



GOODYERS END PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Adopted by the Governing Body:

Signed: Chair of Governors

..... Headteacher

Date: Autumn 2014

Date of next review: Autumn 2017

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Review date	Autumn 2017

1. Introduction

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

Every Governing body is required by law to publish information about how the school makes provision to meet any Special Educational Needs or Disability (SEND) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school or by post. Alternatively, this document and further information can be found on the school's website: www.goodyersend.warwickshire.sch.uk.

This document contains all of the required information. Further information and advice on meeting Special Educational Needs and Disability in school is available from the government through their document **Special Educational Needs and Disability Code of Practice: 0-25 years (2014)**. The school operate its policy, provision and practice in accordance with this guidance.

2. SEND Policy

At Goodyers End Primary School we firmly believe that ALL children have a right to equal access to a broad, balanced and relevant education. We aim to be a school that is inclusive of all pupils for whom placement in a mainstream school is appropriate. We encourage all children to give their best and to reach their full potential.

We recognise that all children could have a special educational need at some point in their school careers, whether temporary or permanent as a result of having a learning difficulty, being very able, having medical problems, or social, emotional or mental health difficulties.

3. General Philosophy

The Special Educational Needs and Disability Code of Practice: 0-25 years (2014) states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

All class teachers are responsible for the initial identification and assessment of SEN; they also have responsibility for its provision in the classroom.

Provision also needs to be made for more able children, both in terms of identification and supplying a suitable curriculum. It is recognised that some children will be gifted and that this is very much a special educational need. These children may be able to work at a much higher level than most

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children, and we recognise that they will need provision to meet their needs. Gifted and talented children need a greater variety of challenges in the work that is provided. Further information can be found in our Gifted and Talented Policy.

4. Aims and Objectives

We set out our aims and objectives in an Inclusion Action Plan every term. These are then reviewed at the end of each term to inform the next Action Plan. This is done to ensure that children with Special Educational Needs reach their full potential and receive appropriate high quality provision. A copy of the current action plan is available on request.

5. Responsibilities

It is the policy at Goodyers End Primary School to actively encourage the involvement of staff, pupils and parents in the education of children with SEND. The difficulties which these children may have are assessed and provided for in a variety of ways. The children have the opportunity to develop their potential with the guidance and support of the class teacher, the SEND Co-ordinator and Learning Support Assistants. The school aims to provide for all the needs of the child whilst encouraging full inclusion in learning and school activities.

The Governing body are ultimately responsible for using their best endeavours to meet the needs of children with SEND in their school. They are required to:

- secure necessary provision for any child with SEND
- ensure that all teachers are aware of the importance of identifying and providing for children with SEND
- ensure that all those teaching a child with SEND are aware of their needs
- report annually to the parents on the school's SEND Policy.

The Headteacher as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school. They will:

- oversee the implementation of the SEND policy with the SENDCo
- work closely with the SENDCo
- liaise with Governors.

The Special Educational Needs and Disability Co-ordinator (SENDCo) is the person responsible for co-ordinating the day-to-day provision for pupils with SEND. In this school this person is Mrs A Gray. As part of this responsibility she will:

- maintain the SEND register and oversee records of children with SEND
- liaise with and advise class teachers
- manage Learning Support Assistants
- support class teachers in regular reviews of SEND support in collaboration with parents and pupils

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- liaise with parents of children who have SEND
- co-ordinate the Annual Reviews of Statements of Special Educational Need or Annual Reviews of Education and Health Care Plans
- prepare reports and collate evidence (eg for multi-agency professional meetings)
- co-ordinate relevant resources
- contribute to the in-service training of staff on all areas of SEND
- liaise with external agencies including educational psychology services, health and social services and voluntary bodies.

All Teachers are teachers of SEND and should take full responsibility for all children with SEND in their class. They are responsible for:

- being aware of the school SEND policy and procedures
- initial assessment and identification of a child's SEND
- alerting the SENDCo to concerns over progress or difficulties encountered
- planning, teaching, assessing and evaluating in a way which takes account of the range of abilities and aptitudes of pupils
- considering how classroom organisation, teaching materials, teaching styles and differentiation can help pupils to learn more effectively, where difficulties are identified
- with advice from the SENDCo, developing and implementing SEND support, drawing on advice from outside agencies where appropriate
- reviewing SEND support regularly, in collaboration with parents, pupils and with the support of the SENDCo
- maintaining a class SEND file
- preparing reports for Annual Reviews and Audits
- liaising with Learning Support Assistants
- ensuring transfer of information to other teachers as appropriate.

We also employ some staff to work specifically in this area to ensure that we are able to offer the additional support that is required and from time to time call upon professionals from outside of the school to offer us additional support and advice. These professionals may consist of Outreach Teaching Staff and external Support Agencies (listed in Appendix 1).

6. Involving parents

We welcome the involvement of all parents but particularly those with children who have SEND. We value the unique knowledge and experience that the parent has of their child. Without their commitment and support to continue the additional work that we do, the programmes that we put in place will not be as successful. **All parents will be consulted if we decide that we need to make additional SEND provision for their child and permission is always sought to involve external support agencies.** We will request their attendance and advice at termly meetings to review support and progress, and ask them to undertake support activities at home. Parents of children who have a Statement of Educational Need or an Education and Health Care Plan will also be asked to attend Annual Review meetings. We are happy to meet to discuss any concerns there might be, and see parents as equal partners in their child's learning and progress.

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7. Admission Arrangements

Children who have SEND are admitted into school in accordance with our whole school admissions policy and Warwickshire Local Authority guidelines.

Where appropriate, liaison between pre-school agencies, previous schools, medical or other professionals is arranged to ensure a thorough knowledge of the child's needs; allowing a smooth transition to school.

8. Facilities provided for children with SEND

Children with SEND are supported to the best of our ability within the boundaries of staff expertise and facilities of the school environment. Advice from external professionals is sought whenever necessary. At Goodyers End Primary School, the learning environment will ensure:

- a fair and whole school approach to discipline
- a stimulating, sensitive and flexible approach to classroom layout and display
- an atmosphere of acceptance, encouragement, respect and sensitivity
- communication and co-operation between staff
- a structured and needs based approach to in-service training
- effective management to support the SENDCo, staff and parents through clear definition of roles
- access to specialist advice through all available support services
- continuous and constructive communication with parents.

We have made the following general adaptations to facilities to support increased access for children with SEND:

- blinds and carpeting is available in all classrooms to assist access for children with sensory needs
- a disabled toilet with showering facilities exists
- most exit/entrances to the school building/playground have been built with ramps
- sound equipment is available to assist children with hearing impairments
- an Accessibility Plan is in place and is regularly evaluated and updated

9. Providing Equal Opportunities

We expect all of our SEND pupils to have access to all parts of the curriculum together with all other children and we will make reasonable adjustments for those with additional needs to ensure that there are no barriers to this. Occasionally, and with the agreement of both the child and their parents/carers, a joint decision will be made to vary part of the normal curriculum to undertake an individual replacement activity better suited to the child's needs. This may be to allow for such things as therapy treatments to take place. We will also ensure that there are no barriers to children with SEND taking part in all of the activities of the school that are generally on offer to all pupils, and alongside their peers.

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Throughout the school cycle of observation, assessment, planning and review, class teachers are able to make provision for increased curriculum differentiation, adaptation, pastoral and disciplinary support procedures dependant on individual children's needs. A variety of teaching and learning approaches are used to maximise the achievement of all pupils.

The National Curriculum offers continuity and progression through curriculum coverage across the year groups. In some circumstances, the National Curriculum may need to be modified. P-Levels are also used in planning for progression for those children working below the level of the National Curriculum.

Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate level for any given attainment target. Information about the progress of individual pupils is shared between teachers and parents.

10. Assessment and identification

Children make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons such as their lack of English if they are newly arrived in this country. These reasons would not mean that a child or young person has SEND. We identify whether children have SEND in a number of ways:

- Information that we may receive when a child transfers to the school.
- Considering information and assessments that we may receive from other professionals outside of the education area, eg health services.
- Identifying where pupils have greater difficulties in learning in relation to other children of the same age.
- Constant monitoring of progress of individual children at regular intervals.
- Considering whether the pupil's rate of progress is in line with the progress of other children of the same age.
- Listening to what children and their parents/carers tell us.
- Conducting our own more in-depth assessment of learning and behaviour.
- Seeking further views through consultations with other outside agencies.

The school's system for regularly observing, assessing and recording the progress of ALL children is used to identify children who are not progressing satisfactorily and who may have additional needs. Additional assessments may then be used to give information to decide if extra support is needed, and if so the level of support required. These assessments include reference to information provided by:

- baseline assessment results
- progress measured against the National Curriculum descriptors for the end of a Key Stage
- standardised screening and assessment tools
- an existing Statement of SEND or SEND assessment.

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In addition to this, informal assessment takes place through teacher observation, discussion with teaching assistants, discussion with the child, and marking and evaluating of work.

Parents are consulted as soon as difficulties are identified, in order to ensure that a combined and consistent approach is used to support the child.

11. A graduated approach

If a child is making less than expected progress despite high quality teaching targeted to their area(s) of weakness, extra teaching or intervention programmes will be provided to support the child to make better progress. Frequent review will identify when the child has improved and can be removed from the SEND register.

Where a child is still not making expected progress, more specialist advice will be sought from an appropriate external service.

If expected progress has still not been made following a high level of support, we will consider along with the parent and other professionals whether to request an Education, Health and Care needs assessment of the individual pupil's SEND. This is a very serious decision and will sometimes mean that very specialist provision such as a special school may be required. This process fully accords with the national guidance issued through the *Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)*.

It is our aim to make children independent of additional support as soon as possible. Each class teacher has a SEND file containing information about the children's SEND needs, advice from outside agencies and SEND support. The teacher also has an SEND register of children who are identified as having SEND. Each Phase has a Provision Map, which lists the pupils at the different stages of SEND support and outlines the provision in place. The SENDCo keeps an overview record of all pupils in the school who are receiving SEND support. An example of a Provision Map outlining the range of possible provision is included as Appendix 2. This is not exhaustive as provision is tailor made to meet the needs of each pupil.

12. Review Procedures

We regularly monitor the progress of all our pupils, and children with SEND are no exception. We set targets for improvement for all children and will ensure that these targets are made available to both the pupils involved and their parents. It is particularly important for children with SEND that:

- parents work with us and support the additional work that we are doing
- we have the same high expectations for pupils with SEND as we do for all pupils
- we regularly monitor and review our provision
- we report at least yearly on progress to the Governing Body.

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In addition to this, reviews will be carried out termly by the class teacher, SENDCo, parents and the child. The review should focus on:

- the child's progress and achievements
- the effectiveness of support in place
- future action.

At the review it will be decided if the child:

- continues with the same level of support with new targets
- no longer needs the extra support, but will be kept on the tracking register and monitored until there is no reason for concern
- moves onto the next level of support.

External monitoring of our provision and arrangements is provided by the Local Authority and the OFSTED inspection process.

13. Transitions

Any information regarding a child with SEND will be discussed with the new class teacher. If a child moves school, SEND files are sent to the new school with the child's records. Meetings with the new class teacher within the school are arranged where possible, so that the needs of the child are fully understood.

Where a child has a Statement of SEN or an Education, Health and Care Plan, provisional recommendations will be made in the Year 5 review, so that parents have time to consider options available and so that liaison with the receiving school can be carried out.

14. Resources

We receive and use resources for meeting SEND in a number of different ways. This resourcing caters for all learners.

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is, children with greater difficulty receive more support. We call this our continuum of need and match it to a continuum of support. We use provision mapping to set out the additional activities that we undertake to provide support to different levels of need as part of our **graduated response**. This school takes its duties regarding SEND very seriously and commits significant resources to meeting children's individual needs.

The resources that we allocate are:

- allocated fairly and equitably according to the level of need
- based on our professional assessment of the level of difficulty the pupil is experiencing in relation to other children of the same age
- compared with those of similar schools to ensure we are not out of line

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- moderated through advice, help and support from SEND support services who routinely work across a number of schools.

Resources in school will be regularly reviewed and new resources purchased when possible and when appropriate.

15. Sharing Good Practice

As a school we are part of a local education community. We meet together at regular intervals and share good practice through SENDCo network meetings, which allow professionals to come together to discuss concerns and new developments, as well as to plan training for the foreseeable future. In addition we:

- support the transition of children between schools through planning and meeting teachers in the receiving school, and transferring records and knowledge
- ensure that, if local, children have the opportunity to visit the school and meet key staff before the move.

16. Complaints Procedure

Complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the school's Complaints Policy.

17. Key Contacts

Mrs A Gray – SENDCo
Mrs K Dodd – Headteacher

e-mail: admin2634@welearn365.com
telephone: 02476 364448

18. Review Framework

The policy will be reviewed every three years (or sooner in the event of revised legislation or guidance).

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ADDITIONAL PROFESSIONAL SUPPORT

- Educational Psychology Service
- Early Intervention Service (EIS)
- Speech and Language Therapy
- Occupational Therapy
- Paediatric Physiotherapy
- Integrated Disability Service (IDS)
- Child and Adolescent Mental Health team (CAMHS)
- Educational Welfare Officer (EWO)
- Looked after Children's Team

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PROVISION MAP EXAMPLE

Year Group Provision Map

Year _____

Autumn Term 1: September – October 2014

Area of Need	Whole Class Quality First Teaching support	Small Group Support	1:1 support
	E.g. Class, intervention/support, when, who with and how long:	E.g. Class, intervention/support, when, who with and how long and where:	E.g. Class, intervention/support, when, who with and how long and where:
Cognitive and Learning Literacy	Y1G Pre-tutor vocabulary with Red Group during Friday afternoons 10mins Pre-read text with Child H during introductions Picture prompts to support Child P	Y1G – Reading Group 3x per week for 10mins with Mrs XY in class Child A Child B Child C Child D	Y1G – 1:1 Reading 3x per week for 10mins with Mrs XY in class Child E Child F Y1G - 1:1 support within class Mrs XV Child P
Cognitive and Learning Maths	Y1G Numicon apparatus to support Group C: Child A Child B Child C Child D	Y1G – Numicon Group 3x per week for 10mins with Mrs XY in class: Group C: Child A Child B Child C Child D	Y1G - 1:1 support within class Mrs XV Child P
Social, Emotional and Mental Health		Social Skills group 2 x per week 20mins with Mrs ZV in the Rainbow Room Child F (Y1G)	
Communication and interaction		Speech and Language programme 2 x per week 20mins with Mrs ZV in the Rainbow Room Child F (Y1G) Child H (Y1H)	
Sensory and/or physical needs			Physiotherapy programme 3 x per week in hall with Mrs ZV Child F Medication Mrs XV Child P

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