



Special Educational Needs Policy

Courtney Primary School

Date Reviewed: March 2018 by Theresa Gee



Date Ratified: 14 March 2018 by FGB

Review Date: March 2019

Signed by: Janet Hinchliffe

Position: Chair of Governors

SEND (Special Educational Needs and Disability) Policy

	<p>Special Needs Leader (SENCO): Theresa Gee Experienced SENCO Deputy Head Teacher / SLT</p> <p>SEN Governor: Christine Silverthorne</p>	
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At Courtney Primary school we ensure that all children; including those identified as having a special educational need have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life.

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

This policy has been developed by SENCOs in the RISE school alliance. It reflects the changes to the SEND Code of Practice 0-25 guidance 2014.

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.

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 2014.
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To heighten awareness that every teacher is a teacher of every child, including those with SEND.
- To ensure that the SEND policy is followed and monitored
- To provide support, advice and 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.

Admissions Policy for pupils SEND

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. 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 0-25 service when seeking an alternative placement. However, the school seeks to continually enhance its provision for pupils with SEND through its accessibility arrangements.

Identifying Special Educational Needs

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.

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

- Disability
- Attendance
- Punctuality
- Gifted and Talented
- 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

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

A Graduated Approach to SEND support

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
- Pupil progress, attainment and behaviour
- The individual's development in comparison to their peers
- The views and experience of parents
- Pupils' own views
- Advice from external support services

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, differentiated for individual pupils is in place.

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 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 a statement or an Education Health Care Plan (EHCP) will take account the statutory requirements from their statement/ EHCP.

Do

The teacher is at the centre of day to day responsibility for working with all pupils including those with identified SEN. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

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 SEN and all pupils?

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

In the code of practice, there is a strong emphasis on improving the parent/carer voice and that of the SEND child. To facilitate this, three meetings annually will be organised for parents, carers and children to contribute to the 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.

Managing pupil's needs on the SEND register

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

SEN 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 SEN support will be met through in-school arrangements, according to personalised, specific needs (see Assess section on the Graduated Approach to SEND Support.)

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

Using the plan, do, review process teachers will try 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 and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

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.

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

There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances.

The level of provision decided is based upon individual needs in consultation with the child, appropriate professionals, teachers and parents and carers. For more information please see **SEN Information Report** located on the school website.

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 an alliance to maximise expertise and resources
- Involve parents and carers throughout this process, at all stages

The school is responsible to provide adequate resources through the budget assigned to SEN and this is monitored closely by the Senior Leadership Team (SLT).

For pupils eligible for funding through a Statement/EHCP, this is also tracked and monitored through SLT and reviewed annually through the review process within the school and then the SEN Case Panel (South Gloucestershire). The Panel will then identify if the statement/EHC will require any adjustment.

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

Training and Resources

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/group of children
- SEN issues/developments both nationally and locally
- Elements of the school improvement/development plan
- Regular staff and supervision meetings

Resources are purchased as and when they are required or recommended from professionals working with pupils.

Roles and Responsibilities

The SEND governor will offer support and challenge to the school SENCO. They will meet, ideally, 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.

All SEN teaching assistants have a line manager within the school. 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 an individual child.

Teaching Assistants are invited to attend and contribute to the Annual Review process.

Storing and Managing Information

All documentation linked to children on the SEND register is stored electronically with access only to the school SENCO and members of SLT. Hard copies of documents are shared on a need to know basis and stored in SEND Folders in 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.

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.

Reviewing the policy

The SEND policy will be reviewed on an annual basis by the senior leadership team alongside the governing body and ratified accordingly.