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Deerhurst and Apperley C of E Primary School



Special Educational Need & Disability Policy

Special Educational Needs Policy

Introduction

Deerhurst and Apperley C of E Primary School caters for 81 pupils. We have four classes in total – Reception Class, Class 1 mixed Year 1 & 2, Class 2 Year 3 & 4 and Class 3 Year 5 & 6.

Pre-school

Children will be monitored in the Pre-School and any causing concern will be discussed with the SENCO and appropriate action will be taken. See Pre-School guidance.

“A child shall be deemed to have special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her, and has significantly greater difficulty in learning than the majority of the children of his/her age, or if he/she has a disability which prevents or hinders him/her from making use of educational facilities for children of his/her age.”(1981 Education Act)

“Gifted children should also be deemed as having special needs”

Appendix

1. Pre-school guidance
2. Pupil numbers/stages (now)
3. Staged approach in code (draft)
4. Registering concern forms
5. Expression of concern – complaints.

Policy Principles

We aim to develop each child’s individual potential in a caring environment. We are committed to ensuring that all our children, including those with special education needs, receive a curriculum relevant to their needs and ability and still fulfil the requirements of the national curriculum.

We aim to do this through:

- promoting equal opportunities for all children
- early identification of SEND
- establishing and maintaining an efficient and consistent approach to identify needs providing an appropriate learning environment for all children
- early consultation with teachers and where necessary actively involving them in implementing My Plans
- enabling parents to take a supportive role in their child’s learning
- establishing an SEND register and a record keeping system
- providing a differentiated curriculum where necessary
- providing training for the SENCO, class teachers and teaching assistants and opportunities for dissemination of information related to SEND.
- having regard to the Code of Practice

Objectives

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At Deerhurst and Apperley C of E Primary School we:

1. Ensure, wherever possible, that all our pupils are taught within their own class group and that withdrawal is kept to a minimum.
2. Provide programmes of work for children with SEND which enable them to access the Curriculum irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning difficulties.
3. Allocate our resources flexibly to support all children's needs.
4. Plan our work allowing for differentiation in keeping with the child's needs and abilities.
5. Operate a system of closely monitoring our pupils work.
6. Maintain effective channels of communication with everyone involved with our children with SEND.
7. Inform, consult and support the parents of our children with SEND.
8. Liaise closely with the appropriate services working with our children.

Health and Safety

Health and Safety is of paramount importance when considering pupils with SEND. Individual needs are considered when organising our school environment to ensure that teaching and learning takes place in a safe and secure environment. Specific medication is labelled and kept in the school office and will be administered as necessary by a member of the school staff. Parents are required to complete a permission and administration form before any medication is given.

IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SEND

Identification

Pupils may have needs in one or more of the following areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and medical

How does our school know if children need extra support?

We know when pupils need support if:

- Concerns are raised by parents/carers, external agencies, teachers or the pupil's previous school.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected progress.
- Observation of the pupil indicates that they have additional needs.
- A pupil asks for help.

How will the school support a child with SEND?

All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners.

Pupils with SEND will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the SENCo, external verifiers
2. ongoing assessment of progress made by pupils with SEND
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need
4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
5. pupil and parent feedback on the quality and effectiveness of interventions provided
6. attendance and behaviour records.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these during Parents Consultation Meetings which are held in the autumn and spring terms.

Pupils' attainments are tracked and those failing to make expected progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the class teacher, SENCo and Head teacher. .

Additional action to increase the rate of progress will be then identified and recorded; that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow to assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of SMART targets and expected outcomes and a review date will be made.
4. **Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the pupil.
If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to

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best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include:

- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and Disability Support Service
- Health and Social Services
- School Nurse
- Children and Young Person Services
- Advisory Teaching Service
- Speech and Language
- Occupational Therapy

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Please refer to the School's SEND information report for information on:

- *what parents should do if they think their child may have special educational needs.*
- *how Pupils will be supported in school and Parent's involvement*

Graduated Pathway

Please see Appendix for Gloucester's Graduated Pathway (copy of pg 17)

The SEND Register

The school SEND Register is monitored and updated regularly. Pupils can be added or removed based on individual needs.

Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a Health Care Plan.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or relevant professional as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

Curriculum

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At Deerhurst and Apperley C of E Primary School we aim to offer all our children access to the Foundation stage curriculum &/or areas of the National Curriculum recommended for their age. We provide this through a cross-curricular approach, providing our children with individual, small group and whole class tasks.

Integration

The Governing body at Deerhurst and Apperley C of E Primary School expect the full integration of all pupils with SEND into the daily routine of the school. Any withdrawal sessions are coordinated by the Class teacher and the work covered is supported within the classroom whenever possible.

Equal Opportunities

At Deerhurst and Apperley C of E Primary we aim to provide equal opportunities for all pupils as well as develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary to ensure that they reach their full potential. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social Background
- Ability/Disability
- Belief

Every Child Matters

The school adopts a policy to ensure that every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

SEND Funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

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STAFF POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

Partnership with Parents

At Deerhurst and Apperley C of E Primary School we have always tried to maintain good working relations with our parents. Specifically in relation to parents of pupils with SEND, we have set down a clear procedure for action. No decisions about referrals, provision, My Plans, movement between stages or in relation to statutory assessment, will be made without parental consultation and consent. Within the review process, as recommended in the Code of Practice, parents will be consulted and invited to join any review meeting.

SEND Training

All members of staff attend as many relevant courses as appropriate.

Outside Support Services

All members of staff are requested to keep the SENCO informed of any contact they have with outside agencies. Similarly, the SENCO will keep the staff informed of any reports and assessments carried out by any outside agency. (see identification for full list)

Links with Other Schools

As Deerhurst and Apperley C of E Primary School takes children from a variety of pre school placements, we realise the importance of close liaison with all our feeder establishments. Similarly, if asked to take a child from a specialist centre, we would wish to become involved at an early stage and to attend the case conference.

Our Reception teachers will visit the pre-school to build relations with reception children prior to them starting school. The children will visit the reception classes. The pre-school will pass on relevant information on the child's physical, intellectual, emotional and social development to the reception class teachers. The assessment profile will also be started in Pre-School and passed on with the children.

In order to ease the transfer of our children to the junior school, to a new class or a new school, or to any other establishment we will continue to keep detailed records of referrals, My Plans, review meetings, assessments and reports completed by outside agencies, and liaise with the SENCO in the term before transfer. This will be the responsibility of the SENCO and the class teacher.

Role of the SENCO

The SENCO is Mrs Rachel Evans who is responsible for co-ordinating the SEND provision with the school. The SENCO has the National Award for Special Educational Needs Co-ordinator.

The SENCO is responsible for:

- Liaising with staff
- The management of the provision for pupil with SEND support and EHCP.
- Overseeing the records of all pupils with SEND
- Liaising with external agencies and parents
- Contributing to in-service training of staff
- Keeping the Headteacher updated
- Communicating with the SEND support staff

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- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Plan +
- Oversee the day to day operation of the school's SEND policy

At present our SENCo is a part time teacher. In the absence of the SENCo the point of contact is the Headteacher.

Role of SENCo Governor

The SENCo Governor is Mr Aaron Mulligan

The SENCo Governor is responsible for:

- Whole school SEND development, meeting regularly with the SENCo
- Monitoring and developing policy

Role of Headteacher

The Headteacher is responsible for:

- Including provision
- Works closely with SENCo and SMT
- Keeps the governing body fully informed of SEND issues
- Pastoral care for all pupils (PSP)

Although the Headteacher retains ultimate responsibility, many responsibilities are delegated to the SENCo and the teaching staff.

Role of Class Teachers

Class teachers are responsible for:

- Initial identification
- Communicating with the SENCo and SEND support staff
- Differentiating work to enable access
- Be responsible for meeting the Special Educational Needs for all children in their class
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Plan +

Contact details can be found on the school website.

Related Policy/Links

- Data protection
- Confidentiality
- Safeguarding
- Teaching and Learning
- Equal opportunities
- Curriculum policies
- Assessment
- Accessibility Plan
- Comments and Complaints Procedures
- Local and School Offers
- School Website

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Complaints

Through consultation with all involved with our pupils with SEND, including parents, we would hope that reasons for complaint would seldom occur. However, should anyone have cause for complaint it is important that this is brought to the attention of the class teacher, SENCO and Headteacher as soon as possible. Once a complaint has been made it will be given immediate attention and parents can expect a response as quickly as possible. If the complaint is of a serious nature, and help has to be sought from outside agencies, the matter will be given urgent attention and the parents will be consulted at every step of the proceedings.

Safeguarding

Deerhurst and Apperley C of E Primary has a Safeguarding Policy which aims to protect every child in its care by ensuring that everyone in the school, teachers, non-teaching staff and volunteers have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare is suspected or is seen to be at risk.

Monitoring and Review

The policy is reviewed by the SENCO, working in consultation with staff and the governor with responsibility for Special needs.

The policy will be reviewed as shown on the School Improvement Plan. Subject Coordinators will monitor provision of differentiated tasks for children on the SEND register when monitoring their subject. The SENCO will support in providing suitably differentiated work.

This policy was created by the Gloucester SENCo Cluster in during November 2014.

The policy will be presented to the governors for approval at the Full Governing Body meeting on 27th April 2016

Its implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the SENCo working closely with the Headteacher.

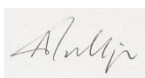
Signed:



Head teacher Jayne Neveu

Date: April 2016

Signed:



Chair of Governors Aaron Mulligan

Date: April 2016