

Spaxton Church of England School

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SEND Policy

Policy Reviewed	Next Review Due
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Special Educational Needs Disabilities (SEND) Policy

At Spaxton we strive:

To provide a safe, happy and motivational environment where **all** children and adults are respected, accepted, valued and included, enabling children and adults, as individuals, to confidently achieve their full potential.

Our vision for children with special educational needs and disabilities is the same as for all children – that they achieve well at school and lead happy and fulfilled lives.

1. Introduction

- a. Spaxton provides a broad and balanced curriculum (“quality first teaching”) for all children. In the Foundation Stage and throughout KS1 and KS2 we ensure an environment in which all children are supported to achieve their full potential. Planning meets the specific needs of individuals and groups of children. Teachers set appropriate learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require action to be taken by the school.
- b. These requirements are likely to arise as a consequence of a child having special educational needs (SEN). At Spaxton 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 the curriculum and assessment activities.
- c. 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.

2. Aims and Objectives

- a. To create an environment that meets the special educational needs of each child.
- b. To ensure that the special educational needs of children are identified, understood, assessed and provided for.
- c. To identify the roles and responsibilities of staff in providing for children’s special educational needs.
- d. To enable all children to have full access to all elements of the curriculum.
- e. To ensure that parents are fully informed of their child’s progress and able to be fully supportive of their child’s education.
- f. To ensure that our children are involved in the process.

3. Educational Inclusion

- a. At Spaxton we have high expectations of our children, and we aim to provide excellence and enjoyment through our curriculum for all. We endeavour to achieve this through the removal of

barriers to learning and participation. We intend all children at Spaxton to feel valued. Through appropriate curricular provision we respect the fact that children:

- i. have different educational needs and aspirations
 - ii. require different strategies for learning
 - iii. acquire, assimilate and communicate information at different rates
 - iv. need a range of different teaching approaches and experiences.
- b. This policy builds on the section concerned with “Equal Opportunities and Inclusion” contained within the school’s policy on Teaching and Learning which recognises the entitlement of all pupils to a broad and balanced curriculum and reinforces the need for teaching which is fully inclusive.
- c. We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCo) and ensure that he/she is a member of the school’s Senior Leadership Team.

4. Special Educational Needs

- a. **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 or disability if he or she:

- **has a significantly greater difficulty in learning than the majority of others of the same age, or**
- **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.**

Special educational needs and disability code of practice: 0 to 25 years, September 2014

- b. The four areas of need identified in the new Code of Practice are:
- i. Communication and interaction
 - ii. Cognition and learning
 - iii. Social, emotional and mental health difficulties
 - iv. Sensory/physical

5. Identification and Assessment

- a. Provision for children with special educational needs is a matter for the whole school.
- b. The governing body, the Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**
- c. The school will assess each child’s current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child’s pre-school years. If the child already has an identified special educational need a School Entry Plan meeting will be held. Information will be transferred from colleagues in the Early Years setting and from parents and the class teacher and SENCO will use this information to:

- i. Provide starting points for the development of an appropriate curriculum.
 - ii. Identify and focus attention on action to support the child within the class.
 - iii. Use the assessment processes to identify any learning difficulties.
 - iv. Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- d. The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. The advice of the Ethnic Minorities Achievement Service will be sought.
- e. All staff are responsible for identifying children who may have special educational needs and early identification is considered a priority.

6. Access to the Curriculum

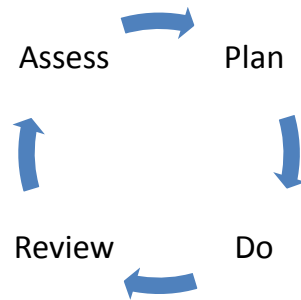
- a. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.
- b. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives. Staff differentiate work appropriately, and use assessment to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children have individual targets in English and Maths.
- c. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

7. Interventions

- a. The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:
 - i. Different learning materials or special equipment.
 - ii. Some group or individual support.
 - iii. Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
 - iv. Staff development and training to introduce more effective strategies.
 - v. Access to LA support services for one-off or occasional advice on strategies or equipment.

8. Provision and Funding

- a. The SEN code of practice advocates a graduated response to meet the needs of children with special educational needs, using an assess, plan, do, review cycle:



- b. When it becomes clear that a child is failing to make appropriate progress within **Wave 1** provision with quality first teaching, additional or alternative support will be provided through this cycle. Interventions will be offered that are different to or additional to those provided in the classroom through quality first teaching. This is referred to as **Wave 2** or **Wave 3** provision as it becomes increasingly individualised. Children receiving a level of support that is additional to and/or significantly different from their peers are identified as requiring **SEN Support**.

Children can be highlighted as needing SEN Support and intervention can be triggered through concern that despite differentiated teaching pupils:

- i. make little or no progress, despite targeted teaching of weakness
 - ii. demonstrate difficulty in developing English or Maths skills
 - iii. show persistent emotional, social or mental health difficulties which impact on successful learning
 - iv. have sensory/physical problems and despite the provision of specialist equipment make little progress
 - v. experience communication and/or interaction difficulties and despite experiencing a differentiated curriculum make little or no progress.
- c. The class teacher will discuss his/her concerns with the SENCo and parents/carers in order to build a profile of the child's strengths and weaknesses. This may be achieved using observational assessment, discussions, formal assessment etc.
- d. The information acquired will then be used to plan appropriate provision and monitor progress through the assess, plan, do, review cycle. The strategies employed to support a child at SEN Support will be based on information from the child, parent and adults working with them in class and will be recorded on an individual provision map. The provision map will highlight on-going intervention.
- e. At Spaxton, the class teacher and parents meet termly and in some cases more often to review children's progress. In some cases the SENCo and other colleagues may attend this meeting. The views of the child are always considered and are actively sought in this process.
- f. A copy of the One-page Profile and/or Personalised Learning Profile (depending on the level of differentiated provision) will be shared with parents and they are offered the opportunity to meet with the SENCo if they have not already done so and wish to discuss any questions or concerns.

- g. The class teacher remains responsible for working with the child on a daily basis but planning a more individualised programme may include interventions supported by the SENCo or outside agencies.
- h. If the review or liaison between class teacher, parent and SENCo identify a need for support, advice will be sought from Somerset Support Services for Education. This may be done at the annual Consultation Meetings or at any other point during the year as needs arise. Actions may then be agreed, which may include individual assessment by an outside agency.
- i. If a child at 'SEN Support' has identified difficulties, which despite the graduated response, meet set criteria for Higher Needs funding (Element 3) then the school can seek to apply for funding through the annual SEN audit process, however top up funding at Element 3 (Higher Needs funding) is only available for the highest need across the LA.
- j. For children who are identified as having Higher Needs an Annual Review will be held at which parents, the SENCo and any outside agencies involved with a child will meet. The child is also involved in this review. The Annual Review forms the body of the application for Element 3 higher needs funding where appropriate.
- k. For children with SEN who are nearing their transfer to Secondary education, planning will begin in the Annual Review in Year 5 so that the appropriate measures and steps can be taken in good time.

9. SEN Consultation Meetings

- a. Once a year in the Autumn term SEN Consultations are held at Spaxton Primary School. The SEN Consultation is an opportunity for the SENCo to meet with members of the outside agencies, including Learning Support Services and Educational Psychology. Progress of children currently at SEN Support may be discussed but the focus is to support the school in meeting the needs of identified children, who despite quality first teaching and well-founded intervention and strategies continue to need further support. There is also an opportunity to raise concerns about wider whole-school issues that may impact on the learning of children with SEN.

10. Education and Health Care Plan (EHC Plan)

- a. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Somerset.
- b. The Local Authority will need to have:
 - i. information about the child's progress over time
 - ii. documentation in relation to the special educational need
 - iii. details of action taken by the school to meet the child's special educational needs
 - iv. particulars of any special resources or arrangements put in place.
- c. This information includes where relevant:

- i. Individual Provision Maps, One-Page Profiles and/or Personalised Learning Profiles (PLPs) for the child
 - ii. records of regular reviews and their outcomes
 - iii. health reports, including medical history where relevant
 - iv. assessment levels and reports or records of progress compiled by the teachers
 - v. educational and other assessments, for example from an advisory teacher or an Educational Psychologist
 - vi. reports from other professionals involved with the child (Social Services, Educational Attendance Service, Health and Education services).
- d. The views of the parent and child are sought. Parents may also make a request for Statutory Assessment. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child and the EHC Plan is prepared.
- e. Statements / EHC Plans are subject to annual review which will include parental views about the child's progress.

11. Roles and Responsibilities

- a. The Headteacher, Governors and SENCo are responsible for the strategic development of the SEN policy and provision to raise the achievement of SEN pupils. The SENCO meets each term with the SEN Governor to review policy and plan future developments.
- b. The school's SEN Co-ordinator is James Haddell. The SEN Governor is Debbie McKenna
- c. The responsibilities of the SEN Co-ordinator (SENCO) include:
 - i. Overseeing the day-to-day operation of the school's SEN policy.
 - ii. With the class teacher ensure provision for children with special educational needs to allow them to access all curriculum areas and subjects and all other aspects of school life, including PE, sports days, participation in the school council, extracurricular activities and school visits
 - iii. Liaising with, and advising fellow teachers
 - iv. Managing Teaching and Learning Assistants where applicable
 - v. Overseeing the records of all children with special educational needs
 - vi. Liaising with parents of children with special educational needs
 - vii. Contributing to the in-service training of staff
 - viii. Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
 - ix. EAL Co-ordinator

- x. Liaise with designated teacher for Looked After Children
 - xi. Children with Medical Needs Co-ordinator
 - xii. Liaising with preschools prior to entry and with receiving schools on transfer.
- d. The governing body:
- i. challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask challenging questions to ensure all teachers are aware of the importance of providing for children with SEN and ensuring that funds and resources are used effectively.
 - ii. ensures that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.
 - iii. reviews this policy annually and considers any amendments in light of the review findings. The Head teacher reports the outcome of the review to the full governing body.

12. Allocation of resources

- a. The Headteacher, in consultation with the SENCO, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and EHC plans.

14. Partnership with Parents and Children

- a. At Spaxton we work closely with parents and recognise that they have much to contribute to our support for children with special educational needs. We encourage an active partnership through an on-going dialogue with parents.
- b. Through our school SEN offer we strive to inform and engage with parents to ensure that their vital contributions are an active part of our policy and provision.
- c. At Spaxton parents' evening meetings are held in the autumn and spring terms. The SENCo is available to meet with parents of children with special educational needs to discuss their child's progress if required. In addition, the school operates an "open door" policy which means that the SENCo is available to meet with parents by arrangement through the office.
- d. At Spaxton we encourage children to take responsibility and have a key role in their learning. This is part of the culture of our school and relates to children across the school.
- e. Children are actively encouraged to make judgements about their own performance against learning objectives and against their targets.
- f. When children with Special Educational Needs are about to transfer to Secondary/Key Stage 3 education we work closely with parents to ensure that there is confidence that the transfer will be made as successfully as possible.

15. Monitoring and Reviewing

- a. The SENCo monitors the movement of children within the SEN system in school. The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- b. The SENCo is involved in supporting teachers involved in drawing up Individual Provision Maps for children.
- c. The school SENCo and the named governor with responsibility for special needs hold termly meetings.
- d. The governing body reviews this policy annually.

Policy Reviewed by:	James Blackmore (HT) James Haddell (SENCo) Debbie McKenna (CoG)
Signed:	Chair of Governors
Dated:	