



All Saints CE (VC) First School, Busy Bees Nursery & Kingfisher Club

Policy on SEND

Date adopted: February 2017

By: Full GB

Reviewed: February 2018

Reviewed: February 2019

Reviewed: February 2020

To be reviewed: February 2022

Aims and Objectives

This policy complies with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

- To work in partnership with children and their families at every stage of the SEND process.
- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.

Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (*SEN Code of Practice 2014, p 4*).

There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical development.

Definition of disability

Some children and young people who have SEN may also 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' (*SEN Code of Practice 2014, p5*).

Assessment and Monitoring of SEND

At All Saints C of E First School the needs of our pupils are monitored by a team of people, which includes the Headteacher, SENDCo, SEND Governor, teachers and teaching assistants.

The role of the SEND Co-ordinator

The Special Educational Needs and disabilities Co-ordinator is Mrs Abbotts.

The SENDCo will:

- Work in conjunction with staff to identify and monitor children who have SEND.
- Be updated about the progress of SEND children from each year, following termly review meetings.
- Oversee the SEND records of all children on the SEND register.
- Arrange for assessment (where appropriate), and ensure parents are informed.
- Liaise with external agencies e.g. Educational Psychologist, Specialist Teaching Service.

- Work with Headteacher and SEND Governor, to evaluate information and inform them of any issues.

The Role of the Class Teacher

The Class teacher will:

- Ensure that all children have access to the curriculum and that the curriculum is adapted to meet the needs of the children.
- Monitor children's progress, identify, plan and deliver any additional support a child may need (this could involve targeted work, additional support or differentiated activities) and share this information with the SENDco.
- Write Individual Provision Maps (IPMs), and share and review these plans with parents.

The Role of the Headteacher

The Headteacher will:

- Manage of all aspects of the school day to day, this includes the support for children with SEND.
- Take overall responsibility for implementing the code of practice.
- Track and monitor children's progress during termly pupil progress meetings.
- Make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Role of the SEND Governor

The SEND Governor will:

- Ensure that appropriate support is available for any child who attends the school who has SEND.
- Liaise with the SENDCo to ensure that the school's SEND policy is carried out.
- Monitor and evaluate the impact of SEND support.

Identification, assessment and provision for pupils with SEND

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about a child's performance in relation to national expectations. These judgements will be discussed during termly pupil progress review meetings.

We also identify SEND needs through:

- Information directly given by parents
- Data gathered from in-school assessments
- Recommendations from other professionals; e.g. Health and Social Care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Individual Provision Maps are put in place for all children in school with specific additional needs.

| <u>Level</u> | <u>Triggers</u> | <u>Process</u> |
|---|--|---|
| Monitor | If a child has been identified by the Class teacher as failing to make progress they will monitor the child (Assess - plan - do - review cycle). | Areas of difficulty will be established <ul style="list-style-type: none"> • <i>Discussions with parents</i> • Some strategies and differentiation of the curriculum will be initiated • Wave 1 interventions (quality first inclusive teaching) |
| Discussions will be held at termly pupil progress meetings. | | |
| SEN Support | After a period of monitoring, if a child: <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working at curriculum levels substantially below that expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • has on-going communication or interaction difficulties which cause substantial barriers to learning. | <ul style="list-style-type: none"> • Specific targeted support will be initiated • Booster Group (English and Mathematics) • Further assessments may be arranged • Referral to outside agencies e.g. Educational Psychologist • Wave 2 interventions (additional provision / small group intervention) |
| Following targeted teaching approaches, in discussion with parents, children may be placed on the SEND register. Discussions will be held at termly pupil progress meetings and individual provision map review meetings. | | |
| Education Health Care Plan (EHCP) | If a child: <ul style="list-style-type: none"> • continues to make little or no progress in relation to specific targets, • continues to work at curriculum levels substantially below expectations • requires specialist equipment or regular specialist support | <ul style="list-style-type: none"> • Plan and track targets • Work with support services • Work with parents |
| It may be decided, in discussion with parents and multi-agency meetings that there is a need to apply for an EHCP. | | |

External Support Agencies

When children require additional support the SENDCO may also seek advice from other professionals. These include;

- Educational Psychologist
- SEN Support Team
- Speech and Language Therapy Service
- Autism Outreach
- CAMHS
- School Nurse
- Hearing / Visual Services
- Physiotherapy
- Occupational Therapy
- Behaviour Support

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

Supporting pupils with medical conditions

Pupils in school with medical conditions will 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.

Supporting pupils with disabilities

Not all children with disabilities have SEN. Many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheelchair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the curriculum and assessment arrangements.

English as an additional language (EAL)

Children with limited English do not necessarily have SEN. If a child is experiencing difficulties which appear to be more than language based, then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Partnership with Parents

The school will endeavour to:

- Provide clear and accurate information about the child's SEN and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with SENDCo, Class Teachers, Teaching Assistants and other professionals, so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Outline provision in the **Local Offer (website)**
- Inform parents before involving outside agencies for additional advice or assessments

Policy Review

Policy will be reviewed annually and discussed with the Headteacher and Governors.