



## Callowell Primary School

### Special Educational Needs and Disability (SEND) Policy – November 2018.

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**(This policy should be read in conjunction with Child Protection, Equal Opportunity, Teaching, learning & Assessment Policies.)**

A child or young person has Special Educational Needs and Disabilities (hereafter called SEND) 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

**The Callowell Primary School SEND information report to parents, which also serves as the school's contribution to the Gloucester County Council local offer, outlines the specific provision available at our school and is available on the school website or via the school office; Our School Offer.**

#### **RATIONALE**

Callowell Primary School values the contribution that every child and young person can make, and welcomes diversity of culture, religion and intellectual style. We seek to raise achievement, remove barriers to learning and to increase physical and curricular access for all. All children with SEND are valued, respected and equal members of our school. In accordance with the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, DoH) we aim to enable pupils with SEND to reach their full potential in a supportive environment, to be fully included within our school community and to help them towards making successful transition to adulthood.

#### **AIMS**

Our aim is for all children with SEND to reach their full potential in a supportive environment that prepares them well for the future and allows them to;

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution

## **OBJECTIVES**

- To identify SEND as soon possible and implement appropriate provision focussing on the needs of the whole child.
- To meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

## **ROLES AND RESPONSIBILITIES**

### ***Special Educational Needs and Disability Coordinator (hereafter written as SENDCo.)***

Mrs Vaughan is the SENDCo and holds the National Award for Special Educational Needs Co-ordinator. As such she has responsibility for the day to day operation of the policy and for co-ordinating provision for pupils with SEND. The SENDCo ensures liaison with other professionals in respect of children with SEND. The SENDCo advises and supports other teachers within our school, working with class teachers to ensure that appropriate procedures are in place. The SENDCo ensures that relevant background information about individual children with SEND is collected, recorded and updated. The SENDCo ensures that all staff have up to date, relevant, training for the needs within their class.

### ***The SENDCo, the Head Teacher, Senior Management Team and the Governing Body.***

The governing body have appointed a responsible governor, Mr Payne, who liaises with the SENDCo and monitors the schools work on behalf of the children with SEND. The governors report to parents annually on the school's policy on SEND in its annual report to parents. The SENDCo liaises regularly with the Head Teacher and is part of the Senior Management Team; working together for the strategic development of the SEND policy and provision.

Any concerns regarding safeguarding should be communicated initially to the Head Teacher, Mrs Wall, who is the Safeguarding Lead.

### ***Class teachers.***

Class teachers, supported by the Senior Management Team, are primarily responsible for quality first teaching for all, taking account of areas of strength and weakness and regular assessment of progress for all pupils. They should seek to identify pupils making less than expected progress given their age and individual circumstances. The class teacher and SENDCo are responsible, with advice from outside agencies, for devising additional or different strategies for those pupils identified as SEND. They work together to produce 'My Plans' and then, if necessary, the move towards 'My Plan+' and possibly an application for an 'Education Health and Care Plan' (EHCP).

## **ADMISSION ARRANGEMENTS**

The Head Teacher is responsible for the admission arrangements which accord with those outlined by the Local Authority. These arrangements apply to **ALL** children and even in the event of being over-subscribed our school will not refuse admission to a child simply because we cannot cater for his or her special educational needs. We pride ourselves in our care and dedication to the needs of all our pupils and have had considerable success in the past in integrating pupils with a wide range of

special educational needs. We have been complimented on our inclusive approach to learning by several visitors, parents and professionals.

### **ALLOCATION OF RESOURCES**

The formula budget delegated to the school includes an allocation for pupils in the school with special educational needs. Part of this budget has been used to help the governors and Headteacher to increase the amount of staff in KS1 to ensure that early identification and intervention is achieved thus aiming to narrow the gap earlier between pupils with additional needs and their peers. Pupils with a Statement of Special Educational Needs or Education Health and Care Plan (EHCP) receive extra help or resources in accordance with their individual needs.

### **ARRANGEMENTS FOR IN-SERVICE TRAINING**

The development of our expertise in being able to identify, assess and successfully minimise the impact of any learning difficulty is considered by all staff to be a major school priority. The SENDCo attends training as appropriate and when available. Teaching staff, Teaching Assistants and Midday-Supervisors attend relevant courses, often held locally. Additionally, other available training is offered in order to ensure that we develop knowledge and appropriate skills for all staff. Arrangements are made for health and medical training as appropriate e.g. physical disability, allergies, and other medical conditions.

### **IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW.**

Identification and assessment of pupils with possible SEND is made initially by teacher judgement. This is based upon how individuals are coping with differentiated work, their spelling and reading ages and their performance in the end of Foundation Stage, KS1, KS2, teacher assessment, as well as how their progress matches the national performance indicators for their age group. Interventions are implemented as and when necessary and assessed to measure impact. This identification process follows a graduated pathway:

Pupil voice is very important and as such the 'My Profile' is filled in by all pupils, not just those with SEND. In addition to this, a 'My Child's Profile' is given to all parents to complete for their child at the beginning of each academic year so that they are able to inform the class teacher about anything that they regard important about their child.

'My Plans' are written when children are identified as having SEND. These are used to identify the needs, actions and outcomes needed to support pupils with SEND and promote progress. If necessary a 'My Plan+' will be completed to enable further assessment and access relevant support. This may then be followed up with an application for an Education, Health and Care Plan (EHCP). Reviews are held at all stages of this graduated pathway and parents are actively encouraged to be involved.

### **SAFEGUARDING**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

### **MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR PUPILS WITH SEND.**

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect the governing body reports annually to the parents upon the quality of education provided for, the achievements of pupils including those with SEND, successes and aspects for future development. The school employs a series of methods to gather data for analysis including:-

- Regular observations of teaching by the Head Teacher.
- Moderation of teacher planning and pupil work.
- The views of parents and the pupils.
- Maintenance of assessment records which illustrate progress over time (e.g. reading and spelling ages, key objectives, Foundation Stage Profiles, Verbal Reasoning and Non-Verbal Reasoning, CATs, Teacher Assessment criteria and SATS scores).

### **ACCESS TO THE CURRICULUM**

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes and study the curriculum appropriate for their age. All teaching and support staff strive to:-

- Provide suitable learning challenges.
- Meet pupils' diverse learning needs.
- Remove barriers to learning and assessment in their planning and teaching.

Teachers plan carefully for their classes, having due regard for differentiation, coherence, breadth and balance. They match learning to the needs and abilities of the pupils. They use a range of strategies and teaching styles to develop pupils' knowledge, understanding and skills, where appropriate materials are modified or support is provided to enable pupils with SEND to access learning or assessment processes.

The accessibility plan is available via the school office.

### **ACCESS TO THE WIDER CURRICULUM.**

In addition to the statutory curriculum the school provides a wide range of additional activities, e.g. football, netball, gym, art, drama, musical instruments, choir and cookery, amongst others. Pupils with SEND are actively encouraged to participate and, dependent on the circumstances, may receive support to join in and benefit from these activities.

### **ARRANGEMENTS FOR DEALING WITH COMPLAINTS FROM PARENTS.**

As the partnership with parents is so essential to the success of our policy we hope that all concerns could normally be dealt with in an informal way through discussion initially with the class teacher and then with the Head Teacher as necessary. If a parent feels that this has not resolved their worries then at this point the services of the Gloucestershire Authority would be called upon. If necessary, parents would then formally request a review by the Head and the governing body. In the unlikely event of such a complaint the Head would carry out a review of provision for the child, seeking outside support if applicable and would then discuss their findings with the responsible governor. There would be a written response to the complaint followed by a meeting within four school term weeks; involving the Head, the

SENDCo, the parent or guardian and the responsible officer. If the parents remained unhappy after this meeting then they would follow the formal complaints procedure as detailed in the school prospectus.

### **LINKS WITH OTHER SCHOOLS, TEACHERS AND FACILITIES.**

We strive to ensure that we maintain our excellent links with local pre-school organisations and with secondary schools who receive our pupils. Having the local pre-school provider on site obviously helps here and liaison between pre-school leader, reception class teacher and SENDCo is ongoing. This ensures that the nature of any difficulties is well known when the child starts and that we are in a position to act to help them early on.

Every year children transfer to our school from other primary schools. These children are screened early on to identify any difficulties and staff always read records sent on with the child to see if any have been identified previously. Parents / guardians of these pupils are invited into school very early on to discuss their needs and desires for the future.

Children leaving our school go to a variety of local secondary schools; we all aim for a smooth transition for all our pupils but for those with difficulties we think it is particularly important to arrange face to face discussions with appropriate staff at the receiving school and to make sure that full records are passed on.

For our pupils with SEND we make regular use of multi-agency support services. Informal relationships with these services are good but when we require more formal help referrals are made. We work closely with our School Nurse and the team is known to our children.

Social Services work closely with individual pupils and families and we are always informed and consulted. The Head Teacher is invited to Case Conferences and other meetings when the welfare of our pupils is an issue.

### **THE ROLE PLAYED BY PARENTS OF PUPILS WITH SEND.**

In accordance with the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, DoH) the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, seeks to provide user- friendly information and strives to ensure that their views are always sought, usually through informal contact between parents and class teacher. We pride ourselves on our openness with, and accessibility to parents, and we support and empower parents to:-

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

### **WRITING THIS POLICY.**

This policy was developed by consulting staff, governors, parents and children. This was achieved through a staff meeting, a full governing body meeting, an open letter to parents to participate in reviewing the policy and an assembly run by the SENDCo. In addition to this, the policy was written reflecting the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, DoH) and Keeping Children safe in Education 2018.

November 2018

Signed: .....

(Review date November 2020): V Vaughan & L Wall