

Saighton Church of England Primary School and Pre-School

Special Educational Needs & Disability (SEND) Policy

‘Nurturing Children in a Christian Environment to Achieve Excellence’



Safeguarding Children is at the Heart of Everything We Do

Date of Review: Summer 2020

Date of next review: Summer 2021

Signed..... Head Teacher

Signed..... Chair of Governors

Overview

This policy sets out the steps we take to ensure that we meet the needs of all learners within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. As such, we hope to ensure that no learners, especially those with SEN or a disability, are discriminated against and that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

Saighton School provides a broad and balanced curriculum for all our children and we are committed to the principle of inclusive classrooms. All teachers are responsible for planning a differentiated curriculum that meets the needs of specific groups of children and responds to their diverse learning needs. It is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Special Educational Needs & Disability (SEND)

Children can be identified as having SEND at any stage in their school career. These children have learning difficulties that call for special provision to be made.

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

Foundation Stage profiles and links with pre school settings often give us the first indication that a child may have special needs. After that, on-going teacher assessment of children's individual needs or below expected progress may result in children being placed on the SEND register.

Aims and Objectives

- To create an inclusive environment that meets the special educational needs and/or disability of each child
- To ensure all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given access to a broad and balanced curriculum
- To identify the roles and responsibilities of staff in providing for children's special educational needs and/ or disability
- To make clear the expectations of all partners in the process, ensuring parents are able
- to play their part in supporting their child's education
- To ensure that our children have a voice in the process

School Practice

If a child has a disability or assessments show that a child may have a learning difficulty, teachers will refer to the SEND Companion for advice on strategies to use to cater for the specific needs of individuals or groups of children. This is known as Quality First Teaching and generally means that in order for a child to access the curriculum, the work will be differentiated appropriately so as to enable them to understand concepts and apply skills at their level and pace of learning.

If regular assessments show that a child is not making expected progress (as identified through pupil progress meetings and the school's tracking systems) then small group intervention programmes are delivered. These programmes are delivered by a trained teaching assistant and/or a teacher. For most children this will allow them to catch up to an expected level of attainment.

The support programmes begin with a pre assessment of individual or group needs. This will give a base line assessment and will help to decide the appropriate level at which to start such programmes. The programmes run for approximately 12 weeks (1 term) and are evaluated at the end of the term. These groups may then be adjusted, with some children returning back to whole class teaching groups and other children replacing them.

For the small minority of children who fail to make progress the class teacher, involving the child (when age appropriate) will write an Intervention Plan identifying specific targets, teaching strategies and success criteria. Outside agencies such as Speech and Language specialists or Educational Psychologists will be consulted wherever possible and their advice will be incorporated into the plan.

These plans are reviewed termly and a new one written in consultation with the child. A copy of each personalised learning plan and review information is shared with parents and carers and a signed copy is kept by the class teacher in the child's record files as well as a copy being stored in the secure area of the staff share for reference by the SENDCO.

Once a plan is written it is the responsibility of the class teacher to set up and update a pupil tracking sheet. This will record information on assessments made, interventions delivered and outside agency involvement as well as parental discussions and concerns.

The SENDCO will use this information to produce year group provision maps. These identify intervention programmes being delivered as well as showing the deployment of TA's and the management of SEND funding. The SENDCO will then collate this information into a whole school provision map.

If, despite all of the above mentioned support mechanisms, a child still fails to make expected progress or reach expected levels of attainment, then the SENDCO will consult further with outside agencies and ensure that their recommendations are incorporated into a new personalised plan.

Specified Individual Support - *Education Health and Care Plans (EHCP)*

This type of support is usually provided for children whose learning or disability needs are severe, complex and lifelong. This is provided via an Education, Health and Care Plan (EHCP). This means a child will have been identified by professionals as needing a particularly high level of individual or small group teaching. It is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Intervention Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment information in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents & the child

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENDCO from the high school will be informed of the outcome of the review.

Strategies employed to enable the child to progress will be recorded within the Education, Health and Care Plan which will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date
- Review sheets are stored on the school system and updated regularly by teachers and teaching assistants
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Training

The SENDCO attends cluster meetings and relevant training offered by the LA. If advice is sought at these meetings about a specific child then before any discussions can take place the permission of the parent or guardian must be sought.

The SENDCO will update the Head teacher and staff of new initiatives and effective classroom practice to support special needs e.g. dyslexia friendly classrooms and support for children on the Autistic Spectrum.

Role of the Governing Body

The Governing Body has appointed Mrs Margaret Buckler as a governor with specific responsibility to oversee the school's provision for pupils with special educational needs and disability. This governor liaises regularly with the SENDCO to discuss and at times observe the work of the school.

This policy should be read along with the information provided to parents explaining our Local Offer, both documents can be found on our school website or on request via the School Office.