



Where Getting Better Never Stops

Southam Primary School

SEND Policy

This policy was approved by the Governing Body of Southam Primary School at their meeting on Monday 15th July 2019

Signed*M Hugo*.....Chair of Governors

Signed*K. Langston*..... Headteacher

Date for next review: Summer term 2020

Southam Primary School- Special Educational Needs Policy

SENCO: Andrea Heath

Policy developed in consultation with staff and governors and shared with parents and stakeholders, written to reflect the SEND Code of Practise 0-25 guidance

Aim

Our aim is to promote a whole school approach to SEND, supporting the core values of the school within a fully inclusive ethos and developing a high quality provision that meets the needs of all children, enabling them to reach their full potential.

Objectives

We will achieve this by:

- Identifying and providing for pupils who have special educational needs and additional needs
- Implementing the guidance provided in the SEND code of Practise 2014.
- Continually monitoring the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO and internal and external support staff as appropriate.
- Providing specific input, appropriate to individual needs, in addition to differentiated classroom provision for pupils.
- Ensuring that pupils with SEN are perceived positively by all members of the school community and that SEN and inclusive provisions is positively valued and accessed by staff and parents/carers.
- Involving parents/carers at every stage in plans to meet their child's additional needs
- Involving the children themselves (where productive and relevant) in planning and in any decision making that affects them.

Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Behaviour alone is not an acceptable way of describing SEN. Any concerns relating to behaviour are considered as an underlying response to another need which will be identified by the school.

Identification

The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. At Southam Primary School we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. High quality, formative assessments are carried out by the class teacher/ SENCO in order to establish areas of strength and of need.

The identification of SEN is built into the school's overall approach to monitoring the progress and development of pupils. Where children are recognised as having SEN they are added to the school SEN register, where they can be monitored by the SENCO. When adding children to the register the school will consider categorising using 4 broad areas.

1. Communication and Interaction
2. Cognition and Learning Needs
3. Social, Emotional and Mental Health needs
4. Sensory and/or Physical needs.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Managing pupils on the SEN register.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the LA with a record of their work with the child including the arrangements they have already made.

All teachers are teachers of children with special educational needs. The class teacher is responsible for drawing up an Individual Education Plan for each child in their class who is on the SEN register. The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment

- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LA support services for one-off or occasional advice on strategies or equipment

The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Where strategies employed by the school do not lead to expected progress the school may engage specialist services to assess and provide advice. This is done in consultation with the class teacher and the parents. Advice from these specialist services is adopted in future IEPs. A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP.

Statutory Assessment of Special Educational Needs

Should progress remain a significant concern following input from outside agencies, the school may consider applying for statutory assessment of the child. Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education Health Care Plan.

The Education, Health and Care plan will be reviewed annually with parents, the child, the class teacher, the SENCO and any other relevant professionals.

Criteria for exiting the SEN register

Where pupil support and interventions are successful in allowing the child to make the necessary progress and when further interventions are not deemed necessary, a child is removed from the SEN register and his/her needs are met through quality first teaching.

Supporting Pupils and families

Parents and families can access further information/support from

- LA local offer
- School's Information Report
- SENDIAS
- School policy on managing medical conditions of pupils

Training and Resources

The training needs of staff are identified through the monitoring process. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up post, which includes a meeting with the SENCO to explain systems and structures in place around SEND provision and practise and to discuss the needs of individual pupils.

The school SENCO regularly attends LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

Monitoring and Evaluation of SEND

The effectiveness and appropriateness of the policy will be continuously monitored by the SENCO in conjunction with the SEN representative from the Governing Body. The use of resources, identification, programme planning, IEP effectiveness and quality, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

The role of the SENCO in mainstream primary schools

The SEN Coordinator (SENCO) responsibilities may include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff

- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
 - The SENCO will be a member of the Senior Management Team

The SENCO will support class teachers in assessing previous information, assessment, informing staff and parents of action, reviewing and monitoring all pupils with SEN.

Policy Review

The SEND policy will be reviewed annually.

