Special Educational Needs and Disability (SEND) Policy

Courtney Primary School

Working together to develop lifelong learners with a strong sense of self who are active participants in their communities.

This version dated	Summary of changes	Next review date

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Designated SEND Governor: Jacqueline Laver

1. Introduction

At Courtney Primary School we pride ourselves on treating every child as an individual. We provide an inclusive, broad and balanced curriculum for all children; responding to children's diverse learning needs and overcoming potential barriers to learning.

We strongly believe that every teacher is a teacher of every child including those with SEND.

2. Aim

All children in school are accepted equally, encouraged, respected and valued, regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupil.

We believe that:

- All children should be valued equally
- All pupils can learn and make progress
- All teachers are teachers of children with Special Educational Needs and Disabilities (SEND)

3. Objectives

- To identify, at the earliest opportunity, those children with special educational needs and/or additional needs.
- To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To include the views of the child when planning appropriate support.
- To actively engage and support children through every teacher being a teacher of every child, including those with SEND.
- An appropriately qualified and/or experienced SENCo will be provided by the school to ensure that all of the points in this policy are upheld.
- To provide support and advice and to facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.

3.1 Courtney Primary School staff and governors aim to provide an inclusive, broad and balanced curriculum for all children; which includes setting suitable learning challenges, responding to pupils' diverse learning needs through the identification of need and by overcoming potential barriers to learning following a graduated approach to provision.

3.2 The Governing Body and teaching staff endeavour to ensure that the necessary provision is made for any pupil who has special educational needs and that any identified needs will be made known to all who support them, including parents and carers.

3.3 We are committed to providing a happy, secure and stimulating learning environment that is

accessible to all, where children are motivated to learn, are valued as individuals and are enriched by an experience that enables them to thrive in tomorrow's world.

4. Definition of SEND

In line with the Code of Practice Chapter 6 (Appendix 4) we identify pupils as having SEND if they do not make adequate progress having received all the interventions/adjustments and good quality personalised teaching (Quality First Teaching) approaches.

"…A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age…"

(Code of Practice 2015 Chapter 6: 6.15)

5. Identifying Special Educational Needs

5.1 Children's needs may be categorised into four broad areas:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health**
4. **Sensory and/or Physical**

These four categories broadly identify the aspects of SEND needs for pupils at our school. However, we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

5.2 Other areas that may impact on progress and/or attainment, but are not solely SEND, include;

- Disability
- Attendance
- Punctuality
- Being more able
- Underachievement
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of a serviceman/ woman
- Unexplained behaviour difficulties

6. A Graduated Approach to SEND support

6.1 Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information that teachers may draw upon include:

- Teachers' assessment and experience of a pupil
- SENCo Observations
- Pupil progress, attainment
- Engagement towards learning and learning behaviours
- The individual's development in comparison to their peers
- The views and experience of parents
- Pupils' own views
- Advice from external support services such as the Educational Psychologist and from Speech and Language Support.

6.2 Plan

Once the need for SEND support has been identified, the code is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching, and adaptive teaching strategies are in place to support individual pupils (Quality First Teaching).

Teachers will adapt their teaching and provision to overcome the barriers of learning and make changes to ensure full accessibility to the curriculum, with the support of the SENCo.

We believe that parents and pupils are an integral part of the planning process and they are invited to contribute their thoughts and ideas during regular meetings throughout the year.

Advice will be sought and followed from various outside agencies, as required.

In addition to the above, the process of planning for a child with an Education Health Care Plan (EHCP) will take account the statutory requirements from their EHCP.

6.3 Do

The teacher is at the centre of day to day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with delivering individual provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions. The SENCo will have a clear overview of additional support and provision and will ultimately have the responsibility for advising next steps and any additional support required.

6.4 Review

Teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND, the progress of meeting planned outcomes is assessed and reviewed regularly, at least three times a year.

Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet their end of year/ key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?

7. The role of Parents/ Carers and Children in the graduated approach

7.1 In the code of practice, there is a strong emphasis on improving the parent/carer voice and that of the child with SEND. To facilitate this, three meetings annually will be organised for parents, carers and children to contribute to the assess, plan, do and review process. This is to ensure that the needs of the child are truly reflected in the provision being provided by the school.

7.2 We operate an open policy and parents can request to see class teachers, the SENCo, and the Headteacher to discuss concerns regarding their child's education.

8. Managing pupil's needs on the SEND register

8.1 Under the Code of Practice 0-25 2014, there are two ways in which a child with SEND might have their needs categorized:

SEND Support or **Education Health Care Plan (EHCP)**.

The main difference between the two categories are that those with an EHCP have their statutory rights protected by law, whereas those categorised as SEND support will be met through in-school arrangements, according to personalised, specific needs.

8.2 A SEND register will be kept and updated at least three times a year, following data analysis and pupil progress meetings.

8.3 Using the assess, plan, do, review process teachers will provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support from specialist services. If this happens, parents and carers are fully involved in the process by contributing to and consenting to the referral.

8.4 Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process.

8.5 If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEND register, then, in consultation with the parents and carers, an agreement will be made to remove the child from the register.

8.6 The level of provision decided is based upon individual needs in consultation with the child, appropriate professionals, teachers and parents and carers.

8.7 As a school, if we identify that we are unable to fully meet the needs of a child, we will:

- Request advice from the appropriate agencies and follow any recommendation that are made to meet individual needs
- Carefully track and monitor support progress and attainment
- Liaise with other settings to develop support for a child
- Request a statutory assessment, in order to put in place an EHCP
- Work closely as a cluster of schools to maximise expertise and resources
- Involve parents and carers throughout this process, at all stages

8.8 It is the responsibility of the school to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Strategic Development Leaders (SDL).

8.9 For pupils eligible for funding through an EHCP, this is also tracked and monitored through SDL and reviewed annually through the review process within the school and then the South Gloucestershire SEND Annual Review Panel. The Panel will then identify if the EHCP will require any adjustment.

8.10 There are clear guidelines for the EHCP review process provided by South Gloucestershire.

9. Training and Resources

9.1 Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs.
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENCo attends regular training on updates in SEND issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.
- Attendance at SEND networks
- Staff teaching observations
- Staff appraisal

9.2 Resources are purchased as and when they are required or when recommended by outside professionals working with pupils.

10. Roles and Responsibilities

10.1 The SEND governor will offer support and challenge to the school SENCo. They will meet at least three times a year to discuss strategic changes and developments using the SEND action plan as a guide. The SEND governor will then report back to the Full Governing Body regularly.

10.2 All SEND teaching assistants are line managed on a day-to-day basis by the SENCo. Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. In some cases, a teaching assistant will be allocated to support an individual child.

10.3 The key responsibilities of the SENCo include:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for pupils with SEND.
- Advising on the graduated response (assess, plan, do and review) to providing SEND support.
- Advising on the deployment of the schools delegated budget and other resources to pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equalities Act (2010) with regards to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils with SEND up to date.

10.4 All Teaching Assistants have a line manager and undergo a process of Appraisal annually. Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities and accessible environments for the children in their care; giving appropriate feedback on progress and future needs.

10.5 Teaching Assistants are invited to attend and contribute to a child's review process.

11. Storing and Managing Information

All documentation linked to children on the SEND register is stored electronically with access only to staff. Hard copies of documents are shared on a need to know basis and are stored in Class SEND Folders in locked teachers' classroom cupboards. Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded.

12. Admissions Policy for pupils SEND

12.1 Our school admissions process is managed by South Gloucestershire Council and all arrangements are conducted by them. The council is aware that the school is accessible and therefore is able to welcome pupils with a wide range of needs.

12.2 In certain circumstances, in discussion with South Gloucestershire Council and parents, it may be agreed that Courtney Primary School is not the appropriate setting, in which case we will follow guidance and procedures from the South Gloucestershire EHCP team when seeking an alternative placement.

13. Dealing with complaints

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's Complaints Policy.

14. Reviewing the policy

The SEND policy will be reviewed on an annual basis by the SENCo and SDL alongside the governing body and ratified accordingly.