



SEND POLICY

This Policy includes the Junior School and Senior School

Links to other policies:

Education and Welfare Provision for EAL pupils

Aims

In providing for children with Special Educational Needs and disabilities we aim to: -

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs and disabilities throughout the school.
- Involve Parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Students to contribute to the Pupil Passport.
- Comply with the 2015 Code of Practice.
- Staff to set Pupil Targets as part of subject planning and assessment

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Inclusion Statement

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 teaching approaches and experiences.

Identification and Assessment of Special Educational Needs

As we are a very small school with weekly staff meetings, SENs are usually identified quickly. Students are identified and assessed in the following ways:

- Reading screening – word reading and comprehension

- Spelling screening
- Baseline maths assessment
- CAT tests
- In-house specialist assessment and screening completed by the senior SENDCO where concerns or referrals are made by students, staff and parents and carers
- Referral to Educational Psychology and other specialist external agencies where appropriate

SEND Students Provisions

Wave 1: All students will have their needs met through Quality First Teaching and differentiation. Expectations are set and an understanding of what ALL students should be able to do should clearly be outlined.

Wave 2: Students will enter this wave when they are not progressing at the pace of their peers, individualised, targeted interventions will be put into place at this stage. Parents will be informed and invited into school to discuss their child's progress and any concerns.

Wave 3: Students will enter this wave if they continue to have significant difficulties even after receiving targeted and individualised intervention. The SENDCO will devise an intensive support package for the student and advice is likely to be sought from external support agencies where appropriate.

Extra Provision

The triggers for intervention could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- **Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;**
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

External Support

The senior SENDCO will use the Early Help Process to make referrals to external agencies when advice or support is beyond the school's knowledge or expertise. The SENDCO will build up a detailed picture of the student through their history of need, feedback from staff, meetings with parents and carers and the student's own views and opinions.

The triggers for External Support

- Continues to make little or no progress in specific areas over a long period.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.

- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at earlier stages have had little or no impact on learning or progress.

Progression to Extra Support

If after advice from the EP or other professionals, the school and Parents consider that help is needed from outside the school's resources the SENCO, Head Teacher and Parents will discuss alternatives.

The class teacher, in conjunction with the SENCO is then responsible for drawing up targets to meet the objectives set out in the Educational Psychologists' report.

This will be reviewed annually.

Monitoring and Evaluating Provision

It is the class teacher's responsibility to monitor the progress of children in their class each half term and identify those that are making little or no progress. These children are classed as 'Catch Up' a referral form is completed. This states what the area of concern is and what the teacher intends to do to support the child. These children are closely monitored and supported by the teacher through targeted work.

If the child makes no progress or is still below expected levels after 5/6 weeks then a decision will be made, in conjunction with the SENDCO, about whether the child needs to go on the SEND/Additional Needs register and a Pupil Passport is completed highlighting the provision strategies to be used to support this child. If there is a particular concern that the child is not making any progress, then external agencies will be contacted.

If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication (see Triggers), then a **Cause for Concern Referral Form** should be completed and the issue discussed with the SENDCO. The SENDCO is responsible, with support from the class and head teacher, in deciding whether further action is to be taken.

Learning Passports

The SENDCO will produce a Learning Passport for each pupil on the SEND register. This will give teaching staff key information about the student's barriers to learning as well as specific strategies to be used to increase their academic and social engagement.

Support Plans

Teachers are responsible for implementing subject specific learning strategies to enable the child to progress. These may be recorded within a pupil or GROUP SUPPORT PLAN which sets out targets and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

Support Plans should focus on up to three or four key individual targets and should include information about:

- the short term SMART targets set for or by the pupil
(Specific, Measurable, Achievable, Realistic, Timed)
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes
- the views of the Parent and child

SEND Files

Each class teacher has a SEND section within their planners which is accessible to the Head Teacher, SLT and SENDCO at all times.

The SEN File includes:

- A list of SEND Children
- Children Requiring Further Provision
- Referral Form.
- A section for each child's Learning Passport
- Pupil or group support plan

These files are shared with the Support Assistants. Staff must clearly highlight SEND Students in their planners.

Individual SEND Files

Professional Reports are kept in individual school folder in the office. Files are uploaded on to EDMODO where appropriate. Sensitive Information will not be put on EDMODO.

Partnership with Parents

We aim to promote a culture of co-operation with Parents, schools and others. We will do this through:

- Ensuring all Parents are made aware of the school's arrangements for SEND including the opportunities for meetings between Parents and SENDCO.
- Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.
- Providing access to the SENDCO to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with EHCP's.

During Parent/Teacher meetings, teachers will explain any concerns there are and any targets that have been set.

When a child is at the Catch Up stage it is at the teacher's discretion as to if/how the concern is passed on to the Parent but if the Parent is informed then there must be an explanation of what the school are going to do to support the child and what the Parent can do to help at home.

When a child is at SEN Support stage the Parents will to be informed that there is a concern. If the child has a Learning Passport then the Parent will be shown it and the provision being used explained. Targets that are set should be shared with the Parent too.

Roles and Responsibilities

The Special Needs Coordinator (SENDCO) is Jane Thornton

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Monitoring data to identify SEND children and report back to the head teacher throughout the year during informal meeting every term and a written yearly report.
- Co-ordinating provision for children with special educational needs.

- Liaising with and advising fellow teachers to ensure the SEND Policy is carried out.
- Overseeing the records of all children with SEND.
- Liaising with Parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings, attend Planning Meetings and being available for EHCP meetings as needed.
- Attending course to keep skills and knowledge up to date.
- Planning interventions to be used in school.
- Writing and updating the SEND policy yearly

The Role of the Headteacher

The responsibilities of the Headteacher include:

- Involvement with parents as partners in the learning process
- Co-ordinating the work of the teaching assistants
- Participating in TA development programmes
- Determining the pattern of work, timetable and role of the SEND Coordinator
- Dealing with queries or complaints from parents
- Liaising with the SENDCO
- Ensuring that the SEND Policy is implemented as described
- Involvement in how children with SEND are integrated within school as a whole
- Working with TAs on planning, teaching and recording pupils' progress
- Liaising with external agencies including the Educational Psychology Service and other
- Ensuring that the legal requirements of current legislation are met within the school
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education
- Ensure the SENDCO receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENDCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.