



**GREAT FINBOROUGH
CHURCH PRIMARY**

Special Educational Needs and Disability (SEND) Policy

Linked documents:
Safeguarding Policy
Child Protection Procedures
Online Safety Policy
Behaviour Policy
Anti-Bullying Policy
Equalities Policy
Information Management Policy
Data Protection Policy

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Great Finborough Church Primary School

Special Educational Needs and Disability (SEND) Policy

*“Special educational provision is educational or training provision that is **additional to** or **different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEN Code of Practice (2015)

Introduction:

Here at Great Finborough Church Primary School we aim to provide an environment inclusive to all children. We are committed to ensuring that all children are given the opportunities and support needed to achieve their full potential. We acknowledge and respect that each child attending our setting is unique, and some children may require individual support due to their unique set of needs.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all.
- To secure high levels of achievement and progress for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcome.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To *“promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”* (National Curriculum, 2000)

Safeguarding:

We recognise that disabled children are at an increased risk of abuse. They may have impaired capacity to resist or avoid abuse, and are especially vulnerable to bullying and intimidation. (*Safeguarding Disabled Children – Practice Guidance 2017*).

At Gt Finborough Church Primary children with SEND are assisted in making their feelings known, and we make sure that they have access to adults with whom they can communicate. Close and open contact with families helps us to protect these children from harm.

While most of the SEND needs managed in school can be referred to appropriate agencies for support we recognise that a threshold exists beyond which a child's disability would require a referral to the Disabled Children and Young People's team as they could meet the criteria for a Child in Need. (*Threshold Guidance for Children with a Disability 2017*).

Identification and Assessment of SEND:

At Great Finborough we acknowledge the importance of early identification of Special Educational Needs, as outlined in the SEN Code of Practice 2015. We also recognise the impact of effective assessment to inform planning and provision for children with SEND. Therefore, we can identify children with SEND through:

- The analysis of data including: entry profiles, Early Years Foundation Stage results, reading ages, phonics levels and pupil progress data.
- Classroom-based assessment and monitoring arrangements.
- Following up parental concerns.
- Tracking individual children's progress over time.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other professionals.
- Pupil Progress Meetings.
- Maintaining a provision map which clearly identifies pupils receiving additional support. This provision map is updated termly through meetings between the teachers and SENDCO.
- Undertaking, when necessary, a more in depth individual assessment. This may include a range of commercially available assessments (carefully chosen to deliver appropriate, useful information on a pupil's needs) or involve appropriate external agencies.

Monitoring and Provision Mapping:

Children who are making less than expected progress given their age and individual circumstances will be identified through school assessment and tracking. Some learners will have access to small group or individual interventions. These will probably be pupils who have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with SEND. This is considered to be a differentiation of the usual school curriculum.

Provision and support will be identified on the school's Provision Map. Children who are receiving intervention support above quality first teaching will be monitored. This support and provision will be discussed and agreed by the class teacher, parents and SENDCO.

A detailed provision map outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Demonstrate to all staff how support is deployed.
- Inform Governors, LA, external agencies and Ofsted about resource deployment.
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

The SENDCO maintains a list of all pupils identified through the procedures listed; this is called the Support Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals

Curriculum Access and Provision

The school provides for children with SEND in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- Small group support.
- Individual class support / individual support.
- Further differentiation of resources.
- Advice in reports from other professionals followed in school.
- Subject leaders ensure that teachers have the appropriate resources for the teaching of their subject area.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Classroom observation by the SENDCO and senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling.
- Scrutiny of planning.
- Teacher discussions with the SENDCO.
- Informal feedback from all staff.
- Discussions with pupils and parents when setting new Individual Support Plans (ISP) targets or reviewing existing targets.
- Pupil progress tracking using assessment data.
- Monitoring ISP targets and evaluating the impact of ISP targets on pupils' progress.
- Attendance records and liaison with Education Welfare Officer.
- Regular meetings about pupils' progress between the SENDCO and the head teacher.
- Head teacher's report to governors.

SEND Support

- All children are entitled to receive differentiated and appropriate learning experience to meet their needs.
- Pupils will be offered additional support when it is clear that their needs require intervention which is "additional to" or "different from" the differentiated curriculum offer for all pupils in the school.
- Children who receive this additional support will be placed on the Support Register and will be identified and tracked using the whole-school provision map and an Individual Support Plan.
- There will be an additional SEND Register for children who require provision and support from outside agencies and whose needs may lead to the pursuit of High Tariff Needs funding and/or an Education, Health & Care Plan.
- It may be decided that a small number, **but not** all of the pupils with an identified SEND will require additional High Tariff Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying SEND is being addressed.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- A diagnosis does not always mean that children need to receive additional interventions.

Individual Support Plans (ISPs):

Our approach to ISPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- Our ISPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as working documents which can be constantly refined and amended.
- Our ISPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning.
- Our ISPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our ISPs will be based on informed assessment.
- Our ISPs have been devised so that they are manageable and easily monitored.
- Our ISPs will be time-limited.
- Our ISPs will have a maximum of four targets.
- Our ISPs will specify how often the target(s) will be covered.
- Our ISPs will state what the learner is going to learn and be clear about what the pupil should be able to do at the end of the given period.

Targets for an ISP will be arrived at through :

- Discussion between teacher and SENDCO
- Discussion with parents/carers and pupil
- Discussion with other professionals
- Our ISPs will be reviewed termly by class teachers in consultation with the pupil, parents and if necessary the SENDCO.

Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Tariff Needs Block Funding_ and/or an Education, Health and Care Plan.

We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

Roles and Responsibilities:

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

Head teacher

The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCO). The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system.
- Maintenance and analysis of a whole-school provision map for children with additional needs.
- Pupil progress meetings with individual teachers.
- Regular meetings with the SENDCO.
- Discussions with pupils and parents.

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENDCO will oversee the day-to-day operation of this policy in the following ways:

- Maintaining and analysing the whole-school provision map.
- Co-ordinating provision for children with Special Educational Needs.
- Evaluating regularly the impact and effectiveness of all additional interventions for learners.
- Liaising with, and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with Special Educational Needs.
- Working closely with parents/carers to ensure they are kept up-to-date about their child's progress and take an active role in supporting their child.
- Providing parents/carers with information, support and advice relating to their child's specific needs.
- Contributing to the in-service training of staff.
- Gathering assessment and evidence to support funding applications.
- Completing EHC applications as and when necessary.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on provision map.
- Monitoring the school's system for ensuring that Individual Support Plans have a high profile in the classroom and with pupils.
- Meeting with each teacher to review and revise learning objectives for all learners in their class who are being tracked on the school's provision map
- Attending area SENDCO network meetings and training as appropriate.

- Liaising with the school's Governor, keeping him informed of current issues regarding provision.
- Liaising closely with a range of outside agencies to support learners with additional needs.
- Ensuring the SEND Information Report and Policy is current and up to date.

Class teacher

The class teacher is responsible for:

- Liaising with the SENDCO to agree :
 - Which pupils in their class have additional needs.
 - Which pupils are underachieving and need to have additional interventions monitored on provision map – but do not have special educational needs.
 - Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN register.
- Securing good provision and good outcomes for all groups of vulnerable learners by :
 - Providing differentiated teaching and learning opportunities.
 - Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets.
 - Ensuring effective deployment of resources to maximise outcomes.

Training of Staff

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO will regularly attend local network meetings.
- All staff will be trained in how to best support children with additional needs in order to maximise their achievement as part of the annual schedule of continuous professional development.

Provision of Support and Resources

- SEND targets will be reviewed and evaluated according to individual needs as and when appropriate.
- We provide resources, both human and financial; to implement our Special Educational Needs policy.
- We have a range of resources in our setting which meet different learning needs
- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Tariff Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils with additional needs and involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their needs and learn about learning.
- Share in individual target setting so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- Monitor their success at achieving the targets on their Individual Support Plan.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and will offer transition meetings to all pupils in receipt of SEND support.
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits.
- Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCO will liaise

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum. Where necessary, additional support will be given to improve acquisition of English: this will be provided through quality first teaching and, where appropriate, small group support.

The following provision can be expected:

- Initial assessment to record stage of language acquisition.
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

- Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by providing key school information in translated format.

Inclusion of pupils who are looked after in local authority care

Our school recognises that :

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
 - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
 - Ensuring that children who are 'looked after' have access to the appropriate network of support.
 - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
 - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
 - Preparing a report on the child's educational progress to contribute towards the statutory review.
 - Discussing feedback from the statutory review.
 - Liaising with the child's social worker to ensure that there is effective communication at all times
 - Celebrating the child's successes and acknowledge the progress they are making.

SEND Complaints Procedure

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCO then, if unresolved, by the headteacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

SEND Information Report and Links with Other Services

Our SEND Offer is published on our website under the SEND Information page. It outlines provision and support that pupils and families can expect from our school. Our offer links to the Local Authority Offer which provides information on what services young people and their families can expect from a range of local agencies, including education, health and social care.

Information on where the local authority's local offer is published on:

<https://www.access-unlimited.co.uk/send-reforms/local-offer/>

This policy will be reviewed annually.

Reviewed and amended March 2019

Next review March 2020