

Linthwaite Ardron C.E. (VA) Junior and Infant School



SEND Policy

February 2018

Linthwaite Ardron C.E. (VA) J&I School

SEND Policy

At Linthwaite Ardron C.E.(VA) J&I School we believe in valuing the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning.

AIMS OF THE SEND POLICY

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure pupils receive a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that pupils with SEND take as full a part as possible in all school activities
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- To ensure that pupils with SEND, are involved, where practicable, in decisions affecting their future SEND provision

We recognise that some pupils may have special needs at some time during their school lives. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA

Children must not be regarded as having a learning difficulty solely because the language or forms of language used at home is different from the language in which they are taught.

This policy complies with the statutory requirements in the SEND Code of Practice 2015 and should be read in conjunction with the following guidance, information and policies;

The Equality Policy

The Accessibility Plan

The school's SEND information on the school's website

The LA guidance- 'Children & Young People with SEND; Guidance-School based Support'

Statutory Guidance on Supporting pupils at school with Medical Conditions (December 2015)

Intimate Care Policy

The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced by Mrs Megson (Head teacher), Mrs Conaghan (SENCo), the Senior Leadership Team, class teachers, support staff and The Governing Body.

The Special Educational Needs Coordinator (SENCo) is Mrs Mary Conaghan, she can be contacted through the school office 01484 845544.

Objectives

- To work within the guidance laid down in the SEND Code of Practice 2015.
- To identify and put in place appropriate provision for pupils who have SEND and additional needs.
 - To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupils' needs (assess, plan, do and review)
 - To ensure that all parents / carers have a clear understanding of how the school supports children and young people with SEND and their own involvement in this.
 - To provide an appropriately qualified and experienced SENCO in post who can ensure that the policy is put into practice.
 - To provide support and advice for all staff working with SEND pupils.

INCLUSION

Our school is committed to inclusion, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

IDENTIFICATION of SEND

Children and Young people are identified as having SEND if they do not make adequate progress through quality first teaching

Early identification of pupils with SEN is a priority. The school will assess pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Liaison with parents/carers who express concern.
- Records from feeder/other settings/schools
- Performance in N.C.
- Phonics screening.

The code specifies four broad areas of need;

Communication and Interaction (including Autism Spectrum Disorder)
Cognition and Learning
Social, Emotional and Mental Health issues
Sensory and/or Physical Needs

Other factors may impact on progress and attainment; attendance and punctuality, English as an additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability,

(the Equality Act and The Code of Practice state that schools and settings have a duty to make `reasonable adjustments- these alone do not constitute SEND)

The code no longer allows for the identification of behaviour to describe SEND. Any concerns we have about a child with behavioural needs would form an underlying part of a wider need (above)

A Graduated, Whole School Approach to SEND Support

Class Teachers are accountable for the progress and development of the children in their class. They oversee the work of support staff in their lessons and collaborate with any specialist staff. Their planning takes into account additional adult support and is discussed with those staff. However any intervention and support does not replace high quality teaching.

All teaching is monitored by the Headteacher and senior teachers through drop ins and observations. Targets and Assessments are an integral part of teaching. Pupil progress is discussed with class teachers. If a pupil is at risk of under achieving, strategies are put in place to aid progress. This may be small group work, interventions or one to one work.

The school may decide, in collaboration with the parent/carer, to place a child on the SEND register at SEND Support.

Every child on SEND Support has a different profile or needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA guidance, if a child's needs are more complex, we will use a support plan to record outcomes, provision, resource and strategies in place.

For all pupils on the SEND register an IEP will be written and reviewed by the class teacher termly, a copy will be given to the parents and the SENCo.

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INDIVIDUAL EDUCATION PLANS

Strategies for pupils' progress will be recorded in an IEP containing information on:

- Short-term targets
- Teaching strategies
- Date for review
- Evaluation

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on up to three individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil (depending on maturity) and the parents. IEPs will be written and reviewed termly.

Some children on the SEND register may have more significant SEND and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to meet their needs, and if so a request can be made for an Education and Health Care (EHC) assessment of need. This would involve the child,

parent/carer and all agencies involved with the child and this could lead to the issuing of an Education and Health Care Plan (EHCP) which will bring together health and social care needs as well as their special educational needs and provision. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Criteria for exiting the SEN register

Pupils are monitored regularly, both as part of the whole school monitoring process, but also in terms of their additional support. Decisions as to whether a child should remain on the SEND Register are made in partnership with the class teacher, the SENCo and the parent/carer.

Supporting Pupils and families

We aim to work in partnership with our parents and families to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND report is on our website and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about;

- Our Admissions Arrangements
- Our links with other agencies

Supporting pupils at school with Medical Conditions

At Linthwaite Ardron we recognise that children at school with medical conditions should be properly supported so that they 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 may also have SEND and may have a statement, or Education Health and Care Plan (EHCP). If so the SEND Code of Practice (2015) is followed.

See Managing Medical Conditions Policy
Intimate Care Policy

Our transition arrangements

On entering school, information and records are gathered from previous settings, schools, professionals and parents. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to provide continuity in learning. For pupils with identified SEND the SENDCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

Transition between classes is well planned, pupils are introduced to their new class and staff at the end of the summer term and take part in transition days.

RECORD-KEEPING

The SENCo will maintain the records and ensure access to them. At the beginning of each school year the class teacher will be given a SEND folder with information about children in their class who have a special educational need/disability. This information will include IEPs, reports from outside agencies and a copy of the child's Education and Health Care Plan (if appropriate).

THE ROLE OF THE HEADTEACHER

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCo
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

SEN INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The School's INSET needs will be included in the School Development Plan

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Sensory Services
- Occupational Therapist

- Locala

In addition, important links are in place with the following organisations:

- The local playgroup/mother and toddlers' group with the aim of providing continuity between home and school
- The LA
- Specialist Services
- Attendance and Pupil Support Service
- Kirklees Safeguarding Children Board
- Friends of the School/PTA
- Other groups or organisations
- Local High School

SEND POLICY REVIEW

This policy will be reviewed annually.

M. Conaghan
SENCo