



Ancaster
Church of England Primary School

SEND Policy

“Be the Best You Can Be!”

The staff and governors aim to provide a broad and balanced curriculum for all children with their views and those of their parents central to the process. This includes setting carefully differentiated and aspirational learning challenges to meet the needs of the range of learners in each class, responding to pupils’ diverse learning needs and overcoming potential barriers to learning, assessing progress made and developing self-esteem and confidence in their ability as learners.



Signed by Chair of Governors: Signed by Headteacher:	Approved by the Governing Body and Headteacher at a meeting held on:
Next Date of Review:	Associated policies: Behaviour, Safeguarding, Anti Bullying, medical and curriculum.

Introduction

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age;
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school. A pupil has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Ancaster Church of England Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life.

1. Aims and Objectives

- 1.1 The staff and governors aim to provide a broad and balanced curriculum for all children with their views and those of their parents central to the process. This includes setting carefully differentiated and aspirational learning challenges to meet the needs of the range of learners in each class, responding to pupils' diverse learning needs and overcoming potential barriers to learning, assessing progress made and developing self-esteem and confidence in their ability as learners.
- 1.2 The governing body and teaching staff will ensure that the necessary provision is made to meet the needs of any pupil who has special educational needs and to enable all learners to achieve their potential.
- 1.3 The staff and governors in the school will seek to swiftly identify pupils whose learning is affected by SEND, providing carefully planned learning opportunities for them and in assessing the progress they make.
- 1.4 The SENCo, staff and governors will report annually to parents on the effectiveness of the school's work for pupils with special educational needs. Where appropriate these meetings will be multidisciplinary, including speech and language therapists, the educational psychology service, specialist teaching service or other representatives of specialist agencies who have given advice. This could be in person, if necessary or views will be shared via written report.
- 1.5 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Staff Responsibilities for Special Educational Needs

Under the 2014 Special Educational Needs and Disability Code of Practice 2014, the strategic role of the SENCo is highlighted.

The Special Educational Needs Co-ordinator is Rachel Tomlinson who has a half day per week to undertake the required SEND duties.

2.1 The SENCO is responsible for:

- Overseeing day-to-day provision of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Overseeing liaison with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services,
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher & school governors to ensure that the school meets its responsibilities under the Equality Act 92010) with regard to reasonable adjustment and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Coordinating Plan/Do/Review for pupils

2.2 The Head Teacher:

- Has overall responsibility for the work of SEND,
- Works closely with the SENCo,
- Ensures effective communication is possible for the SENCo through various forums,
- Ensure parents/carers are informed of a child's special educational needs and encourages their involvement in their education,
- Supports the SENCo with appropriate non-contact time and resources for SEND management including preparation of the SEND Spectrum (Register), Provision Mapping and target setting,
- Keep the governing body well informed about SEND in school,
- Ensure that all statutory duties are adhered to: review procedures, annual reviews, transitional reviews, statutory assessments.

2.3 Class teachers are responsible for:

- Identifying pupils who need extra support in class, raising initial concerns and consulting the SENCO for advice and support
- Familiarising themselves with the SEND policy and implementing it in their practices, meeting the needs of all pupils with SEND in their class,
- Differentiating activities for all pupils, including more and less able
- Providing a learning environment that will support pupils with SEND (eg visual timetable, coloured resources, scaffolding...)
- Setting and implementing targeted learning
- Planning for appropriate intervention activities
- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day-to-day basis
- Meeting with parents and outside agencies as appropriate

2.4 Teaching assistants will support the teacher and pupil by:

- Familiarising themselves with the SEND policy and implementing it in their practices, meeting the needs of all pupils with SEND.
- Implementing an individual or group of pupils' access to and progress in the curriculum
- Understanding their own role in relation to pupils with SEND
- Supporting pupils with learning how to learn
- Implementing activities as part of Provision Mapping to enable learners to meet learning targets
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENCO, giving feedback and suggesting development
- Preparing resources and adapting materials
- Attending planning and review meetings as appropriate
- Undergoing specific training to meet the needs of SEND pupils

2.5 The governing body will ensure that:

- The SEND policy is fully implemented
- The impact of the SEND policy is reported on annually
- Mechanisms are in place for liaison with the head teacher and the SENCo
- There is a named SEND governor
- Any resource implications are duly considered, including any requirements for building adaptations
- A SENCo is appointed. This person must have QTS and, where they have not previously been the SENCo for a total period of more than 12 months, they must achieve a National Award in SEND within 3 years of appointment
- The school has full regard to the Code of Practice (2014) whilst ensuring full participation of all SEND pupils in school activities.

3. Equality and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Ancaster Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. This is outlined, in detail, in our Local Offer published on our school website. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with old statements of SEND, EHC Plans and those others with less significant special educational needs.

4 Access to the Curriculum

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs or a disability which impedes their learning a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the classteacher will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
- 4.3 Within classrooms there will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 Medium term plans for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

5 Identification

- 5.1 When there is a discernible effect on the child's ability to learn and develop staff may identify a pupil as having SEND if they have observed one or a combination of the following:

- Lack of progress in acquiring English or Maths skills
- Marked high ability in Maths, English or reasoning
- Poor short term memory
- Difficulties following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties
- Communication problems
- Problems with social communication
- Behaviour problems
- Delayed physical development
- Low self esteem
- Attention needing behaviour
- Aggressive behaviour
- Withdrawal or isolated behaviour/ over anxiety
- Lethargy
- Neglected appearance
- Toileting problems
- Obsessive behaviours, nervous tics/habits attendance problems

- Child protection issues
- Family problems- family break-ups, bereavement
- Medical needs

6. Providing the graduated response

6.1 The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in one or some of the following areas :

- acquiring literacy and numeracy concepts/skills;
- with behaviour, expressing emotions or socially;
- with sensory or physical skills/development;
- in communicating effectively:

The class teacher will discuss these issues with the pupil & their parents and possibly decide to provide additional support by placing the pupil on the SEND Spectrum. Initially, the stage they will be identified by is 'NSA' (no specialist assessment). Pupils may receive group or 1:1 interventions as part of provision mapping (Previously known as Wave 2)

If specialist assessment is sought, the child will move to 'SEN' stage in line with the COP (2014) (Previously known as Wave 3)

As a school, (to demonstrate the graduated approach) we will use 'SEN3' to signal that, because a child has failed to make sufficient progress to close the gap as a result of wave 2 interventions, we will move to Wave 3 intervention and more intensive/ 1:1 support. The class teacher will set a programme of interventional support (Wave 3) for the pupil as part of Provision Mapping. This may be as a result of specialist advice, but not necessarily so.

The support/intervention given could include:

- In class support – additional adults to support with following instructions, completing tasks.
- Small group – may be inside or outside of the class, useful in developing working relationships
- 1:1 support– may be in class or outside, may be used for more individualised targets, reading, spelling, etc.
- Agency support – usually done on 1:1 basis with a specialist in the field, e.g. Specialist Teaching Service, Speech Therapist etc...

6.2 The financial resources allocated to pupils who have Special Educational Needs will be deployed to implement these interventions as part of Provision Mapping. Parents and pupils will be involved in decisions taken at this stage.

If a pupil does not make adequate progress despite the school taking the action outlined, further advice will be sought from the appropriate support services and the child's provision will be amended accordingly. Each pupil will receive carefully targeted support to meet needs & ensure the gap between attainment and expectation is closed.

7. Identification and Assessment – a graduated response

7.1 Where, despite the school having taken relevant & purposeful action to identify, assess & meet the special educational needs of the child, the child has not made good progress, the setting should consider requesting an Educational, Health and Care assessment.

7.2 Identification of special educational needs will be undertaken by all staff through the SENCo and the appropriate records and LEA forms will be completed (e.g. in seeking parental

approval for referral, in assessing areas of need/strengths and weaknesses, in completing SEND Gold Forms). Records will be developed through a process of continuous assessment by the class teacher, through the school's use of Assertive Mentoring to identify next steps for learning or as a result of standardised tests of educational achievement administered by the class teacher or the Specialist Teaching Service (STS) together with end of key stage attainment tests. The use of Assertive Mentoring and regular assessments will allow pupils to show what they know, understand and can do, as well as to identify any areas of learning difficulty or slower than expected progress.

- 7.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Targets will be reviewed 3 times a year – at the start of Term 1, For Term 3 and 5 through Assertive Mentoring. Class teachers and TAs will discuss possible SEND related targets for September during July class handover meetings.

Additionally, the progress of children with an Education & Health Care Plan will be reviewed by the local authority as a minimum every 12 months, as required by legislation.

- 7.4 Detailed records will be kept of the pupils receiving extra teaching support. These will include:

Early Years Foundation Stage Profile (Tapestry)
SATs results

Assertive Mentoring Files

Teachers/Teaching Assistants on-going assessments
Phonic check-lists
Detailed records of work
Results of standardised and diagnostic tests
Precision teaching charts

Behaviour charts

Observations made by teacher / teaching assistant / other members of staff

Pupil comments / opinions on progress (where appropriate)

8 Resources

- 8.1 The governing body will use the principles/criteria in the Code of Practice (2014) to guide them in the allocation of resources. These will include:

- The placement of a pupil on the SEND Spectrum
- Results of standardised and diagnostic tests
- Results of formative, summative and ipsotive assessments including SATs and Optional SATs Results
 - Teacher assessments
 - Recommendations from other agencies working in partnership with the school e.g. Behaviour Support Service

- 8.2 The SENCO and Leadership Team work together to:
- Identify the pattern of need across the school

- Establish the most cost effective means of meeting these needs
- Allocate support to groups of pupils and a fair and equitable basis
- Monitor the progress of SEND
- Evaluate the effectiveness of provision for SEND
- Ensure that support staff work within the framework of school policy and practice

9 Liaison

9.1 The views of the child and their parents will always be central to provision of support for pupils with SEND. Parents will always be informed before an external agency becomes involved with their child with necessary permissions being obtained from parents before external agencies are involved. Parents will have opportunities to discuss any reports or assessments carried out on children and how these will influence provision in school.

9.2 Liaison with external agencies supplements the support and assessment of the needs of individuals.

These include:

- Psychological Services including Specialist Teachers (STS)
- Social Services
- Speech & Language Therapist (SALT)
- Sensory Education Support Service
- Child and Adolescent Mental Health Services
- Sensory Education and Support Service
- Physical Disability Outreach Team (St Francis School)
- Pathways (Behaviour Support)
- Autism Outreach Service (Working Together Team)
- Health Service (Community Paediatrics, Diabetic Nursing Team, Specialist Nursing Team)

9.3 The school has links to other schools and liaison is maintained particularly with regard to transitional stages.

At Secondary Transfer we seek early advice for all children with SEND from the SENCo of the Secondary School in providing an enhanced transition package to meet pupils additional needs.

10 Arrangements for the Treatment of Complaints

The procedure for managing complaints is as specified in the school's complaints policy.

Initial concerns or enquires about a pupil with special education needs or SEND provision should be dealt with by the class teacher, then the SENCO or the headteacher. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints Procedure, setting out the precise nature of the complaint as specified in the school's Complaints Procedure Policy (2014).

All formal complaints that are received will be recorded in school and acknowledged within 5 school days and an investigation will proceed to the timescale outlined in the Complaints Policy.

11 Staff Development

- 11.1. In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan and staff performance management processes.

12 Working with Parents

- 12.1. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success. The 2014 SEND Code of Practice reinforces the role of parents & the importance of pupil and parent voices being central to all practices to support children with SEND.
- 12.2. Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.
- 12.3. As mentioned in point 9 above, parents will be fully consulted before the involvement of LEA support agencies with their children, and will be invited to attend any formal review meetings at all stages

12. Pupil/Parent Participation

The school will place the voices of parents and pupils at the heart of the SEND process with a cycle of consultation and review through the SEND Passport System, whereby teachers start each academic year by discussing pupils views and recording them formally. Along with conversations associated with the Assertive Mentoring Attitudes and Attainment format these views then form the basis for a discussion between parents and class teachers at the Autumn Parent Consultation Meetings. Where children's views are shared and 4parents' views are recorded. Parents and teachers then set joint long term goals and make a joint 'next steps' target for schools and families to use to make progress. These are guided by pupils and parents own aspirations for achievement. These will then be monitored and discussed again with parents at following Parent Teacher Consultations where appropriate, but not later than the summer Parent Teacher Consultations.

Pupils will keep these documents with their relevant learning targets (Maths, English & SEND-where appropriate) together with intervention materials/ equipment to be used when needed at any time in school.

13. Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets for pupils and the monitoring of pupil progress through termly reviews. In addition evidence will be gathered regarding

- Staff awareness of individual pupil need (Pupil Progress Meetings)
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The number of children participating in home/school reading schemes
- Pupil attendance
- Number of exclusions
- Number of children funded by the SEND factor
- Consultation with parents
- Pupils' awareness of their targets and achievements.
- The school meets the statutory requirements of the SEN Code of Practice 2014.

Governors will also have a termly report on SEND provision and progress through the head teacher's report to the governing body and via Standards and Curriculum Committee data review.