



Trimley St Mary Primary School

SEND Policy

<i>Policy Title</i>	<i>SEND</i>
<i>Legal Requirement</i>	<i>Yes</i>
<i>Review Cycle</i>	<i>Annual</i>
<i>Lead Personnel/Committee</i>	<i>SENCO</i>
<i>Version</i>	<i>September 2017</i>
<i>Summary of Changes</i>	
<i>Date Approved by Governing Body</i>	
<i>Next Review Date</i>	<i>Autumn Term 2018</i>
<i>Archived</i>	<i>n/a</i>

TRIMLEY ST MARY PRIMARY SCHOOL
POLICY FOR ASSESSMENT OF AND PROVISION FOR PUPILS WITH
SPECIAL EDUCATIONAL NEEDS AND DISABILITY



This policy adheres to the Department for Education's Code of Practice (2014) and should be read in conjunction with the inclusion policies on teaching and learning, the school curriculum, the single equality policy and the assessment, recording and reporting policies. The accessibility plan is also an integral part of this policy.

Our Aim

At Trimley St Mary Primary School, we are aware that every child has individual needs. Hence, we are committed to offering an inclusive, stimulating curriculum to ensure all of our pupils have increased expectations and are able to reach their full potential whatever their needs or abilities.

We acknowledge that a proportion of pupils will have special educational needs (SEND) at some time in their school career. Many of these pupils may require extra support throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. At Trimley, the practice, management and deployment of the school's resources are designed to ensure all children's needs are met. We aim to provide all pupils with strategies for supporting their needs within an inclusive learning environment to give them meaningful access to the National Curriculum. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils. The SEN Code of Practice 2014 states:

'Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age.'

Objectives

Our objectives are to:

- ✓ ensure that all pupils, whatever their special educational needs, are identified as early as possible and receive the appropriate educational provision through a relevant and meaningful broad and balanced curriculum.
- ✓ give pupils with SEND equal opportunities to take part in all aspects of the schools provision (as far as is appropriate).
- ✓ by following an assess, plan, do, review cycle pupils' progress and needs are continually monitored and recorded through an ISP (Individual Support Plan) recorded in a Pupil Passport.
- ✓ ensure that education is a partnership through listening and responding as necessary. We aim to include the views of staff, parents, children and governors in the creation of a purposeful learning environment, where the responsibility to enable all learners make the best possible progress is implemented and maintained.
- ✓ work with parents in the best interests of the child. In line with the Code of Practice 2014, the school has produced a local offer that summarizes the provision that it will make reasonable endeavours to offer to any pupil with SEND. This can be located on the school's website. Through our school offer we work in partnership with parents so all are involved in supporting the child's individual needs.
- ✓ ensure a high level of staff expertise to meet pupil need, through focused continuing professional development and support.
- ✓ ensure that learners are given the opportunity to express their views and are involved in decisions which affect their education.
- ✓ promote the involvement and effective partnership with the Local Education Authority and outside agencies to ensure there is a multi-professional approach to meeting the needs of vulnerable learners
- ✓ promote the children's confidence and the development of a positive attitude.

Roles and responsibilities of staff and governors

Provision for children with special educational needs is a matter for the school as a whole. It is each class teacher's responsibility to provide quality first teaching, differentiated for individual pupils. This is embedded in every class and there is an awareness that needs vary in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs, giving feedback to parents of pupils with SEND. They draw on the SENCOs for advice on assessment and strategies to support inclusion.

The special educational needs co-ordinator (SENDCo) for the school is Mrs. S. Smith.

She is responsible for:

- ✓ overseeing the day-to-day operation of this policy ensuring that the agreed, consistent approach is adopted
- ✓ helping staff to identify pupils with SEND and then providing support when devising strategies. They support in the drawing up of Individual Support Plans (ISPs), setting targets appropriate to the needs of the pupils, and advising on the effective use of specific resources for use with pupils with SEND.
- ✓ carrying out detailed assessments and observations of pupils with difficulties learning.
- ✓ co-ordinating the provision for pupils with SEND
- ✓ liaising closely, often through class teachers, with parents of pupils with SEND, as partners in the process.
- ✓ liaising with outside agencies and providing a link between these agencies, class teachers and parents
- ✓ assisting in the monitoring and evaluation of the progress of pupils with SEND through the use of school assessment information.
- ✓ contributing to the in-service training of staff and support all staff to play a part in identifying SEN pupils.
- ✓ managing learning support staff/teaching assistants

- ✓ ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils.
- ✓ liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to another.
- ✓ taking part in LA High Tariff Funding moderation.
- ✓ monitoring/supporting nurture group staff
- ✓ maintaining the school's vulnerable children's register and records. This includes not only children with SEND but pupils with needs which might impact on progress and achievement:

Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under current disability equality legislation but this alone does not constitute SEN)

Attendance and punctuality

Health and welfare

English as an additional language (EAL)

Being in receipt of the pupil premium

Being a child-in-care

Being a child of a serviceman/woman

Family breakdown

The role of the Governing Body

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative SEND governor, (Mrs K Anderson) who takes particular interest in this aspect of the school.

The governing body ensure that:

- ✓ SEND provision is an integral part of the school improvement plan
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ✓ they report to parents on the implementation of the school's SEND

policy

- ✓ they have regard to the requirements of the SEN Code of Practice 2014
- ✓ parents are fully involved in their child's special educational provision.
- ✓ they are fully informed about SEND issues, so that they can play major part in school self-review
- ✓ they set up appropriate staffing and funding arrangements
- ✓ the quality of SEND provision is regularly monitored
- ✓ they, and the school as a whole, are involved in the development and monitoring of this policy. The success of which will be judged against the objectives set out above and noted during the first meeting of each academic year.

Identification, Assessment, Plan, Do and Review

A child has a Special Education Need if he or she has a learning difficulty or disability that means he/she:

- ✓ 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.

Special educational provision will be matched to the child's identified SEN. The new SEN Code of Practice (September 2014) describes four broad categories of need:

- ✓ communication and interaction
- ✓ cognition and learning
- ✓ social, emotional and mental health
- ✓ sensory and/or physical needs

We assess each pupil's current skills and levels of attainment on entry. As stated in the school's offer we are committed to early identification of special educational need. We acknowledge this is essential to enable children with SEND to be supported appropriately to make every effort

to reduce the level of need as children progress. This does not mean labelling a child, as children who receive the appropriate support will then need less intervention as time progresses.

We conduct ongoing assessments: e.g. individual reading and spelling tests, Foundation Stage baseline assessment, Phonics Screening in Year 1, Youngs spelling, Key Stage 1 statutory assessments in English and Maths, Statutory assessments at the end of year 6. In addition, informal assessment takes place through teacher observation, discussion with teaching assistants, discussion with the child and parents and through the marking and evaluation of work.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice 2014. In consultation with parents we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

We adopt a graduated approach to meeting special educational needs in line with the Code of Practice 2014. The majority of children with SEN or disabilities will have their needs met within the school. A range of evidence is collected and if this suggests that the learner is not making the expected progress, the class teacher may consult with the SENCO in order to decide whether additional and / or different provision is necessary as follows: .

- ✓ Targeted support: Additional programmes of support, in groups or one to one, is provided for pupils according to their needs.
- ✓ Specialist: External advice and / or support from other professionals is sought for pupils who need further intensive provision.

The school provides resources to support children with SEND as appropriate within the schools delegated budget. This may include support from our regular specialists e.g. Speech and Language

therapist. Children who have particularly complex needs may qualify for high tariff funding in order to provide specific support for their needs.

A child will be placed on the vulnerable children's register following consultation with parents if they need targeted or specialist support (provision/action that is additional to or different from that available to all pupils)

This may be due to the fact;

- ✓ they enter the school with an ISP, EHC plan or an IHC plan.
- ✓ it is recommended by the pre-school placement
- ✓ there is a medical problem, requiring extra support/resources to access the curriculum, or with self-help skills
- ✓ the child has a difficulty with an aspect of speech and language that is hindering progress
- ✓ they are not making expected progress, and have been identified through year group professional dialogues
- ✓ that emotional difficulties are preventing the child from making expected progress, and access to extra support is deemed to be required

The provision provided in the support plan will be recorded in a Pupil Passport. This will be written in consultation with pupils, parents, carers, teachers and SENDCo as appropriate.

The Pupil Passport will set targets for the pupil and will detail:

- ✓ The short-term targets set for or by the child
- ✓ The teaching strategies to be used
- ✓ The provision to be put in place
- ✓ When the plan is to be reviewed
- ✓ Success and/or exit criteria.

The Review process

The Pupil Passport will be reviewed in accordance with the following time scale:-

Autumn Term

The first pupil passport of the year is available for discussion at the Autumn Term parents evening, or at a separate appointment based on assessments, the summer term review, and previous discussion with parents. Early identification is key.

Spring Term

The Autumn term programme is reviewed and in light of the review a new plan is written in the pupil passport ready for discussion at the Spring term parents evening (or a separate appointment can be made).

Summer Term

The Spring term passport is reviewed in July and the outcomes discussed with parents prior to end of term. Signed copies are transferred to the new teacher PRIOR to end of term, via the yellow folder, so that the receiving teacher is aware of the level of need, and can begin to consider the most appropriate way to differentiate work to meet the child's needs and continue the progress made.

Teachers ensure that the reviews in the passports are signed by the parent/carer each time. A copy will then go in the child's yellow folder. Copies are given to the teaching assistants working with the child, and to the SENCO as constant sources for recording. Should it prove difficult to gain parent/carer's signature a note will be placed on the pupil passport.

Pupils constantly participate in the review process according to their age and abilities, creating their own pupil profile at times.

The school maintain a register of those pupils who are currently receiving SEND support.

When pupils move to another school their records will be transferred to the next school

Liaison with outside agencies and EHC Plans

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals to work in partnership to provide effective provision for pupils with SEND. These may include:

- Advisory Teacher for Special Needs and Psychology Service
- Speech and Language Therapists
- Occupational and Physiotherapists
- Paediatricians
- School Medical Services-School Nurse/Community Paediatrician
- Child and Family Consultation Service
- Advisory service for Hearing or Visually Impaired children
- Child and Adolescent Mental Health Services (CAMHS)
- Family Support workers
- County Inclusion Support Service

Those professionals involved will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved in the support of external agencies and proposed interventions.

Some children may require an Educational Health and Care needs assessment (previously a statement) in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. A referral for an Educational Health and Care needs assessment may be requested by the child's parents or the school or anyone else acting in the interests of the child. A referral from the school will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This will be completed in partnership with the parent. The referral will be as laid down in the Code of Practice 2014.

The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child, to secure

the best possible outcomes for them across education, health and social care.

For pupils who have an Education Health and Care plan (EHC plan), progress and the support outlined will be reviewed annually and a report provided for the Local Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENDCo will liaise with the SENDCo of receiving High schools/Academies to ensure that effective transition arrangements are in place to support pupils at the time of transfer.

If a pupil makes sufficient progress a ECHP may be discontinued by the Local Authority.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- ✓ monitoring of classroom practice by the SENDCo and subject coordinators
- ✓ analysis of pupil tracking data and test results for individual pupils and for cohorts
- ✓ value-added data for SEND pupils
- ✓ monitoring of procedures and practice by the SEND governor
- ✓ the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
- ✓ the school action plan, which is used for planning and monitoring provision in the school
- ✓ visits from LA personnel and Ofsted inspection arrangements
- ✓ feedback from parents and staff, both formal and informal, following meetings to produce ISPs (recorded in pupil passports) and targets, revise provision and celebrate success.

The schools' complaint procedures are set out in the school prospectus.

The class teacher will work closely with parents at all stages of the child's education and should be the first port of call in case of any difficulty.

The school regularly updates staff training needs taking into account school priorities as well as personal professional development.

Particular support will be given to NQTs and other new members of staff. The SENDCo takes responsibility for prioritising the training needs of staff.

Contacts:

Special Educational Needs Coordinator: Mrs S Smith

Headteacher: Mrs C Ashford

Governor with responsibility for SEN: Mrs K Anderson

Chair of Governors: Mr C Monk

Local authority: Suffolk County Council

Glossary

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people

in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans.

Special Educational Needs (SEN): 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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Needs Co-ordinator (SENDCo): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.

Special educational provision: Special educational provision is 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 people with SEN or disabilities to access the National Curriculum at school.

For adoption by Governing Body October 2017

Review: Autumn Term 2018