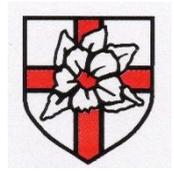


Summerfield School

SEND Policy

September 2017



Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Summerfield School's Special Educational Needs and Disability (SEND) Policy

We believe that every pupil, including those with special educational needs, should have their needs met to enable them to become highly motivated independent learners who value and enjoy learning. There is a shared expectation that all pupils, regardless of their specific requirements, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Objectives at Summerfield School

- To identify pupils with SEN and provide appropriate provision. When the pupils' needs cannot be met within the schools resources then an Education, Health and Care Plan will be requested.
- To ensure that all pupils take a full and active role within the life of the school.
- To ensure that all pupils, including those with physical disability, will wherever possible, be given full access to the school environment.
- To ensure that the individual needs of all pupils, including those with SEND, are met through differentiation of the curriculum. This is initially the responsibility of the class teacher
- To involve pupils, wherever practical, in their target setting and their learning goals.
- To ensure that the partnership with parents of SEN pupils is an integral part of the schools policy and practise.
- To ensure that all other relevant school policies e.g. behaviour, discipline will apply equally to SEN pupils
- To work with the Governing Body to enable them to fulfil their monitoring role
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Roles and Responsibilities

The **Head Teacher** - Pam Weston is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEN.

The **SEN Governor** - Michelle Scott is responsible for:

- Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

The **Special Educational Needs Coordinator (SENCO)** - Kate Mott - is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are involved in supporting their child's learning and access to the curriculum and kept informed about the range and level of support offered to their child.
- Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

The **class teacher** is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.

- Checking on the progress of all children, identifying and planning the delivery of any additional support.
- Applying the school's SEND policy.

Arrangements for coordinating SEND Provision

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Summerfield School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Milton Keynes' SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Identifying children with Special Educational Needs and Disability

The 2014 Code of Practice states that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties

- Sensory and/or Physical Needs

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their special educational needs. This allows for the most appropriate intervention to support the individual pupil.

Identification of SEND at Summerfield, is a thorough process involving the views of the teachers, parents, carers, SENCO and in some cases, as appropriate, external specialists. This ensures that all areas are considered in order to determine if the child has special educational needs or whether the impact on progress and attainment is as a result of other factors listed below:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Funding
- Being a Looked after Child
- Being a child of a Serviceman/woman

As a school we feel that it is extremely important to consider not just the external presentation of behaviour as an area of need, but to look beyond this for the underlying causes. Information regarding the school's approach to behaviour can be viewed in Summerfield's Behaviour Policy.

A Graduated Approach to SEND Support

At Summerfield, we use the graduated approach to SEND support as described below.

Quality First Teaching

All pupils within the school receive quality first teaching within the classroom under the responsibility of the class teacher. The teacher is directly responsible for the progress and development of the pupils within their class and will adapt teaching strategies and approaches such as differentiation in order to ensure this for the children. This is the solid foundation for all children's learning whether additional intervention or support is needed or not.

SEND Support:

If children are identified as having special educational needs, parents will be formally advised of this and the child will be placed on the SEND register in school, under SEND Support. Alongside the SENDCO, the class teacher will then create an Individual Provision Map with the child and the parents. This details strategies of what helps the child with their learning, the desired outcomes and the provision that will support the child in achieving these outcomes. This is part of the Assess-Plan-Do-Review approach suggested in the Code of Practice (2014). All stages of the process are conducted through discussion with both parents/carers and the pupils. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess:

The pupil's needs must be assessed so that the right support can be provided. This should involve speaking to parents, professionals who work with the pupil and looking at records and other information. Long term aspirational outcomes will be identified, which will then be broken down into several short term outcomes. These will be specific, measurable and achievable.

Plan:

Parents/carers, the pupil and the class teacher will be involved in completing an individual provision map for the pupil. This will describe the additional highly personalised interventions that will be put in place to enable the pupil to meet the short term outcomes.

Do:

The planned support will be put in place. The class teacher will remain responsible for working with the pupil on a daily basis, but the SENDCO and any support staff or specialist teaching staff involved in providing support will work closely to track the pupil's progress and check that the support is being effective.

Review:

The impact of the interventions will be reviewed at the time agreed in the plan and will be discussed in termly meetings with the parents and the pupil. The short term outcomes will also be reviewed at this meeting and the Assess-Plan-Do-Review cycle will re-start.

If a child needs more specialist support then, after parental consent has been obtained, advice will be sought from the Inclusion and Intervention team. The team

consists of specialist teachers, inclusion and intervention workers and psychology assistants. The team will make the decision as to what type of support is needed for a child and a consultation appointment will be arranged with the relevant professional.

If other external agencies are required, such as the School Nursing team or Speech and Language Therapists, parental consent will be required and, again, a consultation appointment will be arranged.

Children and young people with more complex needs might need an Education, Health and Care (EHC) Plan. Education, Health and Care plans replace Statements of Special Education Needs and Learning Disability Assessments (LDAs). The same Assess-Plan-Do-Review approach will be adopted where the short term outcomes are taken from the EHC Plan. As well as termly reviews of these outcomes, there will be an annual review for the long term outcomes. This would involve the child in a person centred approach.

For further information about SEND provision at Summerfield School, please look at 'The School Offer' on our website. www.summerfieldschool.org

The SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Signed: _____ [Pam Weston]
(Headteacher)

Signed: _____ [Kate Mott]
(SENCO)

Signed: _____ [Michelle Scott]
(SEN Governor)

Date: 15.09.17

This policy will be reviewed annually.