

ALL SAINTS C.E. PRIMARY SCHOOL

Policy for special educational needs and disabilities (SEND)

April 2015

This policy is in line with the Code of Practice January 2015

Abbreviations used

ASCROSS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

Introduction

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 final draft CoP)

All Saints Primary School values the contribution that every child can make. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and equal members of the school.

Aims and Objectives of the policy

AIMS

- To create a caring, inclusive and considerate environment for all children.
- To ensure that **all** children have access to a broad and balanced curriculum, differentiated where appropriate, to ensure that they reach their full potential.
- To ensure that all pupils with Special Educational Needs and/or disabilities (SEND) have their needs identified.
- To ensure that all pupils with SEND are able to fully access the curriculum by removing their barriers to learning.
- To ensure that all pupils with SEND are included in all aspects of school life

OBJECTIVES

- To identify the needs of pupils with SEND as early as possible.
- To make appropriate provision to overcome all barriers to learning.
- To monitor the progress of SEND pupils effectively.
- To ensure pupils with SEND reach their full potential.
- To ensure pupils with SEND have full access to the National Curriculum.
- To seek the support of outside agencies when the needs of a pupil cannot be met by school alone.
- To involve parents at all stages of the graduated approach and support them in understanding procedures and practices.
- To ensure the views of pupils are taken into account when identifying their needs and removing their barriers to learning.
- To ensure individual/group targets are appropriately differentiated to meet the needs of the child.

Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND

- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:

The Governing Body

The Governing Body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for children with SEN. The Governing Body must report to parents annually on the school's policy on SEN. The Governing Body will nominate one governor with responsibility for SEN. The SEN Governor will liaise regularly with the SENCO.

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Headteacher should keep the governing body fully informed and also work closely with the SENCO.

SENCO

The SENCO in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEN.

Key responsibilities are:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with Special Educational Needs.
- Liaising with and advising other teachers.
- Managing Teaching Assistants.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

The Teachers

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEN, and are actively involved in the review process.

The Role of Parents of children with SEN

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the SENCO as needed either by telephone or appointment.

Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to provision maps and inclusion passports.

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo will offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- Provision maps are easily accessible so that staff, pupils and parents know what reasonable adjustments are available
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents

- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local to inform the school offer. This is published on the school website as part of the governors' SEN information report*.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS, CAMHS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- Transition arrangements will be personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, the CoP 2015

Monitoring and evaluating performance

- Monitoring by SENCO, Headteacher and Designated Governor of the objectives above
- Evaluation of monitoring evidence by SENCO and Headteacher to be used to inform training and improve practice
- SEN to be on the agenda for staff meetings at least once per half term.
- Regular meetings with SENCO and Designated Governor to inform and update on SEN issues.

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

Formulated...April 2015.....

Approved by governors...June 2017.....

Review date...June 2019.....

*The SEN information report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.