management and the deployment of resources are designed to meet the needs of all pupils with SEND.
- (c). To ensure early identification of pupils with SEND and to ensure that these pupils are assessed and provided for and that their progress is regularly monitored.

(d). To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate.

5. ROLES AND RESPONSIBILITIES:

5.1 The SENCO will:

- (a). Oversee the day to day operation of the school's SEND Policy.
- (b). Co-ordinate provision for children with SEND.
- (c). Liaise with and advise fellow teachers.
- (d). Manage and support TAs (Teaching Assistants), assisting with their performance management.
- (e). Oversee annual review processes.
- (f). Oversee the records of all children with SEND.
- (g). Liaise with parents of children with SEND.
- (h). Contribute to the in-service training of staff.
- (i). Liaise with external agencies including the LA's support services, Outreach services and voluntary bodies.
- (j). Liaise with the governing body.
- (k). Signpost parents to the school's Local Offer.

5.2 The Governing Body of the school, in co-operation with the Head teacher, will:

- (a). Establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work with SEND pupils.
- (b). Report to parents annually on the school's policy for SEND.
- (c). Appoint a governor with specific responsibility for SEND who will meet at least 3 times a year with the SENDCo.

5.3 The Class Teachers will:

- (a). Deliver high quality teaching for all their pupils, taking account of strengths and gaps in learning.
- (b). Assess and analyse progress for all their pupils and share this information with the Senior Leadership Team and with parents/carers.
- (c). Use their professional judgement to identify pupils making less than expected progress – given their age and individual circumstances – and refer this to the SENDCo.
- (d). Devise additional or different strategies/interventions for those pupils identified as SEND, with advice from the SENDCo and outside agencies if necessary.
- (e). Produce 'My Plans' and then, if necessary, 'My Plan+' and possibly an application for an 'Education Health and Care Plan' (EHCP), with support from the SENDCo.

5.4 Other roles responsible for SEND

- (a). Head teacher
- (b). TAs
- (c). SEND Governor
- (d). Designated Teacher for Safeguarding.

6. THE ROLE PLAYED BY PARENTS OF PUPILS WITH SEND:

6.1 In accordance with the SEND Code of Practice, the school believes that all parents of children with SEND should be treated as partners. We undertake to build positive relationships with parents and to ensure that they understand procedures and are aware of how to access advice. Parents will be supported and empowered to:

- (a). Play an active role in their child's education.
- (b). Have knowledge of their child's entitlement within the SEND framework.
- (c). Make their views known.
- (d). Discuss any concerns they may have, initially with the class teacher or SENDCo.

6.2 At Ann Edwards CE Primary School we:

- (a). Hope the children will see their parents as the school's partners.
- (b). Encourage active participation e.g. assistance with differentiated homework, sometimes relating to a specific intervention.
- (c). Share My Plans with the parents.

Use Home / School books where constant communication is required.

- (d). Arrange weekly meetings with parents where behaviour is being monitored closely.
- (e). Act on parental concern e.g. undertake assessments.
- (f). Involve parents in review meetings, recording their views.
- (g). Offer parents the opportunity to meet the SENDCo by arrangement.

7. ADMISSION ARRANGEMENTS:

7.1 The Head teacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. These arrangements apply to ALL children and even in the event of being over-subscribed the school will not refuse admission to a child simply because we cannot cater for his or her special educational needs. We pride ourselves in our care, nurture and dedication to the needs of all our pupils and have had considerable success in the past in integrating pupils with a wide range of special educational needs. We have been complimented on our inclusive approach to learning by several visitors, parents and professionals.

8. EQUAL OPPORTUNITIES AND INCLUSION:

8.1 Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND Coordinator, Head Teacher (through pupil progress meetings) and individual teachers to ensure all children have equal access to succeeding in this subject.

Please find a copy of the 'Equal Access' policy on our school website.

8.2 Teachers respond to children's needs by:

- (a). Providing support for children who need help with communication, language and literacy.
- (b). Planning to develop children's understanding through the use of all available senses and experiences.

- (c). Planning for children's full participation in learning, and in physical and practical activities.
- (d). Helping children to manage and own their behaviour and to take part in learning effectively and safely.
- (e). Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

9. IDENTIFICATION, ASSESSMENT AND PROVISION:

9.1 Identification and assessment of pupils with possible SEND is made initially by teacher judgement. This is based upon how individuals are coping with differentiated work, their spelling and reading ages and their performance in the end of Foundation Stage, KS1 and KS2 as well as how their progress matches the national Age-Related Expectation indicators for their age group (ARE). Interventions are implemented as and when necessary and added to measure impact. This identification process follows the graduated pathway.

9.2 Pupil voice is very important and as such the 'My Profile' is filled in by all pupils not just those with SEND.

9.3 'My Plans' are written when children are identified as having SEND. These are used to identify the needs, actions and outcomes needed to support pupils with SEND and promote pupil progress. If necessary a 'MY Plan+' will be completed to enable further assessment and access relevant support. This may then be followed up with an application for an Education, Health and Care Plan (EHCP). Reviews are held at all stages of this graduated pathway.

9.4 At Ann Edwards CE Primary School we maintain a register of pupils where concern has been noted, to aid implementation of the staged approach to SEND as outlined in the current Code of Practice. If there is still concern, underpinned by evidence, despite a child receiving differentiated learning opportunities, then the SENDCo/class teacher will undertake more detailed assessment. This will be done using a variety of diagnostic and standardised tests. SEND audit descriptors will be referred to.

9.5 '**My Plan**' – a simple planning tool to support a child or young person that looks holistically at the child's needs across areas of life. It can be used for children and young people without SEND.

9.6 When a pupil is identified with SEND, provision will be made which is additional to or different from that provided as part of the school's usual differentiated curriculum. In the main, intervention at '**My Plan**' will be provided by the class teacher with advice and support from the SENDCo. TAs will provide support, including the implementation of Wave 3 intervention programmes; e.g. "Dancing Bears", "Time to Talk", "The Better Reading Partnership", Precision Teaching and "Fizzy" (motor skills). Individual and small group withdrawal sessions will be carefully timetabled with the aim of meeting specific needs. Outcomes of interventions will be closely monitored.

9.7 Children with a 'My Plan' on the SEND register will be monitored through provision maps, or individual 'My Plans'.

9.8 Our 'My Plans' include information about:

- (a). Areas of need.
- (b). Short term targets for the child (sometimes longer term aims will be noted).
- (c). Teaching strategies and resources to be used.
- (d). Provision of support and staffing.
- (e). Parent and child involvement.
- (f). Assessment and monitoring procedures.

(g). Review dates.

9.9 The 'My Plan' is a shared document, with all those involved in the child's education being fully aware of its contents and working together to achieve the targets.

9.10 'My Plans' are reviewed termly by the SENDCo and class teacher. Parental views from informal meetings and /or Parent Evenings are taken into consideration.

9.11 The 'My Plan' is drawn up by the class teacher with SENDCo support.

9.12 At review the child may remain on a 'My Plan', or may be removed from the **SEND Register**, which is reviewed bi-annually and maintained and updated by the SENDCo, or may move on to '**My Plan +**'. The triggers for 'My Plan+' are, that despite receiving the additional support as outlined above, the child continues to make little or no progress in specific areas and a multi-agency approach is needed.

9.13 **My Plan+** - based on the assessment triangle used through a Common Assessment Framework (CAF), 'My Plan+' enables a more in-depth and integrated assessment, understanding and analysis of a child or young person's needs especially when outcomes are not being achieved or progress is not being made and the child has SEND.

9.14 At **My Plan+** stage, the school seeks the assistance of an external Multi Agency Support Service. The Support Service will advise teachers and TAs regarding teaching strategies and/or behaviour management strategies. Advice is given regarding 'My Plan' targets and occasionally practical support is given for particular activities.

9.15 Reviews at this level are termly, with the Educational Psychologist or other Support Service member generally present. Where necessary a Multi –Agency meeting or Team Around the Child (TAC) will be called. The parents are invited to attend the Review Meeting. The outcome of the Review could be reversion to a 'My Plan' or it may be considered that a Request for Statutory Assessment should be made.

9.16 **My EHC Plan** – an Education, Health and Care Plan (EHCP) is a statutory plan that has replaced a Statement of SEND. An EHCP may be needed when a child or young person's educational needs cannot be met within existing additional resource already delegated to the school. The Local Authority assesses this need based on the evidence provided.

9.17 Where **Statutory Assessment** determines that a child should have an EHCP, the LA will produce an EHCP, resourced with additional funding if over 10 hours support is specified. The Advisory Teaching Service (ATS) and / or the Educational Psychology Service will monitor provision at this stage. The number of visits they make will depend upon the level of need.

9.18 Annual Reviews of EHCPs are held, following the procedures as outlined in the Code of Practice. The SENDCo oversees all paper work and provision within the school, relating to an EHCP.

10. MONITORING AND EVALUATING:

10.1 The school is committed to regular and systematic evaluation of the effectiveness of its work. A series of methods are employed to gather information:

(a). The Self Evaluation Form (SEF).

(b). Annual review and revision of the SEND Action Plan.

(c). Regular observation of teaching by the Head teacher. Any other member of the teaching staff will also consider SEND provision when observing their colleagues, for example as part of the Learning Study procedure.

(d). Observations and Performance Management of TAs.

(e). Analysis of the attainment and achievement of SEND pupils (reading ages, spelling ages, maths ages, key NC objectives, FS Profiles, Verbal Reasoning, assessment test paper scores and more).

- (f). Analysis of success rates in respect of Provision map targets.
- (g). Scrutiny of teachers' planning and pupils' work.
- (h). Obtaining the views of pupils.
- (i). Monitoring by the SEND Governor.
- (j). Views of parents on Parent View.
- (k). Regular liaison between the SENDCo, class teachers and TAs.
- (l). My Plan and Statement and EHCP Review meetings, as detailed previously.

10.2 As a result of the above, aspects for future development are identified.

11. ACCESS TO THE CURRICULUM:

11.1 All pupils have an entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for the majority of the week with their peers in mainstream classes and study the curriculum appropriate for their age.

11.2 All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- (a). Provide suitable learning challenges.
- (b). Meet the pupil's diverse learning needs.
- (c). Remove the barriers to learning and assessment.

11.3 With support, as outlined previously, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

11.4 The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

12. ACCESS TO THE WIDER CURRICULUM:

12.1 In addition to the statutory curriculum Ann Edwards CE Primary School provides a wide range of additional activities, including after-school clubs. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

13. ARRANGEMENTS FOR DEALING WITH COMPLAINTS FROM PARENTS:

13.1 Parents of all children attending the school are fully informed by staff on educational progress through:

- (a). Written reports – Term 6.
- (b). Parent/Teacher Consultation Evenings – Term 1 and Term 3.

13.2 Additionally parents are encouraged to talk to staff directly if they have a concern.

13.3 Children with SEND have the same provision though closer parental involvement is also achieved by class teacher and SENDCo together.

13.4 Parents can access support services such as the Family Information Service (FIS) site. Contact details can be obtained from the SENDCo, or on the Gloucestershire County Council website.

13.5 If a parent wishes to make a complaint this should be made initially on an informal basis to the Head teacher. If the parent is not satisfied with the response and wishes to take the matter further, the head teacher will explain the procedure.

13.6 If wishing to make a complaint about a policy or an action of the LA, a parent should write to the Area Education Officer at Shire Hall.

14. OUTSIDE AGENCIES:

14.1 These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

14.2 The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in 'My Plans' continues to be the responsibility of the class teacher.

14.3 Outside agencies may become involved if the child:

~Continues to make little or no progress in specific areas over a long period.

~Continues working at National Curriculum levels substantially below that expected of children of a similar age.

~Continues to have difficulty in developing literacy and mathematical skills.

~Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.

~Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

~Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

~Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

15. EXTERNAL SUPPORT SERVICES / LINKS WITH OTHER SCHOOLS AND FACILITIES:

15.1 The appropriate referral forms are used when requesting assistance from Outside Agencies; e.g. The Educational Psychology Service, the Communication and Interaction team, Speech/Language and Occupational Therapists. The SENDCo meets with all personnel as required. We recognise the importance of maintaining a good working relationship with all Outside Agencies. All available support services are used as advised.

15.2 The school also establishes and maintains links with:

- (a). The School nurse / Community Health Agencies.
- (b). The EWO (Educational Welfare Officer).
- (c). Social Services.
- (d). Family Support Services.
- (e). Cotswold Counselling.
- (f). Police.
- (g). Local church and community.

- (h). Other local primary schools.
- (i). Local playgroups and nursery schools.
- (j). The 2 main secondary feeder schools.

15.3 The school arranges the necessary involvement with the above when appropriate.

15.4 Where a CAF is present, support is coordinated and provided through this framework. The Head Teacher takes the Lead Professional role for Ann Edwards CE Primary School and will attend the relevant Team Around the Child (TAC) Multi-Agency meetings.

16. SAFEGUARDING:

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- b) being more prone to peer group isolation than other children;
- c) the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- d) communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

16. IN-SERVICE TRAINING:

16.1 The SENDCo will:

- (a). Attend local and national courses / conferences as appropriate.
- (b). Attend the cluster meetings for local SENDCos, which are held at least termly.
- (c). Disseminate information on an individual basis or at allocated staff meetings/TA meetings.
- (d). Inform teachers and TAs of relevant training available.
- (e). Organise school based inset when required.
- (f). Meet with all new teaching staff and TAs to explain Ann Edwards CE Primary School's SEND policy and practice.

17. ALLOCATION OF RESOURCES:

17.1 The budget issued to the school contains an allocation for SEND determined by formula. The delegated SEND budget is used to meet the needs of all pupils with SEN in the school. At Ann Edwards CE Primary School we have a SENDCo with responsibility for the implementation of our SEND Policy. In addition we appoint TAs and allocate them to individuals or groups of pupils requiring support.

17.2 We receive additional funding for pupils with EHCP where the plan specifies they should receive over 10 hours of support. The school meets the first 10 hours of any support specified in an EHCP.

17.3 At Ann Edwards CE Primary School we have an SEND Resource Room (Head Teacher's old office), which can also be used as a classroom for small group or individual sessions. Resources are

available to all staff with guidance available from the SENDCo. The SENDCo takes responsibility for maintaining and developing these resources and is allocated a resource budget to do so.