

Seagrave Village Primary School SEND POLICY

November 2020



Seagrave Village Primary School

Special Educational Needs and Inclusion Policy

OUR VISION

At Seagrave Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community. Listening to the views, wishes and feelings of the child and the parents is paramount. We understand the importance of the child and parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

Key Roles and Responsibilities:

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018) The SENDCO is a member of the leadership team and is also the designated teacher for Looked After Children (LAC). The SENDCO is Mrs Kate Litchfield.

SEND Governor: The SEND governor is Mrs A Heathcote, who is one of our co-opted governors. She has responsibility for monitoring policy implementation and liaising between the SENDco and the Governing Body.

Designated Safeguarding Lead (DSL) The Head Teacher, Mrs K Litchfield

Deputy Designated Safeguarding Lead (DSL) Deputy Head Mrs M Chafer

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Policy Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 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 (July 2014)

School SEND Information Report regulations (2015)

Statutory guidance on supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

Policy Development and Implementation

This policy was created in consultation with stakeholders, including the SEND Governor, staff and representative parents. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link: Key Information to the SEND section.
- A hard copy on request at the school office Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Aims

At Seagrave Primary school we aim to:

- Ensure all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.
- We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points.
- We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum.
- Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.
- We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

OBJECTIVES

To achieve this aim we will:

- Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
- We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
- Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
- Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development in order to develop our practice within the guidance set out in the Code of Practice, July 2014.
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

There are other factors that may impact on progress and attainment that are not considered SEND:

Disability

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 or service woman

Family circumstances

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Meeting the Needs of Pupils with SEND.

The purpose of identification is to work out what action the school needs to take.

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular tracking system utilising termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Where a pupil has been identified as a concern Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCO. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school **SEND Register** at 'SEND Support'. The parents will be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEND.

The SEND Register

The register provides an updated record of all pupils receiving additional SEND support so that:

- Progress and achievements of pupils with SEND can be more closely monitored
- There is an overview of the range and level of need across the school
- School provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

THE GRADUATED APPROACH TO SEND SUPPORT

Working together the SENDCO, the class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEND support will take the form of a four-part cycle (**assess - plan - do - review**) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

The Graduated Response:

Assess: Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The Inclusion Manager may also carry out more diagnostic assessments of needs in key areas of difficulties.

The school will provide support for the types of SEN in the following four broad areas of needs:

1. Communication and interaction for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
2. Cognition and learning for example, dyslexia, dyspraxia,
3. Social, emotional and mental health difficulties for example, attention deficit hyperactivity disorder (ADHD),
4. Sensory and/or physical needs for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

Plan: The school will use the information from the assessment to draw up an SEND Support Plan to show the support that will be offered. The SEND Support Plan will:

- Be outcome focused with the desired benefit or difference from any intervention clearly identified and to support the evaluation of any impact of any provision
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil
- Include the views of the child and parents/carers
- Be recorded on SEND Support Plans (SENSPs)
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed. Parents will receive a copy of this plan which will include the date when it will be reviewed.

Do: Class teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the SEND Policy. This will ensure that the additional SEND support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class. This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review: The impact of any additional SEND support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate. Depending on the level and complexity of need this review may be included in the general school cycle of parents' evening meetings. Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute. At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCO's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded, shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

Examples of specialist agencies used by and that are available to be used by the school are:

Educational psychologists

Child and Adolescent Mental Health Services (CAMHS)

Education Inclusion Service specialist teachers

Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability

Speech and language therapists

Occupational therapists and physiotherapists

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEND budget and will be monitored by the SENDCO, the Head Teacher and the Finance Governor.

Where pupils are made subject to an EHC Plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

Education Health and Care Plan Process

The additional needs of most of the pupils with SEND will be met by interventions and resources from the school. In a few cases pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENDCO, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHCP) can be found on the Leicestershire Local Offer web site along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about the process and how they are involved in it. The EHCP will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Removing pupils from the SEND register

If a pupil makes good progress and achieves the outcomes set, they will no longer require additional SEND support. In consultation with parents, the child will be considered for removal from the SEND register where he/she has made sustained good progress that:

- Bettersthe previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age.
- Or where a child's wider development and /or social needs have improved, and progress in the targeted area is considered to be sustained and SEND Support is no longer required to ensure this progress is sustained.

Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, academy, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will work with the transferring school to ensure the pupil receives additional visits as appropriate

SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEND

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.

Providing all information in an accessible way

Ensuring the SENDCO is available for meeting by appointment through the school office or by email.

Publishing about how the school implements the SEND Policy on the school web site following the information set out in the SEND information regulations (2014) and as part of the school's contribution to the Local Offer

www.leics.gov.uk/Local_offer

Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity raised either by the class teacher or the parents themselves.

Class teachers will invite parents of pupils with SEND in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of, or be in addition to, parents' evening meetings and may be supported by the SENDCo.

The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.

Supporting and guiding parents in ways that they can help with their child's learning and development in the home environment.

Recording outcomes, action and support agreed through the discussion and sharing with all the appropriate school staff as well as the pupil's parents.

Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and SENDIASS.

Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Information Report (see school web site) and the SEND policy. A paper copy will be made available to parents on request.

Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC Plan and to ensure smooth and successful transition into the school or to next phase of education.

Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

SUPPORTING PUPIL VOICE

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights. Our aim is to help them to become increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

Self-knowledge is the first step towards effective self -advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.

Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress and as fully as possible in making decisions about future support and provision. Their views are recorded and shared.

All staff will actively listen to and address any concerns raised by children themselves.

Pupils with SEND are encouraged to stand for election to the School Council.

Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC Plan and to ensure smooth and successful transition into the school or to next phase of education.

Pupils are also provided with additional support to contribute as fully as possible in their Annual Review (if a statement or EHC is in place). This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.

Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCOs and / or SEND Governor, considering adjustments to keep in the light of analysis.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils 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 special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed.

See Supporting Pupils with Medical Conditions Policy.

MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant RAISE online data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

STAFF TRAINING

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs are identified in response to the needs of pupils currently on the SEND register and through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO will regularly attend SENCO meetings with other schools in order to keep up to date with local and national updates in SEND.

FUNDING FOR SEND AND ALLOCATION OF RESOURCES

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision.

Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also make use of the Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the head teacher and class teachers, the SENDCO will map the targeted provision in place for pupils on the SEND register to show how resources are allocated and to monitor the cost of the whole of our SEND provision. This targeted provision is outlined on the school's Provision Map.

ROLES AND RESPONSIBILITIES

The key responsibilities of the SENDCO are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation 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
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising 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 and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SENDCO
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENDCO in the writing and reviewing of targets for pupils with SEND

Teaching Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists.
- Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with class teacher and SENCO

Governing Body and Head Teacher

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The Head Teacher, SENDCO and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Head Teacher will ensure that the SENDCO has sufficient time and resources to carry out her functions. This will include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

STORING AND MANAGING INFORMATION

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave Seagrave.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Seagrave to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. If concerns are still unresolved parents may wish to use the Leicestershire Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS) (formerly Parent Partnership) or engage with the School complaints procedures which can be found on the school website.

MONITORING AND EVALUATING THE POLICY

The SEND policy is reviewed annually by the governing body.

Date of review: November 2021