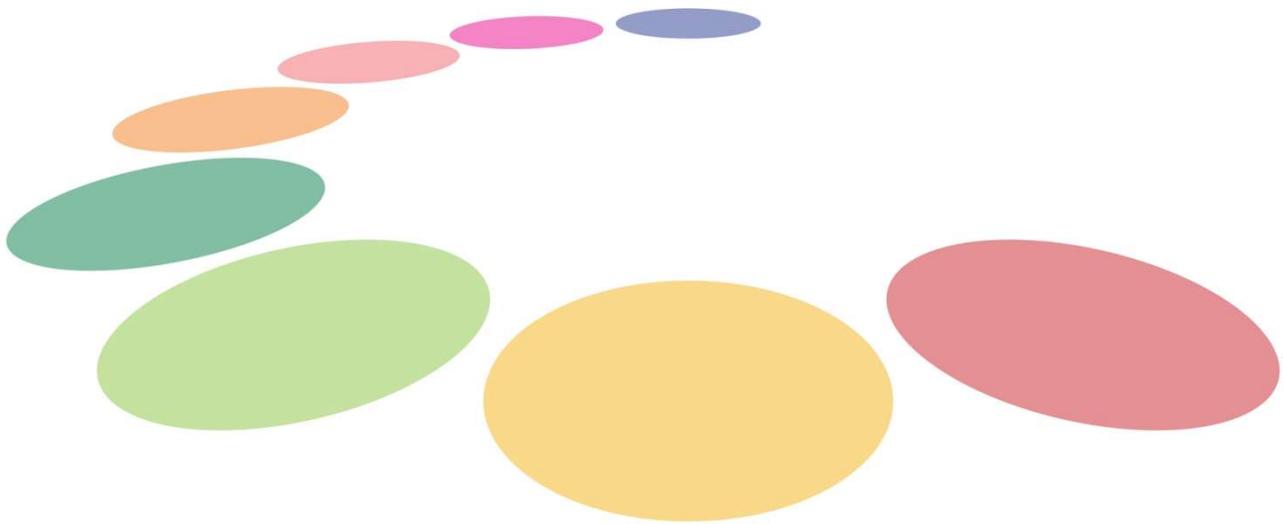


Claremont Primary School

Special Educational Needs and Disabilities (SEND) Policy



Date Agreed	Mar 2019
Review Date	Sept 2020

(To be reviewed by FGB)

(Website)

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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: Claremont Primary has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification and then making effective provision to improve long-term outcomes for the pupil.

This policy and information report is based on the statutory

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

Aims and Objectives

The governors, staff, and parents work together to enable every child to reach their potential. The early identification and assessment of special educational needs ensures that all pupils may receive an appropriately differentiated curriculum to suit their individual needs.

The policy sets out how the school will support and make provision for pupils with special educational needs, and explains the roles and responsibilities of everyone involved in the process.

The school aims to:

- To create an environment that meets the special educational needs of each child
- Ensure that the needs of children are identified and provided for
- Identify the roles and responsibilities of staff in providing for children's special educational needs
- Enable all children to have access to the school curriculum
- Ensure that children have a voice in the process
- Ensure that parents are involved in supporting their child's education

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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

Roles and Responsibilities:

1) The Role of the Governing Body has responsibility to:

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.

The SEND Governor is Jill Lovecy.

2) The headteacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant school staff.

- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

3) The School's SEND Co-ordinator has a responsibility to:

- Be a qualified teacher.
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENDCO at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Complete a Pupil Passport with the pupil.

- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

The SENDCo is Julia Fletcher

4) Class/subject teachers have a responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

5) Involving pupils and parents / carers

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 plans take place. However, other review meeting may be called when it is deemed that the child's needs are not being fully met.

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.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class and high quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Additional support will be implemented for pupils whose needs cannot be met through whole class teaching. This may be additional small group support, targeted intervention or extra support from an adult in the classroom.

A range of interventions are implemented for pupils with SEND. These include:

- Literacy interventions: Reading Recovery, Wave 3 Literacy intervention, Inference Training, 5 minute box, SpLD teaching, Catch Up Literacy, Toe by Toe
- Maths interventions: Numicon maths, Numbers Count, group maths support
- Speech and Language support: social communication groups, narrative therapy, individual programmes set by a Speech and Language Therapist
- Support for Social, emotional and mental health: Place2Be, Place2Talk, Art Therapy, Play Therapy
- Nurture provision for pupils with ASD and SEMH needs

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating the curriculum to ensure all pupils are able to access it
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

Expertise and training of staff

- The SENDCo has gained the National Award for SEN Coordination (NASENCo)
- A team of TAs have been trained to deliver intervention in: speech and language, literacy, maths, social and emotional support for pupils
- In the last academic year, support staff have been trained in: Toe by Toe, Inference Training, Picture Detectives, Wave 3 Literacy
- We use specialist staff for SpLD support, Art Therapy, Play Therapy, Place2Be counselling, Reading Recovery teaching

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.

We assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Widens the attainment gap

Information is gathered through:

- Observations of the child's behaviour in the classroom and around the school
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- Discussions with parents about the health and development and factors contributing to any difficulty
- The child's own perceptions of their strengths and difficulties and how they can be supported

Pupils are identified within the 4 broad categories of need outlined in the 2014 SEND code of practice:

- 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 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 linked to:

- 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?

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 through:

- 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
- attainment in the National Curriculum

- 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 differentiate their approach to 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.

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 is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

The school has an allocated School nurse. If there are medical concerns the school nurse is notified. A Speech and Language Therapist comes into the school regularly to assess and support children. The school buys in specialists from a range of providers that help the school to support individual children with SEND:

- Art Therapy
- Play Therapy
- Speech and Language Therapy
- Counselling (Place2be)
- Educational Psychologist
- Specific Learning Difficulties (SpLD)
- Behaviour Consultant
- Developmental Language Disorder (DLD) support
- Occupational Therapy
- Outreach support from specialist settings such as Rodney House, The Birches and The Grange

Assessment

Early identification is vital. The class teacher works closely with the parents from the earliest possible stage. 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.

Parents are key partners in their child's learning and development and are involved in all stages of the child's journey through school.

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.

An education, health and care (EHC) plan outlines a pupil's special educational needs and disabilities (SEND) and the action to be taken in order to cater for those specific needs, as well as any health and care needs. It is a legal document written by LAs in close cooperation with parents, schools and healthcare professionals. It is implemented to ensure that that special educational provision meets the specific needs of pupils with SEND, so that their learning and development potential can be reached.

An EHC plan is implemented for all pupils who receive an EHC assessment from the LA where it is considered that the school is not meeting their specific needs and they are not making sufficient progress with their learning.

The process involves:

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:
 - Pupil Passports and Learning Plans
 - Records of reviews of Learning Plans and their outcomes
 - Relevant medical information
 - Evidence of involvement of social care 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, Learning Plans, liaison between teachers, support staff and external agencies are maintained and kept confidential
4. The EHCP is reviewed annually

Allocation of Resources to and amongst Pupils with SEN

a) Pupils with Education Health Care Plan (EHCP)

The school and the LA fund additional financial provision for pupils with EHCPs and provide support specified in the plan. Personal budgets are allocated from the LA's high needs funding block.

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 Learning Plan 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 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.