

# SEND POLICY



(The Castle School; Charfield Primary School; Severn Beach Primary School; Marlwood School)

<b>DATE OF ISSUE</b>	October 2016
<b>DATE MOST RECENT BOARD APPROVAL</b>	
<b>REVIEW FREQUENCY</b>	Annually
<b>REVIEW DUE</b>	October 2017
<b>REVIEWERS</b>	SENCo, Staff, Governors,
<b>AUTHOR</b>	Charlotte East / Dafydd Lawday
<b>LEGAL REQUIREMENT</b>	YES

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents: ·

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy · Accessibility Plan
- Teachers Standards 2012

## **AIMS**

Our overarching aim is to create an atmosphere of encouragement, acceptance, and respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum

## **Key Policy Targets**

- working with parents and other agencies to provide support and opportunities for those children with SEND
- raise teacher awareness about the range of educational needs
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child within all phases of Intervention
- ensure pupils are on appropriately differentiated tasks which give confidence and challenge
- implement and monitor the policy
- build up classroom and central resources

## **Description of Charfield Primary School:**

Charfield School is a rural, 1 form entry school which sits in the district of Wotton. It serves a variety of families, though it is largely families from white British ethnicity. Currently, we have no children with a EHCP, 19 children who are on our SEND register and a number of children we consider to be 'vulnerable learners', who's needs are met through the daily differentiation offered by the teacher and support staff.

## OBJECTIVES

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator(SENCo) who will work with the SEN Inclusion Policy
- provide support and advice for all staff working with special educational needs pupils

## TYPES OF SEN

SEN is divided into 4 types:

1. Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
2. Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
3. Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
4. Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

### ***n.b*** –

- (i) Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.
- (ii) Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- (iii) Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

## Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

At Charfield School, we observe two key duties:

- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- We **must not** directly or indirectly discriminate against, harass or victimise children who have a Special Educational need or disability.

The school's Equality Policy and objectives and the Accessibility Plan can be found on the Charfield's school website.

## **IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice outlines a 'graduated response' to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. The school uses agreed thresholds within Attainment and Progress data to identify pupils requiring support.

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The support that will be provided and how progress will be monitored, is recorded upon a Class Provision Map. If Interventions are planned that take place outside of QFT then an Intervention Plan will be created. Reviews of pupils on the SEND register take place after each data collection period. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this.

### **A Graduated Approach to SEN Support**

At Charfield, we adopt a "Quality First Teaching" approach. The key characteristics of QFT are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.
- planned and focused intervention, where necessary, is carried out by both teachers and support staff, and regularly reviewed

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND; additional intervention and support cannot compensate for a lack of high quality teaching.



### Assess

In identifying a child as needing SEN support the class teacher, working with the SEND Liaison or SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SEND Liaison or SENCO should, with the parents consent, contact them.

### Data

Data is inputted 4 times a year into **SIMS** and the Assessment Co-ordinator produces **data analysis attainment** sheets for every teacher. Children, who are not making the required / expected progress for that child or cohort, are identified and added to the **provision map** for that class. The provision map states what/ when/ how/ who will provide intervention for each child, and this is costed out within each provision map.

### Attainment Grid Colour Codes

Dark Purple – SEND  
 Light Purple – Internal Intervention  
 Gold / Yellow – QFT  
 Green – Exceptional Ability

### Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher, SEND Liaison, and SENCO should agree a plan of action, in consultation with the parent and the pupil. The plan should highlight the adjustments, interventions and support to be put in place, as well as the expected impact, along with a clear date for review.

Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **SEND Surgeries**

Every teacher meets with the SENCo twice a year to discuss the vulnerable learners within their class, and consequently, the provision/ learning and teaching strategies employed by the teacher. This is also an opportunity for the class teacher to seek advice or support and decide on any referrals/ intervention that we think is necessary.

### **The Intervention Process at Charfield School**

Each teacher writes an **intervention plan** for children receiving additional support. This has input from the child and the parents / carers. This is also an agreement between the teacher, the child and the SENCo about what provision the school will provide for the child.

#### **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil. The class teacher should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SEND Liaison and SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Each teacher completes an **Intervention Tracker**. This has simple, clear learning objectives for each child who has 1:1 intervention time with a TA. These objectives are reviewed at the end of each week with the TA, and new ones are set by the teacher for the following week.

#### **Review**

At an agreed date the impact and effectiveness of support and interventions will be reviewed. The impact and quality should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs and next steps for future plans.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

Intervention Trackers are reviewed by both teachers and TA's. The learning always meets the needs of the children. Feedback on their use and ease of completing will be reviewed in a TA meeting later in the year.

Children whose needs cannot be met within the everyday differentiation of the classroom or whom we, as a staff, feel would benefit from outside agency intervention, are referred through the current procedures of an Action and Response Form, completed by SEND Liaison, Headteacher and the class teacher

## **CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child.

If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the school monitoring procedures.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the "Policies" tab on the school website.

## **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with an SLT member to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SEND Liaison & SENCo regularly attend SENCo network meetings in order to keep up to date with local and national updates in SEND.

Charfield School is a member of the CSET cluster of schools which are linked to Castle Secondary School. We have developed strong links with Castle School and have developed our Teaching Assistant CPD through in house training and refresher days- sharing resources and good practice. We foresee this developing and growing as a strength of the SEND provision we provide at Charfield School.

## **ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Head Teacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative (Link Governor) who takes particular interest in this aspect of the school.

### **Governors will ensure that:**

- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- there is an appointed Governor with responsibility for special educational needs.
- Regular SENCo and SEND Governor meetings.

### **The Head Teacher is responsible for:**

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the school SEND policy and the effects of inclusion policies on the school as a whole

### **The special educational needs co-ordinator (SENCo) is responsible for:**

- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- contributing to the in-service training of staff
- liaising with the SENCos in other schools to help provide a smooth transition from one school to the other
- liaising with and advising other school staff
- maintaining the school's SEND register and records
- helping staff to identify pupils with special educational needs
- supporting class teachers in devising strategies, drawing up Intervention Plans setting targets appropriate to the needs of the pupil's, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom

### **Class teachers are responsible for:**

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SEND Liaison, SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND

### **Teaching Assistants are responsible for:**

- Being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Using the school's procedure for giving feedback to teachers about pupils' progress.
- Working as part of a team with the SEND Liaison SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- Implement strategies upon Provision Maps and Intervention Plans
- Monitoring and recording progress.

### **Parental concerns regarding SEN**

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the subject teacher/personal tutor. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the year team.
- Arrange a meeting with SENCo - if conflicts cannot be resolved the Head Teacher should be involved.
- Arrange a meeting with Special Needs Governor, if required.
- Full Governors meeting.
- If there are still unresolved issues, contact may be made with Local Authority