

Charnwood Primary School



SEND **(Special Educational Needs and Disability)** **Policy**

Reviewed	Date:	February 2017
	By:	Mrs M Norman SENCO
Ratified by FGB	Date:	23 February 2017
	Signed by Chair of FGB:	Mr I Lambat
Next review	1 Year	February 2018

Revision History

Date	Details of change
January 2016	Reviewed by Mrs M Norman References to "SEN" replaced with "SEND" Inserted quote from new National Curriculum 2014 References to legislation updated Glossary added
January 2017	Glossary updated LCI replaces CLCI Page 2 and page 7 small grammatical changes

1 Inclusion

This policy has been updated in line with the new Special Educational Needs and Disability Code of Practice: 0-25 years, September 2014 (which is statutory guidance on duties, policies and procedures relating to part 3 of the Children and Families Act 2014).

It is part of a whole school strategy to promote the inclusion and ‘effective learning for all pupils’.

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN and disabilities) whilst meeting pupils’ individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils’ interests and abilities. This ensures that all pupils have full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion. This policy includes information on how the school complies with the SEN and Disability Act (SENDA).

2 Aims and Objectives of the SEN Policy

The aims of Charnwood Primary School are based on the aims stated in the LEA Policy for Special Educational Needs and guided by the Special Educational Needs and Disability Code of Practice: 0-25 years, September 2014. We aim to work, with the LEA, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need or disability. We have adopted the protocols and procedures identified in the LEA document Meeting Individual Needs (MIN). The principles expressed in the school mission statement also underpin this document.

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources. We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to “promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.” (National Curriculum 2014)

3 Partnership with Parents/Carers

The school aims to work in partnership with parents and carers to achieve these aims. We will make this a priority in line with the SEN Code of Practice. We work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child’s education, with a “clearer focus on their participation in decision making at individual and strategic levels” (SEND Code of Practice, 2014)
- 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 the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the Parent Partnership Services available in Leicester (SENDIASS Leicester). This information will be shared with parents as well as having leaflets available in the school reception.
- providing all information in a 'parent friendly' and accessible way

4 Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve all pupils by including them in

- identifying their own needs and learning about their own learning (self assessment)
- individual target setting across the curriculum
- the self-review of their own progress and in setting new targets

In addition pupils who are identified as having SEN are invited to participate in:

- IEP reviews and setting of IEP targets
- Regular meetings with named adults
- Working with learning and behaviour mentors
- formal reviews by providing evidence for meetings and/or attendance at review meetings

5 Management of SEND within School

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. All staff in school have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a statement of special educational needs. A positive and sensitive

attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

In line with the recommendations in the revised Code of Practice the SENCO is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

The SENCO is responsible for reporting to the head and the governor with responsibility for SEND on the day to day management of SEND policy.

6 Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act (SENDA) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

7 Special Provision

The steps that the school has identified in the SENDA accessibility plans to increase or assist access for pupils who are disabled .e.g. wheelchair access, disabled toilet and parking, highlighted handrails and treads on stairs for partially sighted pupils, textured surfaces, ramps, showers.

8 Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the Phase Leaders and class teachers. The school adopts the levels of intervention as described in the SEN Code of Practice.

We use a number of criteria for pupils to be identified as having special educational needs. We adopt the following procedures for identification and assessment:

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, PM Benchmark Reading Assessment, pupil assessments via Target Tracker (six times a year)
- the use of criterion referenced checklists e.g. speech and language screening form

- the completion of teacher concern forms (Early Monitoring Forms)
- following up parental concerns
- pupil self referral
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The SENCO maintains a register of pupils identified through the procedures listed. This register is reviewed three times a year, in conjunction with class teachers and linked to assessment. The register is audited and analysed annually.

For some pupils a more in-depth individual assessment may be undertaken by the school. For pupils with more complex needs an external agency will be involved in assessment and identification of need. The protocols and procedures described in Meeting Individual Needs are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with statements of special educational needs or Education Health and Care Plans (EHC plans).

9 Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. At **SEN support** the following additional support may be provided:

- in class support for small groups with an additional teacher or Teaching Assistant
- small group withdrawal with teacher or Teaching Assistant
- individual class support / individual withdrawal
- further differentiation of resources
- IEP

The actions taken to meet the specific needs of some pupils identified as having SEN include the following programmes: Better Reading and Writing Partnership (BRWP), Accelerated/Accelerate, Play Interaction programme, Inference / Reading Comprehension training, Let's Talk Language Programme, Fun Time, as well as some in school interventions.

All pupils with more complex needs where outside agencies are involved will have Individual Education Plans. For pupils with statements / EHC plans, provision will be in line with the recommendations on the statement / plan and as discussed and

agreed during Review Meetings. The Chair of Governors will receive copies of approved EHC Plans directly from Special Education Services.

10 Links with Education Support Services

We aim to maintain useful contact with education support services. For pupils with more complex needs any one or more of the following agencies may be involved:

Educational Psychology Service (EPS)
SEND Support Services
Special Education Service (SES)
Educational Welfare Service (EWS)

The SENCO will maintain links with other SENCOs through the SENCO network.

11 Links with Other Services

Effective working links will also be maintained with:

Community Health Service
Social Services
SENDIASS (formerly Parent Partnership Service)

12 Inset Training

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Performance management review and staff appraisals support the identification of areas for development. Input from external agencies is actively encouraged. All staff receive induction on taking up a post, this includes discussion of SEN.

13 Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LEA may be involved.

14 Monitoring and Evaluation

14.1 Monitoring

We monitor the effectiveness of SEND provision in three areas:

- Curriculum provision
- Individual pupil progress
- SEND procedures and practice

Monitoring of curriculum provision includes:

- Scrutiny of planning
- Classroom observation
- Work sampling
- Teacher interviews
- Pupil interview

Monitoring of individual pupil progress includes:

- Sampling individual pupil work
- Analysis of assessment data relating to individual pupils
- Scrutiny of IEPs and IEP targets
- Minutes of IEP reviews
- Pupil review meetings and records of review meetings
- Pupil interviews

Monitoring of implementation of SEND procedures includes:

- Analysis of assessment data and pupil tracking (including the use of P scales or PIVATs)
- Register analysis
- Classroom observation relating to effectiveness of support staff and SEND staff

14.2 Evaluation

To evaluate the effectiveness of this policy and the provision made for pupils with SEND, we have identified the following success criteria:

Evaluation of curriculum provision:

- Planning shows differentiation and specified and varied roles for support adults
- There is differentiation, and further differentiation, of learning opportunities in the classroom
- Work sampling shows curriculum continuity and progression in learning
- Teachers feel supported in meeting the needs of individual pupils
- Pupils with SEND are given suitable learning tasks to meet their needs
- Pupils can identify what they are learning

Evaluation of individual progress

- Samples of pupil work show progression over time
- Data recording individual pupil progress is analysed and shows progression
- IEP targets are SMART (Specific, Measurable, Achievable, Relevant and Time-bound)
- IEP targets are shared by pupils
- There is progress on IEP targets
- Pupils are actively involved in IEP and annual reviews as appropriate

Evaluation of SEN procedures

Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be 'out of step' with peers

Assessment data is analysed and used to inform provision

The SEN register is reviewed in consultation with staff

The register is audited and analysed

There is movement on the register, both up and down the levels of intervention

All parents are informed of their child's special educational needs and of IEP targets

SEND files are up to date and accessible

The SENCO has regular meetings with the governor with responsibility for SEND

Resources are used effectively

15 Glossary

C.o.P.	Code of Practice
BRWP	Better Reading and Writing Partnership
LCI Team	Learning, Communication and Interaction Team
EHC Plan	Education Health and Care Plan (replaces Statement of Special Educational Needs)
EP	Educational Psychologist
EPS	Educational Psychology Service
EWO	Educational Welfare Officer
EWS	Educational Welfare Service
EYST	Early Years' Support Team
HS	Hearing Support Team
IEP	Individual Education Plan
KTC	Knowledge Transfer Centre
MIN	Meeting Individual Needs
NC	National Curriculum
OT	Occupational Therapy
P Scales	Performance attainment targets and performance descriptors for pupils aged 5 to 16 with special educational needs (SEN) who cannot access the national curriculum.
PIVATS	PIVATS allows schools to show the added value that they offer to pupils with needs that are additional to or different from other learners and / or who are working at early developmental levels.
SALT	Speech and Language Therapy
SEMH Team	Social Emotional and Mental Health Team
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SENDA	Special Educational Needs and Disability Act
SENDIASS	Special Educational Needs and Disability Information Advice and Support Service
SES	Special Education Service
SMART Targets	Specific, Measurable, Achievable, Relevant and Time-bound Targets
SNTS	Special Needs Teaching Service now: SEND Support Services
VS Team	Vision Support Team