



Special Educational Needs and Disability (SEND) Policy

Compliance

This policy complies with the statutory requirement laid out in:

- The SEND Practice for 0 -25 and has been written with reference to :
- The Equality Act 2010: Advice for schools DFE Feb 2013
- SEND Code of Practice
- Schools SEN Information Report Regulations
- Statutory Guidance on supporting pupils at school with Medical Conditions
- The National Curriculum in England Key Stage 1 and 2 framework
- Accessibility Plan
- Teachers Standard 2012

Details :

SENDCO	Mrs C Matthews
Details of Contact	office@barmston.com Telephone (0191) 4175945
Status	Qualifications : BED Hons and NASENCo award
Role	SENDCO and member of Senior Leadership Team
SEND Link Governor	Debbie Allan

Development of Policy

This policy was developed in consultation with Governors, Teachers, Teaching Assistants, Parents and pupils.

Statement of Intent

All children regardless of disability, gender or race have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. For some children the use of the outside learning environment will enhance their learning opportunities.

At Barmston Village Primary School, we provide a broad and balanced curriculum for all children. Our school is DDA (Disability, Discrimination Act) compliant and therefore has suitable access for anyone with a disability. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We aim to work with the support of outside professionals and agencies to provide the best support for pupils

Aims and Objectives

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are promptly and accurately identified, assessed and provided for;
- To make clear the expectations of all partnerships within the process;
- To identify the roles and responsibilities of staff and access the most appropriate support for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum and the life of the school
- To recognise that children with special needs can be more vulnerable to abuse and exploitation;
- To ensure that parents have an active part in supporting their child's education;
- To ensure that our children have a voice in this process.

The Role of The Subject Leader- SENDCO:

- To manage the day-to-day operation of the policy
- To co-ordinate the provision for and manages the responses to children's special needs
- To support and advise colleagues
- To oversee the records of all children with special educational needs;
- To act as the link with parents;
- To act as link with external agencies and other support agencies;
- To monitor and evaluates the special educational needs provision and reports to the governing body;
- To manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- To contributes to the professional development of all staff.

Role of Class Teacher

Teachers ensure that children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groups that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

Teachers will

- Ensure their planning and teaching:
- Provides suitably differentiated learning challenges
- Is in response to a pupil's individual learning needs
- Attempts to overcome potential barriers to learning

This will be achieved through :

- Monitoring the progress of children with SEND by assessing, reviewing and target setting.
- Reviewing the progress of children with parents on a termly basis at Parent's Evening.
- Be actively involved in the writing of a child's support plan, with 3 support plans to be written and evaluated in an academic year; Spring Term: January to March, Summer Term: April to July, Autumn Term: September to December.
- Be actively involved in PIVAT/APP target setting, assessing and reviewing.

- Work closely with the SENDCO seeking help and guidance when necessary.

Special Educational Needs can be :

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

Many of the children who join our school have already attended an early education setting and in many cases children join the school with their needs already assessed. All of our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a specific or multiple need which, we requires the use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENDCO, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

Special Educational needs is not :

- Poor attendance and punctuality issues
- Health and Welfare concerns
- EAL(English as an additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman

We acknowledge that these could be barriers to progress and attainment and monitor pupils closely.

SEND Register

- Children with Special Educational Needs and Disabilities will be placed on the register.
- The register will indicate the stage and nature of the child's needs.
- The register is update throughout the year and may include consultation with Teachers, SENDCo and Parents.

Curriculum Planning and Design

Support plans, may be taken from the National Curriculum or they may be linked to PIVATS which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register will have a support plan which will be reviewed termly with the child (if appropriate) and parents.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. All T.A.s working with these children need to access a copy of the child's support plan and have an opportunity to discuss weekly planning and reflect on pupil progress.

Within Early Years

Early Years Action (Foundation Stage)

When a child is identified with special educational needs, interventions that are additional to or different from those provided as part of the usual curriculum need to be devised and put into practice.

Triggers:

- Makes little or no progress, even when teaching approaches are targeted at child's individual needs.
- Is working at a level significantly lower than expected for peers of a similar age.
- Has an emotional or social problem which may display as a behavioural need
- Had a sensory or physical problem which hinders their progress.
- Has a speech, language, communication and/or interaction difficulty

Early Years Action Plus (Foundation Stage)

When a decision is made by the SENDCO, after consultation with colleagues and parents school may seek external services.

Triggers:

- When the child continues to make little or no progress over a long period.
- When the child continues to work at a level substantially below that of the expected attainment for their age.
- When the child's emotional and/or behavioural difficulties interfere with their own learning on a regular basis.
- When the child's sensory or physical needs require additional equipment and support from outside specialists.

When the child has ongoing communication difficulties that create a barrier to their own learning

SEND and Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Supporting Pupils At School With Medical Conditions

We recognise that pupils at school with medical conditions **should** be properly supported so that they can have full access to education, including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may have Special Educational Needs and may have a Statement or an Educational Health Care Plan (EHCP) which brings together the child's Health and Social Care needs, as well as their special educational provision.

As stated in the school's policy on Supporting Children with Medical Conditions we will support pupils and ensure that all pupils have the necessary support and levels of care.

Differentiation

Through appropriate curricular provision, we respect the fact that all children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Appropriately pitched expectations which ensure challenge and progress

- Clear differentiation within lessons of resources, support and level of work

Feedback and Marking

We will follow the school's Feedback and Marking Policy, as the quality of marking and feedback is crucial in moving pupils learning forward. Marking should be done in red pen and in line with the school marking policy. Briefly, marking should highlight what the pupils have achieved in relation to the success criteria and learning challenge. Where appropriate, pupils should be given advice on how to improve, or an extra challenge to move their learning forward. On some occasions this may take place verbally and this should also be followed up with a brief comment. Pupils should then be given the opportunity to act upon these comments. It is vital to consider for pupils with SEND what is appropriate

Pupil Voice

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are involved at an appropriate level in setting targets in their support plan, signing the support plan and attending the termly support plan review meeting with parents. Children are encouraged to make judgements about their own performance against their support plan targets. We recognise success here as we do in any other aspect of school life.

Assessment and Reporting to Parents

Early identification of pupils with Special Educational Needs is vital. The class teacher alongside the SENDCO is responsible for identifying pupils. This is completed through regular assessment information which is gathered on a termly basis and discussions take place with the SENDCO through Pupil Progress Meetings to discuss individual needs. Parents will be informed at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The SENDCO works closely with parents teachers and TA's to plan an appropriate programme of support/ intervention. The class teacher and TA provide the specified intervention programme of support and regularly assess and monitor the children's progress. The SENDCO can arrange further assessments as necessary.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. PIVATS can also be used to give specific targets for next steps in learning.

Request for FSA (Formal Statutory Assessment) – An Educational Health Care Plan

If the school, parents and outside agencies agree that a child is not making significant progress and further support is needed, the decision to seek a Statutory Assessment will be made. The school must provide written evidence of the following:

- Interventions and support provided by school (including current and previous support)
- Current and previous support plans with evaluated targets and next steps.
- Health Records and where applicable medical advice
- National Curriculum levels of Attainment and Progress
- Educational and other assessments, e.g. Educational Psychologist
- Parental and child views
- Involvement from other professionals (involvement from other professionals such as the behaviour team or the Autism Outreach Team must be evident for at least six months).
- Where appropriate, involvement of social services or educational welfare service.

When making a request for Statutory Assessment, the school will follow the guidelines set out in the Code of Practice and the guidelines set out by Sunderland Local Authority (LA).

The LA seeks a range of advice before making an Educational Health Care Plan EHCP. The needs of the child are considered to be paramount in this and the voice of the parent is key.

Reporting and Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

Pupils can be added to/removed from the School SEND register at any time during the year if required.

1. Support Plan and Targets will be shared and reviewed with parents to be set for the next term, based on APP Teacher assessment
2. Any children who require additional or specialist support can be referred to external agencies

Resources and Staff Training and Development

A variety of resources can be used to support learning for pupils with SEN. Teachers need to carefully consider the child's individual needs and most appropriate way of learning. The SENDCO will provide staff with advice and support and we aim to keep up to date with resources and endeavour to match resources to meet the needs of pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff (Teachers, TA's and support staff) are given the opportunity to undertake training.

All teachers, TA's and Support Staff will undertake an induction on taking up a post. This will include a meeting with the SENDCO where systems, procedures and practice will be fully explained. Also discussions will be held to fully explain the needs and the provision for individual pupils.

The Learning Environment

Developing the right climate for learning is vital for all pupils and even more significant for those with SEN. Children need to have opportunities for children to work in a variety of ways. Teachers will ensure they plan and suitable learning challenges in response to a pupil's individual learning needs. This may include considering how suitable the learning environment is for all individual needs. Our school is DDA compliant therefore pupils can access all areas of the school building

Monitoring and Review

All staff evaluate the children through on-going assessments using a range of materials (this may include PIVAT assessments). The SENDCO monitors and tracks the progress of children within the SEND system in school.

The SENDCO can offer support for teachers involved in drawing Support Plans for children. The SENDCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold meetings. The School Improvement Plan will review the SEND provision through meetings with the Headteacher and the SENDCO.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher/SENDCO. The Headteacher/SENDCO ensures that all those who teach a pupil with SEND is aware of the nature of their need. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

Reviewed by Mrs C Matthews on 15 March 2018

