

The Pilgrim School (a Voluntary Controlled Church of England Primary with Nursery)

Special Educational Needs and Disability Policy

Date agreed by staff: Oct 2016

Date agreed by governors: Nov 16

Review by date: Autumn 2017

Signed: Date:



A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Code of Practice 2014, 6:15)

Children have a learning difficulty if they: -

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

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.

Aims

1. We aim to provide a broad, relevant, balanced and differentiated curriculum, which is accessible to the individual needs of all pupils. Our provision is detailed in our SEND information report available from the school website.
2. If additional specialist advice and support is necessary, we will contact the appropriate external agencies and provide appropriate support strategies. We will develop practices and procedures, which will aim to ensure that all children's special educational needs are identified and assessed. The curriculum will be planned to meet their needs.
3. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
4. We will make every effort to involve all children, where appropriate, in decision-making about their special educational provision.

5. We will actively support the establishment and maintenance of close links with all agencies working with the child.

Our SEND Team

Ms J Dexter is our Special Educational Needs and Disability Co-ordinator (SENDCo), she is responsible for co-ordinating the day-to-day provision of education for children with special educational needs. Mrs. L. Everhurst is our Pastoral Care Manager and provides links between school, staff, families, pupils and external services in order to remove barriers to learning and participation.

Admission Arrangements - Please see Medway criteria.

Children in Public Care

The entitlement of children in care is the same as that of all children. Some 'looked after' children may also have special needs, which need to be met in individual cases according to circumstances. Early intervention will be made when learning or emotional difficulties are present.

The SENDCo is responsible for children in public care and will oversee and monitor their education programme. Personal Education Plans (PEP's) are drawn up for each child in public care. All staff working with 'looked after' children will be made aware of appropriate information and kept informed of any changing circumstances. Good links with all agencies involved with 'looked after' children are maintained.

Facilities for disabled children

Parents of disabled children should give the Headteacher details of the disability as soon as they are offered a place. A meeting will then be arranged to discuss how the disability might hinder the child's access to the life of the school and how any difficulties might be overcome.

Inclusion within the classroom

Our school ethos reflects our belief in the unique worth of each person. We will make every effort to provide effective learning opportunities for all pupils, including those with special educational needs. They have access to the national curriculum at the appropriate level.

Every teacher is a teacher of special needs. Teachers are responsible for:-

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning.
- Assessment for individual and groups of pupils.

This means using classroom organisation, teaching materials, teaching styles and differentiation to meet the individual needs of all children (see Appendix 1 for a definition of effective differentiation). It also includes planning for extra support for pupils, as required.

The school has designated intervention teams of 2/3/4 members of staff, who work in all classes on a rota. During these sessions, the class can work on a 'round robin' basis in literacy and numeracy or any other identified area of need; so that individual needs can be met in a small-group, targeted way, led by an adult.

In addition support can take place either in the classroom, or in small groups or on an individual basis, to work on areas of concern which have been identified. Support is given by the class teacher and/or by the Learning Support Assistant (LSA). We are fortunate in having a high ratio of LSAs to children. Children who are removed for one-to-one or small group work will still have access to the full curriculum.

Barriers to learning are classified under the following headings: -

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Monitoring and referral procedures

The class teacher identifies pupils' needs and achievements. Information is collected through day-to-day classroom activities, informal observations, conversations, and liaison with parents. Once needs are identified, progress is monitored with the teacher keeping clear records of learning difficulties and differentiation and strategies used.

How SEND works in school

Three times each academic year, the SENDCo produces the school's SEND support register, which is used to allocate additional support provided by the school.

A professional discussion is held when a teacher raises concerns about a child's progress or behaviour and this enables the SENDCo to match support and skills to the actual needs of each class on a regular basis. The aim is to identify early any potential learning barriers and put effective interventions in place swiftly that will improve long term outcomes.

Each child and class teacher will draw up appropriate targets to support their learning and development. In certain circumstances the SENDCo and parents will be involved the target setting too. The class teacher and LSA monitor the progress of pupils requiring additional support. Targets are continually reviewed and updated by the child, class teacher and LSA's. Reviews of programmes and interventions take place three times per year and feed back to parents.

Any pupil whose progress gives cause for concern will be discussed at the termly In-School Review which are held during INSET so that all teaching staff are fully involved in the discussions about all the children. Any recommended action will be taken. The SENDCo will invite the parents of any child discussed at the In-School Review to meet to discuss the decisions made and strategies

recommended at the review. The SENDco is available to meet with parents, if they have concerns about their child's progress or about the support they are receiving.

SENDCo Duties

The SENDCo acts as a bridge between the school and outside agencies.

The SENDCo is responsible for monitoring any educational, health care plans (EHCP), and for arranging the annual review meetings, where progress is discussed.

The duties of the SENDCo include: -

- a) liaising with and advising fellow teachers;
- b) managing and supporting the learning support assistants;
- c) arranging, chairing and minuting the regular meetings of the SENDCo and LSAs to ensure that support staff are kept fully informed;
- d) liaising with parents of children with SEND;
- e) arranging and chairing the In-School Reviews;
- f) maintaining the SEND support register;
- g) ordering and maintaining SEND resources;
- h) completing provision maps for top up funding; (with the Headteacher);
- i) arranging assessments;
- j) preparing and teaching social skills groups; and
- k) liaising with external agencies.
- l) supporting class teachers in identifying children with needs.

Governing Body Responsibilities

The effectiveness of special needs is reported annually to governors.

The Governing Body designates a Governor for special needs. Their duties include: -

- a) making visits to school to discuss provision for pupils with special needs;
- b) monitoring the kinds of special needs for which provision is made;
- c) liaising with the SENDCo;
- d) monitoring the provision of resources, including support assistants;
- e) monitoring the use of outside agencies;
- f) monitoring in-service training for staff;
- g) monitoring pupils' progress.

Procedure for dealing with complaints

At The Pilgrim School we have an 'open door policy' encouraging parents to come in and discuss any concerns they might have about a child or a child's progress. There are open days/evenings three times per year to discuss children's targets and achievements. In addition, parents are informed of any concerns the school may have about a child's progress, and of any arrangements for support or involvement of outside agencies.

If, however, any parent has a concern or complaint about SEND provision, this will be addressed by the SENDCo or Headteacher, who will meet with the parents/carers to discuss the situation (see the policy on Complaints).

Staff Training

As it is important for all new members of staff to understand the procedures for special education in school, this is part of the school induction. In addition, the SENDCo and subject leaders keep staff up-to-date with new legislation and procedures.

The school is committed to providing and facilitating attendance at in-service training in the area of SEND. Needs analysis will be undertaken regularly to identify the training needs of the school and of individual staff.

Partnership with Parents

Parents play an important role in their children's education; they have a great deal to contribute, such as information and views, which the school values. We believe that parents and school, working together in partnership, helps children with special educational needs to achieve their potential. The school's 'open door' policy means that parents can approach the school whenever they have a concern.

Parents should:

- Be able to take an active and valued role in their child's education;
- Know their child's entitlement within the new SEND framework;
- Have access to information, advice and support during assessment and any related decision-making process about special needs provision;
- Have regular scheduled meetings to discuss their child's progress.

When a child has been identified as needing additional support, the class teacher will talk to the parent/carer explaining what support is needed.

Parents whose child may need to be formally assessed will be invited to meet the SENDCo so that the process can be explained.

If a parent is concerned that their child's needs are not being met, they should contact the Headteacher, either orally or in writing, stating their concerns.

Appendix 1

Effective Differentiation

1. Through a variety of language/vocabulary and pictorial and textual information. Resources should reflect a range of reading abilities. Labelling in classroom with emergent readers should have pictorial and textual signs.
2. Groupings need to be flexible and take account of activity planning and targeted objectives.
3. Teaching should take account of a range of ability levels. This should be reflected in questioning, activities and delivery. Planning needs to show areas of differentiation based on at least three levels of delivery. Plenary sessions should reflect the differentiation from the main teaching.
4. Planning for differentiation must be based on accurate pupil assessment and effective use of school performance data. Drawing on assessments at the outset of units of work through concept mapping and formal testing to plan objectives. At the beginning and end of units, work assessment should be carried out to inform next steps of work for pupils.

The work is challenging but not beyond reach and reference is made to the pupils existing knowledge and skills are built into both planning and the delivery of the curriculum. The building up of knowledge is made explicit to the pupils.

