

Sibford Gower Endowed Primary School

Special Educational Needs & Disabilities (SEND) Policy – 2015-16

Our Special Educational Needs and Disabilities policy has been updated by the Head teacher and SENCo in consultation with the governing body, and the staff. It has been written with reference to the relevant documents and guidance including that contained in the new SEND Code of Practice 2014.

PHILOSOPHY

Sibford Gower Endowed Primary School is an inclusive school with a commitment to maximising the learning and participation of all pupils. We value the abilities and achievements of all pupils, and are committed to providing, for each pupil, the best possible environment for learning. We recognise that all children have their own individual needs and we aim to provide relevant support and resources to meet those needs. It is our belief that, at some time, many children may have some kind of “special need”, which could fall into any one of these categories; educational, emotional, behavioural, physical or social. Therefore, we aim to treat each child as an individual and to cater, as far as possible, for all his/her “special needs”, enabling him / her to receive a broad and balanced curriculum, including full access to the National Curriculum. The key to providing the best possible help to such children is early identification of their particular areas of need.

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils’ individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- To provide an environment where each child can be healthy, stay safe, enjoy and achieve, make a positive contribution and take steps towards achieving economic wellbeing.
- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents/ carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- To recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

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Admission Arrangements

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

Management of SEND within School

The Head teacher and the governing body have agreed that at present the SENCo role will be taken by the Head teacher with the support of the acting Assistant head teacher. The management of SEND is supported by the Educational Psychologist. All school staff have a responsibility for pupils with SEND and their particular needs. One of our TAs has special responsibility for SEND. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions. Teaching Assistants (TA"s) play a major role in the support of pupils with SEND. Their deployment is organised in response to current need and is under constant review.

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 Local Authorities (LAs) support and educational psychology services, health and social services, and voluntary bodies

The SENCo is responsible for reporting to the governor with responsibility for SEND on the day-day management of SEND policy.

Identification and Assessment

We accept the principle that pupils" needs should be identified and met as early as possible. The SENCO will ensure that whole school tracking data is kept up to date and is, together with P levels, used as an early identification indicator and a monitor of progress of pupils working below National Curriculum Levels.

A number of additional indicators of special educational needs are used:

- the analysis of data including: Entry Profiles, Foundation Stage Profile, SATs, Raiseonline, FFT, our whole school pupil tracking system, Annual Pupil Assessments & Analysis of independent work the use of Oxfordshire County Council Moderation Descriptors
- the completion of teacher's initial concern forms
- following up parental concerns, or those of the children themselves
- tracking individual pupil progress over time
- information from previous schools
- information from other services

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The SENCo maintains a list of pupils identified through the procedures listed. This is called the SEN register. This list is reviewed three times per year but a child with an identified need may be added at any time. A detailed analysis of the list takes place annually before the January census (PLASC).

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work to take account of inclusion strategies. They strive to meet individual learning needs, marking work and planning 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. A provision map records a graduated response to those needs.

The range of provision includes:

- in class support for small groups with an additional teacher or Teaching Assistant
- small group or paired withdrawal with TA
- individual class support / individual withdrawal
- further differentiation of resources
- Wave 3 interventions (.eg Accelerated/ Accelewrite, Write From the Start, RAPID reading)
- Provision of alternative learning materials/ special equipment as appropriate to meet learning need.
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Educational Psychology, and other Oxfordshire county Council Services for advice on strategies, equipment, or staff training

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. However, progress which can be described as, adequate will vary depending on the severity and persistence of the difficulties experienced by the learner. Progress can be shown when:

- the attainment gap narrows between pupil and peers
- the attainment gap ceases to widen
- pupils improve on their previous rate of progress
- pupils improve in their ability to access the curriculum
- pupils show an improvement in self-help and social or personal skills
- pupils show improvements in behaviour.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. Class teachers and the SENCo, aided by the designated SEND TA, will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

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- Pupil Profiles and Reviews for all SEN support and Education Health Care Plans (EHCP). These profiles will detail the strengths and weaknesses for each child and the agreed outcomes they will make. For pupils with EHCP these outcomes will meet the recommendations of the EHCP. Alongside each pupil profile will be a provision map, detailing the intervention the young person is having. Provision maps will record only that which is different from or additional to the normal differentiated curriculum,
- Targets to be addressed in groups set up through Provision mapping
- A timetable of provision
- Selected forms from Oxfordshire County Council Action Record
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from Oxfordshire County Council (OCC) services and other agencies

Code of Practice graduated response

The school adopts the levels of intervention as described in the SEND Code of Practice 2014.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through Initial Action, Graded SEN support and EHCP as described below.

Graded SEN support

When teachers or parents have a concern about a child then the class teacher will use the OCC SEND guidance to evidence the concern they have. This is then used to look at the descriptors to determine whether SEND support is needed for the child.

Graded SEND support is characterised by interventions that are different from or additional to the normal differentiated curriculum. Graded SEN support can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/social/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo will collaborate with teachers and support both the assessment of the child's needs and the choice of intervention. The class teacher will however remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the impact of SEN support work.

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Request for EHCP

The school will request an Education, Health & Care Plan (EHCP) from the LA when, despite an individualised programme of sustained intervention within Graded SEN support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The interventions at SEN support level
- Current and past Pupil Profiles/IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Assessed progress
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

EHCP

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that:

- Collectively match the longer-term objectives set in the EHCP but individually provide small steps
- Are established through parental/pupil consultation
- Are set out in a Pupil Profile
- Are implemented in the classroom
- Are delivered by the class teacher with appropriate additional support where specified

Reviews of EHCP

EHCPs must be reviewed annually. The LA will inform the school at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teachers
- The School's designated SEND Education officer
- The Educational Psychologist
- Any other person the SENCO considers appropriate

The aim of the review will be to:

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- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year.

At Year 6 Reviews, receiving schools may be invited to attend in order to plan appropriately for the new school year and give parents the opportunity to liaise with teachers from the new school.

Within the time limits set out in the Code of Practice, the SENCo will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents/carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents/carers opportunities to play an active and valued role in their child's education
- making parents/carers feel welcome in our school
- ensuring all parents/carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents/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/carers opportunities to discuss ways they and the school can help their child
- agreeing targets for the child
- making parents/carers aware of the Parent Partnership Services by prominently displaying their leaflets and supplying names and telephone numbers on application.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve pupils on the SEND Register by encouraging them:

- to share their feelings about their education and learning

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- to identify their own needs, join in Assessment for Learning initiatives and begin to understand some of their own preferred learning styles
- to be able to discuss their difficulties with Class Teachers, TA"s and other adults.
- to share in target setting.
- to contribute to the reviewing of their own progress and collaborate in setting new targets
- to be involved in their behaviour management
- to contribute to Annual Review where this is appropriate

Special Provision/Enhanced Resource Facility

The Disability Equality Scheme keeps under continual review facilities to assist access for pupil who are disabled. Wheelchair access, disabled toilets, ramps and access for taxis/other transport are all in place at Sibford Gower Endowed Primary School.

Links with Education Support Services

We aim to maintain useful contact with support services within the Children and Young People"s Service and appropriate advice will be sought for any child on the SEND register who would benefit from referral. When possible the SENCo will strengthen links by attending local partnership network meetings.

Links with Other Services

Effective working links are also maintained with:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service
- School nurse
- Home Link Worker
- Educational Psychologist

INSET

In order to maintain and develop the quality of our provision, staff members are required to undertake appropriate training. Some training for individuals is through LA training days, and wider issues are addressed on staff INSET days held at the school or shared with other primary schools in the Warriner School Partnership or Warriner MAT.

Resources

The provision for SEN/Additional Educational Need (ANE) is funded by money allocated from the school SEN/AEN formulae funded budget. These funds are deployed to implement the SEND policy and to provide TA assistance for children with SEND. The school also has access to an educational psychologist through partnership funding.

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There is also an additional annual cost for resources and for training which is provided by the school budget.

Complaints

If there are any complaints relating to the provision for pupils with SEND 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 LA or WMAT directors may be involved. The school complaints procedure is published on the school website.

Review of the SEND Policy

Sibford Gower Endowed Primary School considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Date of Policy: November 2015
November 2016

Date of Review:

Signed: J O'Sullivan

Position: Headteacher

Date approved by Full Governing Body

Signed: B. Heather

(Chair of Governors)

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Monitoring	Evaluation
Curriculum Provision	
1.Scrutiny of planning 2.Classroom observation 3.Work sampling 4.Teacher interviews 5.Informal feedback from SEND staff/support staff 6.Pupil interview	1.Planning shows differentiation and specified and varied roles for support adults 2.There is differentiation, and further differentiation, of learning opportunities in the classroom 3.Work sampling shows curriculum continuity and progression in learning 4.Teachers feel supported in meeting the needs of individual pupils 5.Pupils with SEND are given suitable learning tasks to meet their needs 6.Pupils can identify what and how they are learning.
Individual Pupil progress	
1. Scrutiny of whole school data –progress of pupils identified as having SEND 2.Sampling individual pupil work 3.Analysis of assessment data relating to individual pupils 4.IEP/Pupil Profile scrutiny 5.Reports reviews Pupil review meetings and records of review meetings Pupil interviews 6. Pupil Intervention Meetings	1.Pupils with SEND make good progress in comparison with other pupil groups 2.Samples of pupil work show progression over time 3.Data recording individual pupil progress is analysed and shows progression 4.Pupil Profiles are shared with pupils with their desired outcome 5.Pupils are actively involved in Profile and annual reviews
Monitoring the implementation of SEND procedures	
1.Analysis of assessment data and pupil tracking (including the use of P scales) 2.Register analysis 3.Parent questionnaires 4.Staff questionnaires 5.Analysis of systems for ensuring effective communication Sampling of SEND files 6.Classroom observation relating to effectiveness of support staff and SEND staff Provision maps	1. 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 2. The SEND register is reviewed termly and distributed to all staff. The register is audited, analysed and any appropriate action taken. There is movement on the register, both up and down the levels of intervention 3. All parents are informed of their child's special educational needs. Parents express satisfaction with the provision made 100% parents attended annual reviews 4.Staff feel they have sufficient information and support SEND files are up to date and accessible

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	<p>5. The SENCo has regular meetings with the governor with responsibility for SEND.</p> <p>6. Resources are used effectively.</p> <p>Support staff have clear roles Support staff are effective in supporting pupil learning</p> <p>All SEND staff are appraised and receive regular training</p> <p>Analysis of provision menu shows a range of provision to meet individual needs.</p> <p>Analysis of provision mapping shows appropriate actions to meet individual needs.</p>
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