

Stock CE Primary School



Special Educational Needs Policy

Date reviewed: April 2020

Date agreed by the Governing Body: Autumn Term 2020

Date of review: Spring 2022

Lead professional: Karen Drage

Special Educational Needs and Disability (SEND) Policy

Special Educational provision means:

“educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area”

(Education Act 1996)

Policy Intent

At Stock C of E Primary school this policy is intended to ensure that all children regardless of educational need receive a broad and balanced curriculum, to allow them to make optimum progress academically and personally.

Some children despite a differentiated approach in the classroom still require additional support to access the curriculum and to reach their full potential. This policy extends across the school, The Code of Practice (2014) requiring that “Provision for pupils with Special Educational needs is a matter for the school as a whole”

The aims of this policy are:

- i) to create an environment that meets the special educational needs of each child
- ii) to ensure that special educational needs are identified, assessed and provided for,
- iii) to make clear the expectations of all partners in the process
- iv) to identify the roles and responsibilities of staff in providing for children’s special educational needs
- v) to enable all children to have full access to all elements of the school curriculum

Roles and responsibilities

Governing body

The governing body does its best to secure necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The school has a designated governor for SEND who meets regularly with the SENCO.

SENCO

The Special Educational Needs Co-ordinator (SENCO):

- i) manages the day-to- day operation of the policy,

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- ii) co-ordinates the provision for and manages the responses to children's special needs,
- iii) supports and advises colleagues
- iv) maintains the school's SEND list
- v) contributes to and manages the records of all children with special educational needs
- vi) manages the school based assessment and completes the documentation required by outside agencies, including the LA
- vii) consults the LA and other schools, where appropriate
- viii) acts as a link with parents and carers.
- ix) maintains resources and a range of teaching materials to enable appropriate provision to be made
- x) acts as a link with external agencies and other support agencies
- xi) monitors and evaluates the special educational needs provision and reports to the governing body
- xii) manages learning support assistants
- xiii) ensures up to date LA SEN information and provision changes are implemented.
- xiv) ensures statutory requirements relating to SEN are met.

Implementation

Co-ordinating and managing provision

The school adopts a graduated approach to supporting children with SEN which involves three stages:

- Quality First teaching
- SEN Support
- Education, Health and Care Plan (EHCP)

Quality First Teaching

All children regardless of ability, need or rate of progress are entitled and will receive Quality First Teaching. To ensure this is achieved:

- The pupil should remain part of the mainstream teaching timetable for all activities.
- A consistent learning environment with established practices and routines should be established.
- Consistency from all adults should be applied in the pupil's education including non-teaching staff.
- There are rigorous assessment, tracking and target setting systems for all pupils.
- Appropriate information from parents/carers is taken into account.

SEN Support

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A pupil may be placed at “SEN Support” when:

- Progress with learning and development is at a very slow rate and additional support is needed to achieve this.
- Pupils are attaining at a level significantly below age-related expectations expected outcomes and there is evidence of an increasing gap between them and their peers.
- The SEND Code of Practice states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on ‘additional to’ or ‘different from’ interventions.

Education, Health and Care Plans (previously named Statement of Educational Need)

Some children may have a high level of need and their needs can be characterised in the following way:

General

- Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support.
- Provision required to meet the pupil’s needs cannot reasonably be provided from within the resources normally available to mainstream early years’ providers, schools and post-16 institutions.
- Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more targeted and specialist intervention.

Specific

- Pupils are likely to have specific characteristics and levels of need in relation to one or more particular areas of need.

Identification and Assessment

In accordance with the SEND Code of Practice 2014 there are four broad categories of need:

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

Early identification is vital and a graduated response is adopted encompassing various strategies.

Through continual assessment, which can include a variety of methods including baselines, teacher assessment, observations, test results and reports from outside agencies, children who may have special educational needs can be identified.

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Initially the classroom teacher will discuss concerns with the SENCO and close monitoring will be implemented. If concerns are not addressed at this level the child will be placed on SEN support to implement strategies to provide extra provision.

Both the child and parents will be involved in planning and setting outcomes through the process of One Planning. A cycle of Assess, Plan, Do and Review will be implemented. This will be reviewed and a meeting with parents/carers will be held at least termly.

Whilst at Stock School, children may move up, down or off the various levels of SEND support.

Support from outside agencies will be sought where appropriate

A request for Statutory Assessment may be made to the LA if after appropriate support and intervention, progress and attainment remains a significant concern.

Each year the school will review its co-ordination and provision. This will ensure forward planning and the revision of any provision. This will include the assessment of future needs that will help inform relevant staff training and provision of both human and material resources.

Admission arrangements.

The school strives to be a fully inclusive school. All children regardless of any special need or physical disability will be admitted to the school in line with the school's agreed admissions policy.

It is understood that children

- have different educational needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences;
- may have physical disabilities that affect their learning.

According to the Education Act 1996(Section 316), if a parent or carer wishes to have their child with a Health Education and Care Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Allocation of resources

The Headteacher informs the governing body of how funding allocated to support special educational needs has been employed.

The Headteacher and SENCO meet to agree on how to use funds directly related to individual children.

Curriculum Access and Inclusion

Stock School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

Teachers use a range of strategies to meet children's special educational needs. Work in each class is differentiated. Objectives employ a small-steps approach, breaking down levels of attainment into finely graded steps and targets to ensure that the children experience success. Access to the full curriculum is planned for each child.

Evaluating success

The success of the school's SEN Policy and provision is evaluated through:

- Analysis of pupil tracking data and test results
- Value added data for pupils on the SEND register
- Visits and monitoring by SEND governor
- School self-evaluation
- The School Development Plan.
- Termly reports to the curriculum committee by the SEND governor

Partnership with Parents

The school prospectus and website contains details of our policy for special educational needs and SEND information.

All parents or carers with children on the SEND register are invited to be involved in planning their children's outcomes and objectives and are invited to all review meetings. The school ensures that parents and carers understand the SEND framework, have the opportunity to express their views and have access to information, advice and support. Parents have the opportunity to record their views and comments.

Pupil participation

"All children should be involved in making decisions where possible right from the start of their education" (Code of Practice)

Children are encouraged to be involved in setting their outcomes and targets. They are included where appropriate in review meetings. They will have the opportunity to discuss their achievements and targets.

Transfer arrangements

Close liaison is made when transferring children from one key stage to another or to another school.

Contact with parents or carers and any other outside agencies involved with pre-school children, who are expected to be on the SEND register, is made to ease transition into school and to plan any necessary practical implications.

Transfer from Key Stage 1 to 2 is carried out internally by contact between the relevant teaching staff. If it is felt necessary a more formal meeting will be arranged with the child's parents.

With children moving to Key stage 3 contact is made with the SENCO from the receiving school, records transferred and meetings arranged to again ensure a smooth transition.

In the case of a child with an Education, Health and Care plan moving to Key Stage 3, an annual review will be held in the Summer Term of year 5 to which representatives from the hoped for secondary school will be invited. A representative from the LA, such as an Inclusion Partner, will also be invited to these reviews.

This policy was reviewed in April 2020

It will be reviewed at the latest by Spring term 2022.