



Special Educational Needs and Disabilities Report (Policy)

Date of Report: September 2016

Review Date: July 2017

Senior Member of Staff Responsible: Kelly Park (SENDCo) Warrick Barton (Head)

SEND Governor: Jo Barnes

Required Level of Approval: FGB

Governors Responsible: FGB

Ratified by the Governing Body:

At Pensford Primary school we ensure that all children, including those identified as having a special educational need or disability, have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life.

We believe that every teacher is a teacher of every child, including those with SEND.

Identifying Special Educational Needs

Aims

At Pensford Primary School, children are accepted equally. They are encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupil.

Objectives (working within the guidance provided in the SEND Code of Practice 2014)

To identify at the earliest opportunity, those children with special educational needs and/or additional needs.

To plan, monitor and review personalised provision as appropriate, and set realistic and challenging targets.

To ensure that every aspect of a child's development is taken into consideration and provided for, within a whole school, inclusive ethos.

To heighten awareness that every teacher is a teacher of every child including those with SEND.

To provide regular and adequate support, advice and facilitate training for all staff working with pupils with SEND.

To develop and maintain partnerships and high levels of engagement with parents/ carers and effectively liaise with outside agencies.

To ensure that children with SEND are actively involved with setting their targets, ensuring they have the correct provision for their needs, assessing their progress and planning their next steps..

An appropriately qualified/ experienced SENCO will be provided by the school to ensure that all of the points in this policy are upheld alongside the head teacher.

Children's needs may be categorised into four broad areas:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

These four categories broadly identify the aspects of SEND needs for pupils at our school however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

Other factors that may impact on progress and/or attainment and well being but are not solely SEND include:

- Attendance

- Punctuality
- Gifted and Talented
- Underachievement
- Health and Welfare including medical needs eg- diabetes
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of a serviceman/woman
- Unexplained behaviour difficulties
- Family relations
- Grievances

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate. See policies.....

A Graduated Approach to SEND support

Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least, good progress and improved outcomes. Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching.

Information that teachers may draw upon include:

- Teachers' assessment and experience of a pupil
- Pupil progress attainment and behaviour
- The individual's development in comparison to their peers
- The views and experience of parents
- Pupils own views
- Advice from external support services

Plan

Once the need for SEND support has been identified the SEN code 2014 is quite clear that the first step in responding to a pupil's identified need, is to ensure that high quality teaching and differentiation for individual pupils, is in place. Teachers will adapt their teaching and provision to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum with the support of the SENDco.

Children with SEND will have a 'Pupil Passport' which is personal to them and their needs. These passports will be written with the child and the parent/ carers and will

be shared with all members of staff that the children have contact with. This will ensure that everybody is best informed of the individual child's needs and how best to support them in school.

Children with SEND will have an individual education plan, usually referred to as an IEP. IEPs will incorporate 2-4 targets that the pupils will be working towards over a stated period of time. These targets should be SMART (small, measurable and realistic targets). IEPs will state the provision that the pupil will receive and the strategies and/or resources used to support progress. IEPs will also detail the adults that will work with the children on their targets and the frequency of the support.

We believe that parents and pupils are an integral part of the planning process and are encouraged to contribute their thoughts and ideas during 6 regular termly meetings throughout the year. Advice and assessments will also be sought and followed as appropriate, from various outside agencies as required. IEPs should be written by teachers, alongside other members of staff, parents/carers and pupils. IEPs should be dated and signed by all participants.

In addition to the above, the process of planning for a child with a statement or an Education Health Care Plan (EHC) will take account the statutory requirements from their statement/EHC Plan.

Do

The teacher is at the centre of day to day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

Review

Teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND, the pupil's progress is assessed and reviewed more frequently in longer meetings. Parents and pupils have a review meeting every term (6 times per year). In addition to this, pupils with identified SEND at Ensford Primary School will have a 'communication book' allocated to them. The purpose of this book is to target individually identified needs and monitor progress carefully and regularly. School staff, parents/carers and pupils are encouraged to use this book to facilitate communication between all parties. Individual work will be set from school staff, (including teachers, learning support assistants and professionals from outside agencies) at least twice per week. This will mostly be closely linked to the targets set on IEPs (individual education plans.) Pupils, with appropriate support from family members and carers are to complete tasks and activities at home. Revision of learning in school is especially crucial to those children with SEND. These books are a celebration of achievement and united support for the children between school and home. Clear, continued target setting will be evident in these books and should clearly help all involve to identify next steps towards success.

At Pensford Primary School we also hold meetings for parents of children identified as having SEND. These meetings take place each term (6 times per year) and are hosted by the SENDCO and/or the head teacher. Meeting agendas vary and can include visits from outside agencies. One of the aims is to form greater links with parents and to continually seek to improve our provision for pupils with SEND.

Pupil conferences take place at least annually, involving the SENDCO and or head teacher discussing personal SEND provision amongst other things.

Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet their end of year/key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?
- Is the provision for the child appropriate? What else can we do to support our pupils? Eg- interventions.

Managing pupils' needs on the SEND register

Under the new Code of Practice 0-25 2014, there are two ways in which a child with SEND might have their needs categorised; **SEN Support** or **Education Health Care Plan (EHC)**. The main difference between the two categories are that those with an EHCP have their statutory rights protected by law whereas those categorised as SEN support will be met through in house arrangements according to personalised, specific needs (see Assess section on the Graduated Approach to SEND Support). A SEN register will be kept and updated 6 times per year (termly), following data analysis and pupil progress meetings.

Using the plan, do, review process teachers will plan to provide for the needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral. Parents and carers will be consulted by teachers when it is felt necessary to place a child on SEND register. Parents/ carers and pupils will be fully included in the planning process.

If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the child from the register.

There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances. The type and level of provision provided at school is decided is based upon individual needs in consultation with the child, appropriate professionals, teachers and parents/carers.

As a school if we identify that we need further advice and support, including assessments of need for a child we will:

- Request advice from the appropriate agencies and follow any recommendation that are made to meet individual needs
- Carefully track and monitor support progress and attainment
- Liaise with other settings to develop support for a child
- Request a statutory assessment in order to put in place an EHCP
- Work closely as an alliance to maximise expertise and resources
- Involve parents/carers and pupils throughout this process, at all stages

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Senior Leadership Team (SLT). For pupils eligible for funding through a Statement/EHCP this is also tracked and monitored through SLT and reviewed annually through the review process within the school and then the SEN case panel (BANES). The panel will then identify if the statement/EHC will require any adjustment. There are clear guidelines for the statement/EHC process.

Training and Resources

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENCO has regular training on updates in SEN issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.
- SENCO will lead or organise at least one staff meeting per term providing training and support identified on the SEND action plan.
- Resources are purchased as and when they are required.

Roles and Responsibilities

The SEND governor will offer support and challenge to the school SENCO. They will meet at least three times a year to discuss strategic changes and developments using the SEND action plan as a guide. The SEND governor will then report back to the Full Governing Body regularly.

All teaching assistants have a line manager within the school. Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. In some cases a teaching assistant will be allocated to an individual child.

Teaching Assistants and professionals from outside agencies are invited to attend and/or contribute to a child's Annual Review process and termly IEP review meetings if appropriate

Storing and Managing Information

All documentation linked to children on the SEND register is securely stored with access only to the school SENCO and teachers. Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded.

Dealing with complaints

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parent's carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our schools complaints policy.

Reviewing the policy

The SEND policy will be reviewed on an annual basis by the SENCO and Head teacher alongside the governing body and ratified accordingly.

Opportunities will be given to parents/carers, pupils and staff to respond to the policy and share their thoughts with the SENDCO and/or Head teacher.