



# Carr Green Primary School

## Policy for Children with Special Educational Needs and/or Disability (SEND)

### Introduction

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 2014
- School's SEND Information Report Regulations (2014)

It has been developed through consultation with all staff and governors and all school procedures are written in line with its contents.

**The SENCo is Michael Seager and the pastoral manager is Lesley Wall. The school now has an Inclusion Team, consisting of Mr Seager, Mrs Wall and Mr Mashinter (head teacher).**

Special Educational Needs and Disabilities information can be made in the following ways:

Phone [01484 715969](tel:01484715969) Email [admin@carrgreen.calderdale.sch.uk](mailto:admin@carrgreen.calderdale.sch.uk) Web [www.carrgreenschool.co.uk](http://www.carrgreenschool.co.uk)

Carr Green Primary School is committed to ensuring that all children have access to a broad and balanced curriculum based on the National Curriculum 2014. Some children have special educational needs or disabilities which can create a barrier to their effective learning and development and we will gather the views, wishes and feelings of parents, carers and children (age appropriately) in the planning to enable children to achieve the best educational and other outcomes to prepare them for the next phase in their educational life.

At Carr Green Primary School we believe that every teacher is a teacher of every child, including those with special educational needs or disabilities.

### Aims and objectives

The overall aim of this policy is to raise the aspirations and expectations of all children with special educational needs or disabilities to achieve their best educational and other outcomes through genuine involvement of parents, carers, children and other partners in the assessment, planning, doing and reviewing of the provision. The aims and objectives are

- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disability
- To provide a Special Education Needs Co-ordinator (SENCO) who will work with staff and the pastoral manager to provide support
- To provide support and advice for all staff working with special educational needs
- To enable all children to have full access to all elements of the school curriculum
- To ensure the emotional and mental health needs of all pupils are met

## **Identifying Special Educational Needs and Disabilities**

Teachers and the SENCo, along with parents, carers, children and outside partners will work together to identify children's special educational needs through a detailed analysis of:

- teacher's assessment and experience of the pupil;
- information on pupil progress, attainment, and behaviour;
- individual's development in comparison to their peers;
- the views and experience of parents;
- the child's own views; and advice from external support services.

The action that the school needs to take to support children will take account of the four broad areas of need and the whole child, but will not fit a pupil into a category:

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

The following are not considered special educational needs but may still have an impact on a child's progress and attainment:

- disability (however the school will ensure it follows the statutory guidance on 'reasonable' adjustments set out in the Disability Equality legislation to ensure all children are able to access their education)
- attendance and punctuality
- health and welfare
- English as an Additional Language
- being in receipt of pupil premium grant
- being a looked after child
- being a child of a serviceman/woman
- behaviour will not be a special educational need although it is possible for it to be a symptom of an un-met special educational need.

## **A Graduated Approach to SEND support**

All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from support staff or specialist staff.

All children will have access to high quality teaching in all classes which is differentiated for individual pupils to meet all children's needs whether they have special educational needs or not. The policy sets out the belief that additional intervention and support cannot compensate for a lack of good quality teaching. Where children's learning does not respond to this high quality first teaching then they will be assessed for additional support and added to the school SEND register.

Mental health has a high priority at Carr Green. The pastoral manager is a specialist in supporting children with mental or emotional health difficulties, and staff are trained to provide mental first aid to pupils, in addition to the existing provision that exists to manage and support mental health and well-being. Daily circle time, drop-ins, no-worries comments box and PSHE lessons are used to

ensure children with emotional, social or mental health challenges are quickly identified and supported. A number of members of support staff work with the pastoral manager to provide effective support and interventions for targeted pupils.

All children's progress and attainment is regularly and carefully reviewed along with the quality of teaching they receive. This review includes a review of and support for improving teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

Where a concern is raised the teacher, along with the SENCo, pastoral manager, parents, carers and the child (where age appropriate) will work together to analyse all the information available about the pupil's progress, attainment, results of formative and other assessments, as well as the story of the child to decide on the best support plan for them to achieve identified outcomes. At this point a decision will be made collaboratively as to whether the child should be placed on the school SEND register as needing special educational needs support.

These plans and outcomes will be reviewed each term with the teacher, SENCO, parents, carers and child (age appropriate). Where it is felt necessary and beneficial to achieving better outcomes for the child, further advice will be sought from suitable partners to provide further support for the child to achieve the set outcomes for them.

### **Managing pupils needs on the SEN register**

A child will be placed on the SEN register when they require additional and different support to targeted quality-first teaching.

Each child on the SEN register will have an individual provision plan detailing their needs, expected outcomes, strategies to be used and review of their progress.

The class teacher will assess, plan for, teach and review children's support and progress. Within the continuum of SEND Support, where outside agency advice and involvement is required the class teacher will be supported by the SENCo.

The Inclusion Manager will maintain the school SEND Register and provision map in conjunction with the class teachers; this will be reviewed and updated at all pupil progress meetings and SEND support meetings.

The school has a Local Offer detailing the provision it is able to offer which is published on the school website. This offer is reviewed annually.

If during a review of the child's support plan, it is identified that the school provision is not impacting on the identified needs of the child then the SENCo will seek to engage additional support or specialist services from sources outside of the school.

Where child's SEND need no longer requires support and the child is responding to the high quality teaching of the classroom, they will be taken off the school SEND register.

At all stages of the SEND Support process the views, wishes and feelings of the parents, carers and child will be actively sought and included in any decision making.

### **Special Educational Needs Funding**

The Headteacher, SMT, Business Manager and SENCo meet regularly to agree on the most effective use of notional funds and top-up funds directly related to Statements and EHC Plans.

The Headteacher will keep the governing body informed as to how the funding allocated to support children with SEND needs and has been deployed.

### **The role of the Governing Body**

The Governing Body works in co-operation to secure the necessary provision for any pupil identified as having special educational needs. The governing body has decided that children with SEND will be admitted to the school in line with the school's agreed admissions policy.

### **The governor with responsibility for SEN is Nick Midgley**

### **Supporting Pupils and Families**

Parents and carers will have access to the school Local Offer as well as the LA local offer in order to access the most appropriate provision for their child.

The school has a Local Offer and information about the performance of SEND pupils (compared to their non-SEND peers) published on the school website for parents and carers to access directly. This will be reviewed annually in line with whole school review cycles.

The school will seek to support the parents and carers to access the support services they require to enable the child to achieve their outcomes.

Children who have medical conditions that may affect their progression and development will be supported as per the Access to Education for Children and Young People with Medical Needs policy of the school.

The child's views and aspirations will always be taken into account when planning SEND provision and when reviewing progress through review and planning meetings. This will be done in an age appropriate manner.

### **Partnership with parents**

At all stages of the SEND process, the school keeps parents fully informed and involved. We take account of the parental aspirations, wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

Before starting any assessments or referrals, parental permission is sought.

We have regular meetings each term to share the progress of SEND children with their parents. We involve the parents with any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with SEND. Interpreters will be made available for parents whose first language is not English, enabling them to take full part in their child's education.

### **External Support**

The school enjoys positive relations with a range of external support agencies including Speech and

Language Therapy; Educational Psychology, Visual Impairment Team, CAMHS, Hearing Impairment Team and ASD Team.

### **Monitoring and evaluation**

The SENCo monitors the movement of children within the SEND system in school. The SENCo provides staff and governors with a summary of the impact of the policy on the practice of the school.

The SENCo is involved in supporting teachers involved in drawing up learning plans and targets for children. The SENCo and the Headteacher hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and considers any amendments.

**Reviewed by the Governing Body in November 2017**

**Date of next review – November 2018**