

SEND Policy

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As a Church of England School, we value all of God's children, and celebrate 'life in all its fullness'. We provide an inclusive curriculum appropriate for all of our children. We believe that every teacher is a teacher of every child or young person, including those with Special Educational Needs and Disabilities (SEND) and that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community.

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).

1. Our Aims

- To value the rich contribution that difference and diversity makes to our schools. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
- To seek the participation of all our children in learning which leads to the highest possible level of achievement and fulfilment for each individual.
- To ensure the view of the child (according to their age and understanding) and parents are sought and valued.
- To identify and provide for all children's learning and physical needs as early as possible, using a range of strategies.
- To deliver planned and organised support for all children who are experiencing a learning difficulty or have a disability.
- To ensure all children's needs are met through the practice, culture, management, and deployment of resources.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice.

How are we going to achieve this?

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice (2014).
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.
- Provide support and advice for all staff working with special educational needs pupils.

2. What are special educational needs?

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).

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2014).

- Communication and Interaction
- Cognition and Learning
- Behaviour, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical needs

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty communicating their wants and needs, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated or displaying challenging and disruptive behaviour. These behaviours can occasionally reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability prevents or hinders them from accessing the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

3. A Graduated Approach to SEN Support

The graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice (2014) under the Education Act (1993) as adopted by Cambridgeshire Local Authority. This is an outline of those graduated response steps:

- Quality First Teaching within the classroom, including normal differentiation
- School support
- Statutory Assessment
- Education, Health and Care Plan (EHCP)

4. Quality First Teaching

For your child this means:

- That the teacher has the highest possible expectations for your child and all the pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical resources to support learning.
- That specific strategies as identified in the in-class support sheets (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

- Your child's teacher will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.
- Using the Assess-Plan-Do Review cycle, we will monitor all children's progress. If over time your child does not make the progress that we would expect, we would contact you to share the additional provision that we feel would benefit your child. All additional provision is recorded on the school's termly provision map coordinated by the SENCo.
- If a class teacher has any concerns about your child's progress over time, then they will complete a 'Raising a Concern' sheet in order to gain additional advice from the SENCo.

SEND Support

If the initial and appropriate differentiation has not led to adequate progress then the graduated response may include:

- The SENCo advising the class teacher, who remains responsible for planning and recording within the classroom setting regarding an appropriate intervention or strategies that will support your child's learning.
- The SENCo collates relevant information from yourself and school about your child's needs which may be incorporated into an 'All About Me' sheet that summarises your child's needs and the support in place.
- Parental and pupil participation will be actively encouraged to support working in partnership to support the needs of your child.
- A 'pupil support plan' may be written by the class teacher in consultation with the SENCo and discussed with you and your child.
- The SENCo may draw on the advice/assessment of outside specialists if your child's needs meet the threshold for accessing their services and consider a range of different teaching strategies/approaches and resources. Either the Early Health Needs Assessment (EHA) or the Required Information and Consent (RIC) may be jointly completed as part of the referral process to document a holistic picture of your child. We will only share this information with outside agencies that you have given permission for. As a result of this, there may be an additional support plan written for your child that will be reviewed in regular Team around the Family (TAF) meetings.
- The SENCo may involve outside specialists in the review process of in class strategies and interventions however, the embedding of these remains the responsibility of the class teacher.
- Individual Health Care Plans will be devised for individual children who have multiple medical needs. This will be done in consultation with parents and outside specialists where appropriate.
- The SENCo considers whether the pupil meets the criteria to justify an application for Statutory Assessment.

Statutory Assessment

This will be considered if the child has not made sufficient progress with responded with provision, as outlined above. The Local Authority will consider the need for statutory assessment following a request by the child's school and/or by the parent.

Education, Health and Care Plan (EHCP)

The LA panel will consider the need for an EHC Plan. If appropriate, an EHC Plan will be drawn up and the provision will be monitored and reviewed regularly as per Code of Practice guidelines.

5. The roles and responsibilities in our SEND provision

Pupils and Pupil Participation

"Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that option taken into account in any matter affecting them." *UN Convention on the rights of the Child 1989*

We believe that all children with special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible the pupils will be consulted and their views taken into account when decisions are being made about their education. This links explicitly with the ethos of the school through valuing the children's views and ensuring it is a child-centered approach.

Pupils will therefore:

- Be fully involved from the start of the process
- Have the assessment process clearly and sensitively explained
- Have their opinions listened to and valued
- Be helped to make informed choices and decisions
- Be involved in the setting and reviewing of targets
- Have their views sought and honestly recorded as part of the annual review process and at other times, as appropriate
- Have their successes celebrated and their efforts recognised
- Become confident, effective pupils
- Be treated with respect from the rest of their peers

Pupil participation in the curriculum and breadth of the school life is a goal for all pupils.

Parents and Parent Partnership

We believe that parents have key information to offer and play a critical role in their children's education. All parents of children with special educational needs should feel that they are treated as partners.

Parents will therefore:

- Play an active and valued role in their child's education
- Be fully involved from the start
- Have the assessment process clearly and sensitively explained
- Offer unique insight on their child and any circumstances that might have an effect on academic and social progress
- Work in partnership with the school to help meet the child's needs
- Have access to external support and information networks

Parents can access further support and information on the school's website by clicking on the links to the Local Authority offer for SEND and the school's SEND information report.

Governors

It is important that governors work in partnership with staff, pupils, parents and the LA in order to provide the best possible opportunities for their pupils.

The Governors will therefore:

- Fulfil their statutory duties to pupils with special educational needs
- Secure appropriate resources
- Establish a policy which has regard to the Code of Practice on the identification and assessment of special educational needs
- Make an annual report on the effectiveness of the school's work on behalf of the children with special educational needs (pupils' progress; parental and pupil views; staff feedback relating to training and confidence)
- Participate in appropriate training

School /Staff

Every member of staff is directly responsible for meeting the needs of all pupils.

The class teacher will therefore:

- Identify that a pupil has a need for additional support.
- Work in partnership with the SENCo, pupil, parents and other relevant agencies.
- Be aware of parental, personal and emotional investment in the child and support the parents, maintaining a positive dialogue at all times.
- Participate in appropriate training.
- Provide Quality First Teaching for all pupils including planning for group/ pupil differentiation.
- Embed a range of strategies to support your child as identified from the in-class support sheets.
- Ensure interventions, as advised by SENCo, are delivered.
- Supervise any adults (such as Teaching Assistants (TAs)) involved in the learning of their pupils.
- Assess and record whether learning has occurred for all pupils.

The SENCo (Katherine Shankland)

The SENCo will work closely with the Headteacher and the Governors to develop the Inclusion and SEND policy and its implementation. The SENCo will develop effective ways to overcome barriers to learning, monitor TAs, monitor quality of training, and set targets for improvement.

The SENCo will therefore:

- Work in close partnership with the parents, pupils, staff and governors
- Oversee the Inclusion and SEND policy
- Advise teachers on how pupils might meet planned learning objectives
- Co-ordinate the provision for pupils with SEND
- Review the provision map on a termly basis to reflect progress shown through teacher assessment and monitoring of pupils' progress taking part in interventions
- Oversee the records kept by the teacher on all pupils with SEND
- Monitor pupils with SEND throughout the school
- Manage the TAs
- Contribute to in-service training of staff and governors
- Liaise and work in partnership with external agencies
- Attend Local Authority briefings, SENCo Cluster meetings and training opportunities to keep up to date with local and national SEND updates
- Responsible for ensuring value for money and effective allocation of provision which is reviewed regularly in conjunction with the Headteacher

The Headteacher

The Headteacher will have overall responsibility for management of the Inclusion and SEND policy, for assessment and provision for pupils with SEND and for keeping the Governors informed.

The Headteacher will therefore:

- Deal with any complaints about general or specific provision.
- Be informed by the Local Authority when they conclude that a pupil within Park Street has SEND and is then the person responsible for ensuring that all the appropriate people know about that pupil's needs.

6. Admissions

At Park Street, our agreed Admissions Policy makes no distinction as to pupils with SEND. The aim at Park Street is to meet the needs of any child of any parent who wishes to register their child with the school. In the case of pupils with an Education, Health and Care Plan, the SENCo will work closely with the Local Authority SEN casework officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that he/she has SEND or that relevant resources are currently unavailable.

7. Access Arrangements

Additional Provision can be put in place for your child to access assessments if they meet the criteria set by the Department of Education. These may include additional time or a scribe. The Class Teacher and SENCo will meet to discuss whether your child would qualify for additional support.

8. How will we support your child when they are joining the school? Leaving the school? Or moving to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend Family Support Plan meetings and annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for a 'play date'.
- Parents will be invited to attend an information evening.
- You may be given the opportunity for additional visits where appropriate to help prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. All About Me Sheets will be shared with the next teacher.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENCo and class teacher will discuss the specific transition needs of your child with the SENCo of your child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

9. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some children may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision for which SEND Code of Practice (2014) is followed.

10. Accessibility

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Due to the limitations of the Victorian building, the second storey at Park Street is not wheelchair accessible. Alternative provision is planned when necessary.

The modification for disabled access is an ongoing process and if more facilities are needed to meet the needs of pupils then funding and advice would be sought as soon as possible.

11. Concerns

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, you should, in the first instance, make an appointment to speak with your child's class teacher and seek to resolve any concerns. If you believe that your concern has not been resolved to your satisfaction, or if it is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will look into the concerns. Where an issue is not satisfactorily resolved by the Headteacher, you should then take up the matter with the Chair of Governors. A copy of the school's Complaints Policy is available on request from the school, or from the school's website.

12. Evaluation of Success

The governors, through their link governor, will evaluate the success of this policy by enquiring how effectively pupils with special educational needs participate in the whole school curriculum and all activities. The governors will take into consideration:

- The aims of the SEND Policy and ensure these are being met
- The views of the parents
- The views of the pupils (where appropriate)
- The views of the Headteacher, SENCo and staff

The Governors will also ensure that the interventions for each pupil are reviewed regularly. Governors will carry out at least termly monitoring visits in collaboration with the SENCo.