



Ripley Endowed Primary School



## Policy for Special Educational Needs and Disabilities (SEND)

March 2017

### Abbreviations used

<b>SSA</b>	<b>Specialist Support Autism</b>
<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESWS</b>	<b>Educational Social Work Service</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>SEMH</b>	<b>Social Emotional Mental Health</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENDCo</b>	<b>Special Educational Needs and Disabilities Coordinator</b>
<b>SMART</b>	<b>Small Measured Achievable Realistic Targets</b>
<b>SPM</b>	<b>Sensory Physical and Mental</b>
<b>TA</b>	<b>Teaching Assistant</b>

### Definition

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

## School's Aims and Values Statement

At Ripley Endowed Primary School we aim to provide an inclusive, considerate and compassionate environment in which all pupils are valued equally and are given opportunities to develop to their potential. As a school we use our best endeavours to make sure that a child with SEND gets the support they need. We aim to value the individuality of all our children and are committed to giving them every opportunity to achieve the highest of standards. All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

**A child is defined as having Special Educational Needs (SEND) if they have a learning difficulty which calls for special educational provision to be made or if the child finds it much harder to learn than children of the same age. A learning difficulty means that the child either:**

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

## Fundamental Philosophy and Principles

Children with SEND should have their needs met. The views of the child should be taken into account. Parents have a vital role to play in supporting their child's education. Children with SEND should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage and the National Curriculum. All pupils are equally valued and the school has high aspirations for all. Early and accurate identification is essential, with a flexible continuum of provision for pupils with SEND. Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

### **We aim to ensure all children:**

Are happy and feel secure

Are included in all aspects of school life

Achieve the very best of which they are capable

Have access to a broad, balanced and relevant curriculum

Demonstrate personal development and growth

Make good progress

Experience wider activities leading to greater independence

Make effective independent decisions

**We aim to ensure all staff:**

Will be well equipped to identify and meet needs

Are able to identify children's needs early

Plan effective interventions

Evaluate and revise interventions regularly

Set outcomes and targets which are deliberately ambitious

Have high expectations of learning and progress for every child, whatever their prior attainment.

Are trained in specific areas of need to encourage high standards of teaching

**We aim to ensure that all parents/carers:**

Are kept informed at all times

Have the opportunity to be fully involved

Have the opportunity to attend review meetings and parent consultations

**All children will have access to a broad and balanced curriculum, including**

- differentiated learning and individual/group outcomes set accordingly with personalised and focussed outcomes
- high quality support deployed in an effective manner
- parental involvement at all times, including celebrating success and achievement (consultation evening report)
- the use praise and positive language to reinforce all aspects of personal development e.g. circle time
- regular celebration of all achievements
- personal development outcomes to be included on IEP's and Inclusion Passports within their Support Plans wherever appropriate

**Progress**

In order to assess and monitor progress of all children we set SMART (Specific, Measurable, Achievable, Realistic, Timely) outcomes which are reviewed regularly, at least three times a year minimum. Parents are involved in reviewing, contributing and supporting their child's targets and agreeing on new outcomes where appropriate. Assessment and tracking of all children's learning and progress is reviewed and discussed with the class teachers to ensure progress is being made and any areas for concern are identified and included on the provision maps, IEPs and Inclusion Passports where appropriate within their support plans . The class teachers use high quality, appropriate teaching styles to meet the needs of all the children and differentiate learning where appropriate, including interventions.

## **Monitoring and Evaluation**

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Evaluating impact of interventions from pre-assessment and post assessments
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Completion of statutory functions by the SENDCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENDCo, LA adviser, SEND governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

## **Graduated approach**

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach, assess, plan, do and review. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. (Code of Practice, 2014)

### **Identify Children's needs early (Assess)**

Early Years staff and the SENDCo liaise with outside agencies, key workers at nursery etc. about difficulties with pre-school entry. The EYFS leader uses any nursery profiles and Baseline Assessments to highlight any areas of weakness at an early stage. There is regular communication with parents/carers to ensure any concerns are noted and discussed and addressed for children throughout the school. Throughout all stages in school our high quality teaching and assessment ensures we identify any children requiring additional needs within specific areas of development and learning, including social and

emotional development. Any referrals are made using the Single Point of Access when necessary.

### **Plan effective interventions (Plan)**

We ensure all targets and outcomes are SMART and personalised. All planned interventions are to be known to all staff working with the child. All parents /carers are to be seen as partners working alongside teachers to create an effective learning intervention. We promote good communication with parents/carers, classroom teachers, headteacher, outside agencies and SENDCo. Where appropriate children are encouraged to discuss their future outcomes and celebrate in their own achievements.

### **Implement effective interventions (Do)**

The class teacher will remain responsible for working with the child on a daily basis. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Evaluate and revise interventions regularly (Review)**

We promote good communication between class teacher, teaching assistants to ensure information about outcomes/children's progress is monitored. Interventions need to be reviewed and evaluated every half term. Future planning is to be based on this information. Progress is to be regularly shared and discussed with parents/carers. All children are to be involved where appropriate in discussing and evaluating their progress. Any Inclusion Passports to be updated regularly.

#### **Parents/carers to be kept informed at all times**

- Class teacher to keep parents/carers fully informed from the initial concern
- Information to be exchanged in a sensitive way
- Share inclusion passports and support plans with parents
- A record of early discussions with parents and agreed outcomes for the child will be kept in the child's information file

#### **Parents/carers to have the opportunity to be fully involved**

- Parents/carers to be invited to work in partnership with school when setting outcomes and targets
- Where possible to work in partnership with the school and outside agencies to meet the outcomes
- To jointly celebrate success however small

- To understand and be involved at all stages of SEND according to the Code of Practice

### Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision is as follows:

The SENDCo will:

- Coordinate the day to day provision of education for pupils with SEND
- Monitor the progress of children with SEND
- Ensure that the child's parents / carers are aware of the local authority's Parent Information Service - SENDIASS (Special educational needs and disabilities information and advice service)
- Promote additional help appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Ensure additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Advise on the graduated approach to providing SEND support
- Give clear routes to parents so they can access support, and be encouraged to bring a supporter to meetings if desired
- Maintain a register of pupils who have been identified with SEND
- After discussions with parents/carers, formally inform parents that special education provision is being made for their child.
- Ensure pupils have individualised provision maps, inclusion passports, support plans, behaviour plans, risk assessments or health care plans where appropriate
- Liaise with external agencies regarding the assessment / monitoring of pupils
- Be appropriately qualified and have the skills required to meeting the statutory duties
- Ensure transition arrangements will be personalised to support additional need
- Provide or organise staff training which reflects the needs of the current school community
- Ensure that the school follows the latest statutory guidance, currently the CoP 2015
- Have responsibility for the operation of the SEND policy
- Ensure that the school keeps the records of all pupils with SEND up to date
- Work alongside the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

**The governing body evaluate the work of the school by:**

- Appointing an SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils

- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEND funding

#### **Whole school approaches:**

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, TAs, SENDCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENDCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have personalised outcomes
- Provision maps are accessible so that staff, pupils and parents know what reasonable adjustments are available
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents e.g. available on the website
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the schools SEND information report.

#### **Deciding to place a child on the SEND register**

The triggers for early intervention could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- **Makes little or no progress** even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing **English or mathematical skills**, which result in poor attainment in some curriculum areas.
- Presents persistent **emotional or behavioural difficulties**, which are not met by the behavioural management techniques usually employed in the school.
- Has **sensory or physical problems**, and continues to make little or no progress despite the provision of specialist equipment.
- Has **communication and / or interaction difficulties**, and continues to make little or no progress despite the provision of a differentiated curriculum.
- From the Code of Practice 'Schools should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
  - ◆ Is significantly slower than that of their peers starting from the same baseline

- ◆ Fails to match or better the child's previous rate of progress
- ◆ Fails to close the attainment gap between the child and their peers
- ◆ Widens the attainment gap

### **Placing children on the school's register of Special Education Needs and Disabilities**

When a child is identified as having SEND the class teacher, in consultation with the SENDCo will:

- Discuss the concerns with the child's parents / carers and seek their consent for SEND provision to be made.
- Ensure that parents are kept informed from the start of any SEND provision and notify any changes.
- Devise an Individual Education Plan, specifying 2 to 3 key individual outcomes. set up an Inclusion Passport and Support Plan
- Ensure that ongoing observation and assessment informs future planning and that achievements are shared with parents / carers.
- Involve parents / carers in developing and implementing a joint learning approach at home and in school using the home/school book where appropriate.
- Inform the SENDCo / Headteacher of any immediate concerns regarding pupils which require the involvement of outside agencies.

### **General Information**

The SENDCo is Mrs Teresa Fothergill

The designated Governor is Mrs Bethan Thomson

Completed by Mrs Teresa Fothergill (SENDCo)

December 2015

Reviewed and Updated by Mrs Teresa Fothergill (SENDCo)

January 2017

(Minor changes, SENCo - changed to SENDCo, included reference to Inclusion Passports and Support Plans)

Approved by governors: March 2017

Review date: February 2020