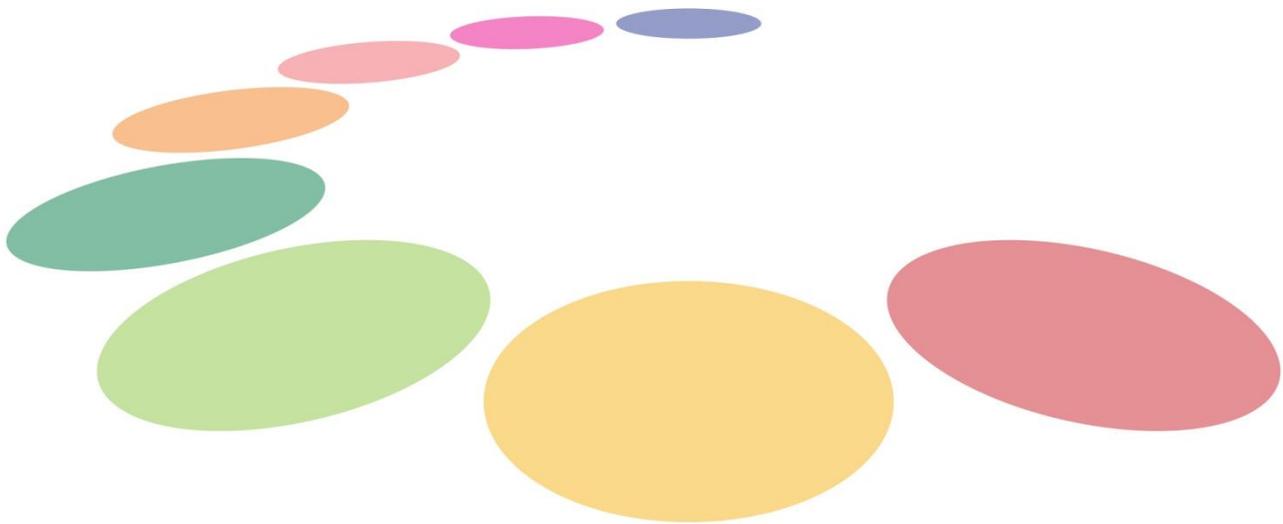


# Claremont Primary School

## Special Educational Needs and Disabilities (SEND) Policy



<b>Date Agreed</b>	<b>Nov 2016</b>
<b>Review Date</b>	<b>Nov 2017</b>

## **Introduction**

The school's SEND policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) 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 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **The School's SEND Co-ordinator**

Responsibility for co-ordinating the day to day operation of the SEND policy lies with The Special Educational Needs Co-ordinator (SENDCo) is Sarah Williams, Assistant Head for Inclusion. She is contactable through the school office. Carrin Wibier is the School governor with a responsibility for SEN.

The school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional to or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

We believe that every teacher is a teacher of every child or young person including those with SEN.

## **Aims**

The governors, staff, parents and pupils of the school work together to enable every child to reach his or her potential. The school is committed to the early identification and assessment of special educational needs so that all pupils may receive an appropriately differentiated curriculum to suit their individual needs. The school promotes a whole school policy towards special educational needs and endeavours to

- a) foster a climate of acceptance and encouragement where each child is recognised to be of worth and their contribution to the life of the school is valued
- b) to develop, through its organisation, a caring and stable environment in which individuals can develop at their own pace and fulfil their own potential
- c) to work towards developing a child's self esteem, to recognise a pupil's strengths and to use praise and positive reinforcement to achieve good practice
- d) to ensure that teachers regularly re-assess their expectations of pupils with special educational needs and operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- e) to promote a partnership with parents of pupils with special educational needs, valuing their views and welcoming them into the school
- f) to provide support and advice for all staff working with special educational needs pupils

## **Objectives**

To achieve these aims we will

- create an environment that meets the special education needs of each child
- use Foundation Stage baseline, Key Stages 1 and 2 assessment data to inform decision-making
- ensure that the special educational needs of children are identified and provided for
- make clear the expectations of all partners in the process
- identify the roles and responsibilities of staff in providing for children's special education needs
- enable all children to have full access to all elements of the school curriculum
- ensure that our children have a voice in the process
- ensure that parents are involved in supporting their child's education

## **Educational Inclusion**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teacher approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning for children's full participation in learning, and in physical and practical activities

- helping children to manage their behaviour and to take part in learning effectively and safely This will also involve working with the family; creating an environment which fosters children's mental health and positive self esteem
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning. Many of our children live in difficult circumstances and are members of refugee/asylum seeker families. These factors sometimes contribute to social and emotional problems.

### **Special Educational Needs**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

### **Identifying Special Educational Needs**

The school adopts the four staged model of Assess, Plan, Do, Review to identify and assess pupils with SEND as set out in the 2014 SEND Code of Practice.

The school uses a range of information to identify pupils within the 4 broad categories of need outlined in the 2014 SEND code of Practice. These categories are

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs

These categories help us plan our teaching so that a child's needs are being met. We do not place them in a category but respond to the child as a **whole**. We understand that at any child can need support at different times, as other aspects of their life impact on progress and attainment. These difficulties are not SEND and can be

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a Looked After Child
- Children who have a Care Plan or having Children in Need Meetings
- Children of refugees
- Children who have been exposed to war

- Being a child of a serviceman/woman

### **How does the school assess a child's need?**

The following helps teachers and the SENDCo build up a picture of the whole child in order to assess the full range of support that may be needed

- observations on the child's behaviour in the classroom and around the school
- class work and records, including any from other schools the child may have attended
- levels of attainment in the National Curriculum, including Key Stage 1 results and optional SATs results
- standardised test results
- discussions with parents about the child's health and development and factors contributing to any difficulty
- the child's own perception of any difficulty and how it might be addressed
- information from health or social services

On the basis of this information, the class teacher will play a more differentiated approach to their teaching for that child, which may include some small group intervention. The child's progress will be monitored closely and, if no progress has been made after a term, the teacher and the SENDCO, in consultation with the child's parents, will decide whether to include the child on the SEND Support Register.

The class teacher remains responsible for working with the child on a daily basis and planning and delivering a differentiated programme to meet the needs of the child.

### **SEND Support-what happens?**

This stage is triggered when a decision is made at a pupil progress meeting, by the class teacher and SENDCo, in consultation with the parents, that insufficient progress has been made after some focussed support for that child.

1. The SENDCO, with the parents' agreement, seeks the help of external support services, submitting referral forms and providing the child's SEND records and any other relevant information. The external specialist may assess the child.
2. A meeting is held with the external specialist, the SENDCo, the class teacher and/or the literacy and numeracy co-ordinators if appropriate, to review interventions already tried and plan future strategies and targets. Parents are fully involved. A decision may also be made at this meeting to involve other outside agencies.
3. A Child Centred Plan (CCP) is drawn up by the class teacher, in consultation with the SENDCo and external specialists, containing targets which are specific, measurable, achievable, realistic and timed (SMART). Pupils are involved in target setting and parents are consulted. Strategies, amount and frequency of provision, staff involved, success or exit criteria and date of review are recorded on the CCP. CCPs are reviewed twice a year. Where appropriate, pupils meet with the class teacher or SENDCo to decide whether they have achieved their targets. The class teacher then reviews the CCP and new targets are set. Updated CCPs are sent home at the end of every term for parents to understand the progress the child has made towards targets. The class teacher discusses progress of the child during parents' evenings and ascertains their views.

## **Allocation of Resources to and amongst Pupils with SEN**

### *a) Pupils with Statements of SEND or EHC Plan*

The school makes up the first £6000 worth of funding and the LA makes up any additional financial provision for pupils with statements. The school is then responsible for providing the additional teaching or classroom assistant support specified in the statement or EHCP.

### *b) Pupils with SEND who do not have statements*

The LA allocates funds for pupils with SEND who do not have statements on an annual basis. The school employs a teacher (SENDCo) and teaching support assistants to work with individual or small groups of children. In addition, all year groups have year group teaching assistants to help support all children in the class and this may include working with pupils with SEND or allowing the class teacher more flexibility to work with them.

## **Specialist Support**

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

The school nurse visits regularly and carries out screening tests on all children's hearing and vision in the Foundation Stage and also measures the height and weight of children in Reception and Year 6. If there are medical concerns at any other time the school nurse is notified. A Speech and Language Therapist comes into the school regularly to assess and support children. The school buys in support from a range of providers including Place 2 Be and Art Therapy. The Educational Psychologist may be involved to further assess a child's needs, in order to progress. The Winnicot Centre is an agency for children and families who require support and therapy in relation to mental health issues.

## **Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. English as an additional language is a major issue at Claremont Primary School, and assessment can be difficult when the child is still acquiring the English language at a very basic level. However, EAL is not a special need in itself.

The class teacher and the SENDCo assess and monitor the children's progress with existing school practices using the Manchester Matching Needs to Provision Tool. This is an ongoing process.

The SENDCo works closely with parents and teacher to plan an appropriate programme of support. Parents are key partners in their child's learning and development and are involved in all stages of the child's journey through school. When a teacher first has concerns he/she will meet with the

parents to discuss them. Parents are consulted and give permission before any assessment is carried out. If a child has a Child Centred Plan, parents are encouraged to add their own target for their child.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. The LA seeks a range of advice before making a formal decision about support. The needs of the child are considered to be paramount in this.

### **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person and the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment.

1. A referral form is completed by the SENDCo, in consultation with the class teacher and the head teacher, and the following information is submitted:
  - CCPs (Child Centred Plans – also known as Person Centred Plans)
  - Records of reviews of CCPs and their outcomes
  - Relevant medical information
  - Evidence of involvement of social services or education welfare services
  - External specialists' reports and evidence of their involvement
2. If an EHCP is issued, the governors of the school are responsible for ensuring that, the funding provided through the plan, is used for that child. The SENDCo, in consultation with the head teacher, will allocate resources and arrange additional teaching and/or classroom assistant support
3. Record keeping, CCPs, liaison between teachers, support staff and external agencies are maintained
4. The EHCP is reviewed annually

### **In our school the SENDCO:**

- co-ordinates the provision for and manages the responses to the children's special needs
- supports and advises colleagues
- oversees the records of all children with special educational needs
- acts as the link with parents
- acts as link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision and reports to the governing body
- contributes to the professional development of all staff
- maintains a provision map which shows the range of support allocated to pupils with SEND across the school

### **Mental Health Issues**

There are an increasing number of children who are presenting difficult behaviour and this may be due to mental health issues. We have a confidential counselling service which we refer children to; parental consent is sought before any sessions begin. Children may self refer to Place2Talk during lunchtimes if they want to discuss any issues. Families who live in difficult circumstances are supported by school whenever possible, but the increasing numbers means that some children need counselling, therapy or guidance and the school endeavours to meet these needs. The school also has a link with the Winnicot Centre, and children can be referred to this centre through the school nurse or GP.

### **The Role of the Governing Body**

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special education needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools when appropriate, and report annually on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

### **Partnership with Parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support of children with special educational needs.

We have regular meetings with parents to share the progress of special needs children. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education children with special educational needs. Annual multi-agency reviews of all children with EHC or statement of Special Educational Needs take place. However, other review meeting may be called when it is deemed that the child's needs are not being fully met.

### **Pupil Participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work particularly in the Foundation Stage and across the whole school recognises the importance of children developing social as well as educational skills.

### **Criteria for evaluating the success of the school's SEND policy**

The school will:

1. Hold regular review meetings between the class teacher and the SENDCo to determine whether CCP targets are being met and progress achieved
2. Hold regular review meetings with parents to obtain their views
3. Monitor the SEND support Register, keeping track of progress for these children, including impact of any interventions
4. Monitor and evaluate data from attainment tests, SATs results, optional SATs and ongoing Teacher Assessments.
5. The SENDCo and the Head teacher hold regular meetings to review the work of the school in this area

The SEND policy will be reviewed annually.