



SPECIAL EDUCATION NEEDS & DISABILITIES (SEND) POLICY

ADOPTED DATE: September 2017

RATIONALE

The Special Educational Needs and Disability Code of Practice (DFE, 2015) uses the following definition:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Special educational provision means: “Provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young with SEN or disabilities to access the National Curriculum”

There are four broad areas of special educational need: Communication and Interaction; Cognition and Learning; Social, Emotional and mental health difficulties, and; Sensory and/or physical needs.

In this policy we detail how we aim to make provision for all such children at Glemsford Primary Academy.

GUIDANCE

Section A: Aims, Objectives and Responsibilities

1. Aims and Objectives

At Glemsford we:

- value all children equally;
- provide full access to a broad, balanced and relevant education for all pupils, including access to the National Curriculum;
- work alongside the pupils, parents and other appropriate agencies to ensure the best for the child;
- keep the Governing Body informed

2. Key Objectives

- to ensure that any child’s special educational needs (SEN) are identified early;
- to ensure any child’s needs are met as far as possible;
- to ensure all staff are fully aware of and confident when using assessing SEN pupil progress;

- to continue to extend the range of strategies used by Teachers and Learning Support Assistants (LSA's) when working with children to ensure high quality teaching.
- to map SEN provision throughout the school to ensure there are no gaps in the support provided.

3. Roles and Responsibilities

3.1 The Governors

- a) have regard for the Code of Practice when carrying out duties towards all pupils with SEN;
- b) ensure that parents are notified of the decision by the school that SEN provision is being made for their child;
- c) are involved in developing and monitoring the school's SEN policy;
- d) ensure that all governors are up-to-date and knowledgeable about the school SEN provision, including funding, equipment and how personnel resources are deployed.

3.2 The Special Educational Needs Coordinator (SENCo) Mrs Charlie Martin

- a) As the responsible person, the SENCo will oversee the provision for SEN;
 - i. work closely with the Headteacher, fellow teachers and LSA's;
 - ii. have the responsibility for the day to day operation of the school SEN policy;
 - iii. oversee records of all pupils with SEN;
 - iv. coordinate provision for all pupils with SEN through working with staff, parents/carers and other agencies;
 - v. liaise with and advise colleagues;
 - vi. contribute to in-service training for staff;
 - vii. liaise with external agencies, including LEA support teams, for pupil support and organisation of SEND INSETs, (eg. Educational Psychologist services, health and social services, speech and language therapists and advisory teachers.).
- b) The SENCo will keep the Head teacher and Governors informed of SEND provision and provide regular pupil progress reports;
- c) The SENCo will support the HT with line managing LSA's;
- d) All teachers and LSA's are teachers of pupils with SEN and will be involved in the development of the school SEN policy;
- e) Teaching staff and LSA's will take responsibility for the teaching of children with SEN in their class;
- f) All staff are made fully aware of the school procedures for identifying, assessing and making provision for pupils with SEN.

4. Admission and transfer arrangements

Glensford Primary Academy welcomes all pupils, including those with special educational needs or statements of SEN/EHCP's, if their needs can be efficiently met in mainstream education and it is the wish of the parents. The arrangements for their admission will be in accordance with the LEA admissions policy.

There will be liaison with appropriate staff with regard to passing on of records of SEN, and other relevant information, to cover:

- pre-school;
- year group moves;
- transfer to/from other primary schools;
- transfer to Upper School.

Section B: Identification, Assessment, Resources and Provision

5. Allocation of resources

5.1 Funding is allocated in the school budget to provide resources (including suggested additional hours for statemented pupils) to support pupils with SEN. Suffolk County Council offer additional funding called 'High Tariff Needs Funding' for pupils whose needs meet their criteria. Funding for children requiring additional support in the Early Years is currently funded separately by the LEA).

5.2 The SENCo has regular non-contact time, for monitoring SEN provision and maintaining records including the SEN register, assessing pupils, liaising with staff, parents and other agencies, completing referrals and government initiatives.

5.3 Throughout the school there is a range of practical equipment available to ensure inclusion of SEN pupils.

5.4 The budget includes an amount for specific SEN equipment (such as test material, computer programs and resources recommended by the Educ Psych and LEA SEN Advisory Teacher).

5.5 The SEN Link Governor will attend a termly meeting, with the SENCo to ensure the effective use of funds. The SEN Link Governor will report back to the Governing Body

6. Identification, assessment and review procedures

6.1 At Glemsford we are fully aware of the importance of early identification of SEN. Prior to their child starting in the Nursery Class, parents have an informal chat with the Nursery teachers and a home visit. This is an opportunity to discover any worries the parents may have, and to find out if the Health Visitor has identified any areas of concern (eg speech, social, physical). It is also an opportunity to find out if any other professionals are involved with the child (i.e. speech and language therapist).

6.2 Throughout the Foundation Stage, children are assessed using Development Matters. This enables staff to identify children not making reasonable progress at an early stage. If a child develops difficulties, as they progress through the school, the class teacher will raise the concern with the SENCo, who will then assess the child using appropriate materials.

6.3 The following may act as a trigger for concern:

- a) Information from parents;
- b) Development Matters;
- c) Pupil having difficulty in attaining specific skills;

- d) Pupil's behaviour disrupting own learning, or that of others;
- e) Pupil's difficulty in accessing the curriculum at an age appropriate level;
- f) Difficulties in the area of receptive and expressive vocabulary;
- g) National Curriculum results;
- h) Results of standardised tests;
- i) Diagnostic tests;
- j) Information from outside agencies.

6.4 The SEND process follows a cyclical, graduated approach



1. Where a child's attainment or progress is cause for concern, teachers will share their concern with parents and the SENCo. The quality of teaching and learning will be monitored and where appropriate, additional support may be given and closely monitored on the class provision map and intervention provision map.
2. Where everyday quality first teaching with differentiation is not enough to support their needs, suitable provision will be looked at and again recorded on the class provision map and intervention provision map.
If a special educational need is then identified, a support plan will be drawn up to support them effectively.

7. Provision

7.1 Class Teachers will identify barriers to learning and make necessary adjustments to the planning and delivery of the curriculum and to classroom organisation.

7.2 The SENCo coordinates provision for all pupils with SEN by liaising with LSA's and class teachers. This will include advising class teachers on suitable strategies and available resources, to support children in the class.

7.3 Parents are asked to support the learning related to targets and are given advice on strategies where appropriate. Parents are provided with copies of all support plan targets.

7.4 When it is appropriate, children who are displaying emotional and behavioural difficulties and not responding to their support plan targets will be moved onto Behaviour Support Plans (BSP's). BSP's involve a more intensive target setting process with regular short term focused targets that are reviewed more regularly. The targets are behaviour based. At the initial meeting the parents, child, class teacher and SENCO as well as any other professional, including the headteacher where appropriate, set up long term objectives to run for the duration of the BSP. Short term focused targets are set and reviewed with the

parents regularly with the aim of achieving the long term objectives agreed at the initial meeting.

8. Review

Class teachers' monitoring and assessment is continuous. Children who have statements of SEN/EHCP's or are on the SEN register are reviewed termly. However, all children's needs are individual and this is taken into account when reviewing, so reviews can be half-termly, termly or half-yearly as is necessary. PSP targets are generally reviewed every 3-4 weeks with the parent and class teacher or SENCo, depending on circumstances. Additional professional advice is sought as necessary to support and review the target setting process.

9. Curriculum Access and Inclusion

All SEN pupils will be supported within the whole class where possible. Class work is differentiated to take account of all children's individual needs, including support within a small group, where appropriate. Work on support plan targets is carried out with individual pupils, pairs or in small groups. Pupils with SEN are fully integrated into the life of the school.

10. Evaluation

With reference to Section 7 of Supporting guidance for Schools, the staff regularly review and evaluate SEN provision at Glemsford Primary Academy.

11. Complaints Procedure

Glemsford Primary Academy has a complaints procedure agreed within the Samuel Ward Academy Trust and adopted by the governors. For any complaint concerning the provision made for a pupil with SEN, parents first see the headteacher. If they are unhappy with the response they should contact the Chair of Governors. Complaints would then be referred to the Trust if necessary.

Section C: Partnership within and beyond the school

12. INSET and Staff Development, Performance Management

The SEN Co-ordinator will attend relevant day and twilight courses throughout the year to update expertise. Information will be passed on to colleagues during staff meetings and PD days. Where appropriate other staff members, including LSAs, will also attend relevant courses. There will be termly staff meetings to discuss any concerns and share expertise. Staff development needs are identified through self-evaluation, subject action plans and the School Improvement Plan.

13. Partnership with Parents

13.1 Glemsford Primary Academy values parental involvement in supporting their children and recognises the extra importance for those children with SEN.

13.2 In the Autumn term, a parents' evening is held in order that staff can inform parents of targets for individual pupils, this is linked to the support plan as appropriate.

13.3 Later on in the year, an academic review appointment is held with the class teacher and class LSA where appropriate, involving the parents to review the child's progress and identify appropriate targets.

13.4 If parents have a concern about their child they should first speak to the class teacher who will then arrange a meeting with the SENCo where appropriate.

13.5 Parents are kept informed of any professionals who are visiting their child and they have access to any assessments or observations carried out and are given the opportunity to discuss if they wish.

13.6 Parents are given copies of all personal support plan targets.

13.7 Parents are invited and encouraged to attend annual review meetings for children who have statements of special needs/EHCP's.

13.8 Parents of children with BSP's hold more regular meetings with the SENCo or class teacher as appropriate.

14. Pupil Participation

Pupils are involved in self-evaluation and target setting at a level appropriate to their age and ability. Pupil voice plays an important role within the school and we aim to provide a person centred approach to meeting the needs of the pupil through the pupil comments section of the support plan 'how I learn best'.

15. Review

This policy will be reviewed annually by staff and governors. Information about SEN will be included in the Governors Annual Report to parents and in the school's prospectus.

REVIEW DATE: September 2018

CHAIR OF GOVERNORS: _____