

Pickhill Church of England VC Primary School

Policy for special educational needs and disabilities (SEND)

Agreed by governors

Review date

This policy is in line with the final draft Code of Practice 2014 which will be ratified by Parliament for use from September 2014.

Abbreviations used

ASCOSS	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

Pickhill School Vision Statement

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).

Objectives of the policy

Pickhill Church of England Primary School is committed to providing an appropriate and high quality education to all children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Pickhill Church of England Primary school is committed to inclusion. We strive to ensure there is a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- **Girls and boys**
- **Minority ethnic and faith groups, Travellers, new arrivals and learners who need support to learn English as an additional language (EAL)**
- **Learners with special educational needs**
- **Learners who are disabled**

- Those who are gifted and talented
- Those who are looked after by the local authority
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional/social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and that these may be long or short term.

At Pickhill Church of England Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We see inclusion of children identified as having special educational needs as an equal opportunity issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

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.

Mainstream educational settings must use their best endeavours to secure their special educational provision called for by the child's or young person's needs.

Procedures

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

Day to day provision for pupils on the Inclusion and SEN list

- The class teacher implements the targets identified in the child's Personal Learning Pathway; delegating tasks to the Teaching Assistants as necessary

- The provision is reviewed at least termly and adjusted to suit the changing needs of the individual pupils

Roles and responsibilities the Statutory requirements of the SEN Code of Practice are implemented in the school

Headteacher and Special Educational Needs Co-ordinator (SENCO)

Christine Gabbott and Rachelle Leech

Due to the nature of its size, the Head teacher also acts as the SENCO

Ensure the Statutory requirements of the SEN Code of Practice are implemented in school.

Review policies and procedures annually including:

- **Inclusion list of children with SEN (Criteria; Appendix 4)**
- **SEN and Inclusion Policy**
- **School Offer (and publish on website – Appendix 1)**
- **Intervention Map (Appendix 2)**
- **Personal Learning Pathway**

In partnership with staff, pupils and parents, set, monitor and review children's Personal Provision Plans

Monitor SEND Pupil progress

Liaise with outside agencies and seek advice and support

SEN Governor

Esme Hadley

- Liaise on a half termly basis with the SENCO
- Reviewing SEN procedures and policies and providing feedback to the Governing Body
- Participate in monitoring procedures; Learning Walks, planning and work scrutiny, resource audits and pupil discussion

Class Teacher

- In partnership with SENCO, pupils and parents, set, monitor and review children's Personal Learning Pathway
- Implement guidance and advice from outside agencies by differentiating and adapting the provision in their classroom to meet pupils needs

- Delegate tasks to teaching assistants and monitor implementation and pupil progress

Whole school approaches

- All staff contribute to the completion of the Personal Learning Pathway and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject 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 offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils have individualised targets
- The training budget for staff is transparent
- 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 offer to inform the school offer. This is published on the school website as part of the governors' SEN information report*.

Individualised approaches:

- Additional interventions are implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from:
 - The Educational Psychologist
 - School Nurse and Health Visitor
 - Educational Social Worker
 - Speech and Language Therapist
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker

- 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 Personal Learning Pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of their communication needs, to make their views known.
- Transition arrangements will be personalised to support individual 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 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, currently the CoP 2014

Monitoring and evaluation arrangements

- Monitoring and evaluating of interventions, using the graduated approach, and including value for money
- Robust analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCO related to referral for education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCO, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluates 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

Specialist SEN Provision

At present there is no additional Specialist SEN provision on site

Formulated

Approved by governors.....

Review date.....

*The SEN information report

6.79 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.

Appendix one