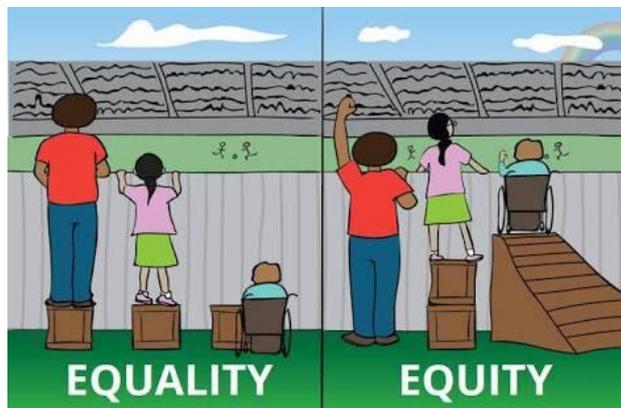


SEN and Disability Policy (SEND)

Updated September 2019



Legislative Compliance

This policy complies with the guidance given in the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEND code of practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2015

Ofsted Section 5 Inspection Framework September 2018

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

It was written in the Autumn term 2019 and shared with parents, staff and Governors.

School Information

The Head teacher, Mrs Ellie Griffiths, has overall responsibility for SEND in our school.

The designated teacher (SENCO) responsible for coordinating the SEND provision is Miss Natasha Hardy. She can be contacted through the school office.

The Governor with oversight of the arrangements for SEND is: Mr Mike Glanville (Chair).

“At Wool CE VA Primary School we will work in partnership with parents to put children at the heart of all we do. Our vision states ‘Rooted in the community to grow and flourish’ to which this applies to every child within our setting. All members of staff will ensure pupils will receive the highest quality education and that they reach their full potential by focussing on equity rather than equality.

PHILSOPHY AND VALUES

Wool CE VA Primary School has high aspirations for all children identified as having SEND in our school. Our mission is to provide the highest quality teaching to enable each individual to maximise his or her potential academically and spiritually.

We build the foundations of our school through meaningful relationships between children, staff, governors, parents and the community.

Our therapeutic approach is at the heart of creating an environment which is ‘Ready’ Respectful and Safe’ to ensure a stimulating, creative curriculum.

Our success in this mission will build happy, confident, independent learners able to take risks and be equipped with the necessary skills to flourish in a changing world.

“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 them.” (SEND C of P)

“A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in main stream schools.”

Aims at our school

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To ensure that the SEND children are identified, assessed and individual support plans are developed to make the learning more focussed.
- To enable all children to have full access to all elements of the school curriculum, taking on a cycle of assess-plan-do-review.
- To ensure that all learners make the best possible progress.
- To develop an individual's self-esteem.
- To ensure that parents are informed of their child's needs and that there is effective communication between parents and schools.
- To ensure that learners express their views and are fully involved in decision making.

Objectives

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the SEND COP, 2015
- To operate a "whole-child, whole-school" approach in the management and provision of support for children with special educational needs or disability
- To employ a special educational needs co-ordinator (SENCO) who will work within the bounds of the SEN Inclusion policy.
- To provide support and advice to all staff who work with children with special educational needs.

Roles and Responsibilities

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and Equality Act 2010. This will include ensuring that information pertinent to the SEND policy are published.

Responsibility for co-ordinating the day to day SEND provision for children at our school is held by the SENCO (Miss N Hardy), working closely with senior leaders, governors, staff, parents and external agencies.

Roles of the SENCO include:

- Maintaining the school's SEND register.
- Ensuring that appropriate support plans are in place.

- Ensuring liaison with parents and other professionals.
- Advising and supporting other teachers and support staff within the school.
- Ensuring relevant information about individual children with SEND is collected and recorded.
- Organising reviews of EHC plans.

Admissions Arrangements

Children with an SEND need will be admitted to the school in line with the school's agreed admissions policy.

Identification and Assessments

The SEND code of practice: 0-25 (2015) identifies SEND under four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or Physical needs

Children may have needs in more than one category and we will ensure that individual support plans match personal learning requirements.

Tier 1

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where a child appears to not be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. Class provision maps and differentiated lesson plans show additional support put in place for each class. Where it is clear that additional intervention is not resulting in progress it is possible that a child may have SEND.

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional or different from this. This is special educational provision under section 21 of the Children and Families Act 2014.”

“Special educational provision is underpinned by the high quality teaching and is compromised by anything less.” (COP)

Tier 2

Prior to a child being placed on the SEND register (at SEND support), the class teacher and the parents will have discussed their concerns and the process of information gathering will have begun. At this stage the teacher will:

- Discuss their concern with the SENCO and review strategies already being used.
- Consult the child's parents and the child for further information.
- Identify specific concerns and collect relevant evidence to support these.
- Monitor and review the child's progress.

Where a child is identified as having SEND, the school adopts a process of 'Assess-plan-do-review'. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that SEND for all children are addressed appropriately, effectively and with good outcomes.

Teachers who identify a child working with SEND will:

- Inform the SENCO
- Review their initial concerns.
- Place the child on the SEND register (at SEND support), identifying their specific needs.
- Create a support plan, involving the child and parents, outlining strengths, needs, outcomes, targets and provision. This will be reviewed termly. (Copies must be given to the SENCO.)
- Keep children informed of their targets.
- The SENCO will keep records of children with SEND and monitor the impact of provision in place.

Children showing signs of making good progress after a period of support/intervention may be taken off the SEND register. Good progress can be defined as progress which:

- Closes the gap between the child and their peers.
- Prevents the gap growing wider.
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum.

- Demonstrates an improvement in social/personal skills.

Tier 3

If the provision put in place does not enable the child to make satisfactory progress the SENCO, together with the class teacher, may need to seek advice and support from outside agencies or specialists. Detailed evidence of the child's progress will be collected in this case and parents kept fully informed of action being taken.

Statutory Assessment of SEND

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If a child is still making little or no progress than it may be that there need is considered great enough to request an Education, Health and Care needs assessment plan (EHCP). A request for a child to be assessed can be made by the child's parents or brought to the attention of the Local Authority by the school or by another agency or professional.

To inform its decision the local authority will expect to see evidence of the action taken by the school as part of the SEND support. When a request is made to LA they will seek evidence that any strategy or programme implemented for the child has been continued for a reasonable period of time. A picture will be built up of information including school provision, progress plans and reviews, levels of attainment, advice from specialist support teachers from outside agencies, views of parents and the child and of staff working with the child.

The decision will then be made as to whether an assessment for an EHCP is suitable. This request will not necessarily lead to an EHCP being issued and may conclude that the child's needs must be met at the level of SEN support. Following a request for an EHCP the LA must make a decision and communicate the decision to the child's parent within 6 weeks of receiving the request.

When an EHCP is issued it will outline the outcomes for the child as well as support and provision, methods of monitoring progress, strengths and areas to develop. The whole process of the EHCP needs assessment and the EHCP development, from the point when an assessment is requested until the final EHCP is issued, must not take longer than 20 weeks (Subject to exemptions set put in the SEND COP).

All EHCP's will be review annually. Everyone involved with the child will be asked to contribute to a 'Person Centred Review' at a meeting where outcomes will form the basis of our discussion.

Record Keeping and Monitoring

The class teacher is responsible for maintaining and updating all provision maps and progress plans for those children in their class and liaises regularly with the SENCO. The class teacher is also responsible for keeping our school tracking system updated (SIMS)

Individual SEND records are kept in the SEND filing locked cupboard.

Reports from assessments and outside agencies are copied for class teachers and 1-to-1 TA'S kept in individual files.

Class teachers keep a log of action on our school tracking system.

Children with SEND are monitored through the school tracking system, with progress monitored and appropriate action taken. The SENCO monitors progress and liaises with teaching staff, TA's and SLT.

Supporting children with medical conditions

All staff will work within the statutory guidance. "Supporting pupils at School with Medical Conditions" – DfE April 2014. We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that all staff are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

Partnership with Parents

We recognise the effective partnership with parents plays a key role in ensuring that children with SEND achieve their full potential. Parents hold key information to contribute to the shared view of the child's needs. As a school we:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Recognise the personal and emotional investment of parents.
- Ensure the parents understand SEN procedures and are aware of how to access support.

SEND concerns and support plans are discussed with parents at Parent Evenings each term. Once a term the SENCO will offer a SEND drop in session to meet with parents and carers to give additional opportunities to discuss and offer parents of individual children support. School and home strategies and advice will be discussed and parent's views noted.

TRANSITION ARRANGEMENTS

We are committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Prior to children starting with us in Reception class there is an extensive induction programme in the Summer term, which includes visits to and from pre-school settings, liaison with pre-school staff about individual children's needs and 1 to 1 sessions with parents. Any information about SEND pupils is passed to us and there is open dialogue about any previous support and future needs to be met. When children leave us to go to Secondary school smooth transition is ensured with visits, activities and projects. Additionally, all information, (this may include IEPs, specialist reports, assessments), is passed on to the SENCO in person about any SEND pupils moving on. Year on year time is set aside for teachers to liaise about children moving up into their class with SEND in order to ensure continuity of support and enabling maximum progression for each child.

SEND information

The school presents its SEND information in different ways:

- By information placed on the school website
- By producing an SEND information report annually which can be found on the school's website.
- By following the link from the school website to the Local Authority's Local Offer website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools.
- Through information contained in this policy which it also publishes on the school website.

All information can be provided as a hard copy on request.

Resources

The delegated funding is used to ensure:

- Effective levels of classroom support for all children with SEND.
- Up-to-date knowledge and expertise of all staff through CPD opportunities in SEND
- Appropriate resources purchased
- Access to outside agencies and support services such as SENSS, Educational Psychologist.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

We publish our Complaint's Policy on the school website.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually involving staff, parent and governors' views. The next review will be September 2020.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Therapeutic behaviour Policy

Equality / equality information and objectives

Safeguarding

Anti- bullying

Data protection

Reviewed Policy and updated to new Policy September 2019

Miss Natasha Hardy (SENCO)