

Ashton CEVC Primary School



Special Educational Needs Policy

Our Vision

Valuing all God's children and our Christian Values provide the foundations for successful and reflective learners.

We look after ourselves, each other and serve our community. We build our resilience, confidence and creativity. We follow in the footsteps of Jesus. We treat others as we like to be treated.

"Start children off on the way they should go, and even when they are old they will not turn from it." Proverbs 22:6

Introduction

This document outlines our school's policy towards all pupils with SEND, with particular emphasis on the identification and assessment of their needs and the educational provision to address these.

The policy has regard to the Special Educational Needs and Disability Code of Practice 0-25, which came into effect in September 2014. A copy of the Code of Practice can be found at www.gov.uk/government/publications/send-code-ofpractice-0-25

SENCo:

Mrs L Wilson

SEND Governors:

Mrs N Johnson

Definition of Special Educational Needs

The SEND Code of Practice (2014) states that:

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

It also identifies SEND as:

“A child of compulsory school agehas 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.”

Children with SEND are identified under 4 main categories:

1. Communication and interaction
2. Cognition and Learning
3. Social, Emotional and mental health difficulties
4. Sensory and physical needs

Special educational provision is that which is different from, or additional to, the educational provision normally made for children of the same age.

Objectives

1. The identification of pupils with special educational needs and additional needs at the earliest possible stage.
2. Assessment of the nature and severity of the child's special needs.
3. Intervention and relevant provision in order to meet the child's special or additional needs.
4. Monitoring of the pupils' progress.
5. To work within the guidance of the SEND Code of Practice 2014

Principles

At Ashton C of E Primary School we endeavour to make every effort to achieve maximum inclusion of all pupils whilst also meeting the individual needs of our pupils. We aim to celebrate individual learning achievements within a community where everyone is accepted and valued. The underlying principles of this policy have been agreed and understood by the whole staff, in order to successfully implement them.

The provision of full and equal access to the whole curriculum and inclusion for all requires full co-operation between teachers, support staff, governors, parents and carers and outside support agencies.

All teachers are teachers of SEND. It is the responsibility of all teachers to provide high quality teaching that is differentiated and personalised to meet the individual needs of the majority of pupils. A child with SEND should have their needs met and it is important that the views of the child and parents or carers are taken into account.

The school believes that children with SEND should be offered full access to a broad, balanced and relevant education. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning and behaving
- acquire, assimilate and communicate information at different rates
- need a range of teaching approaches and experiences

Identifying Pupils with Special Educational Needs

It is important to identify that a child has a special educational need as early as possible.

Our graduated response follows the guidance in the Code of Practice 2014 which advises a process of assess, plan, do, review.

Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least, good progress and improved outcomes. Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information used to make such a judgement may include teacher's assessment, observation, behaviour and the views of the child and parents.

Plan

Once the need for SEND support has been identified the SEN code 2014 is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching and differentiation for individual pupils is in place. Teachers will adapt their teaching and provision to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum with the support of the SENDco.

Children with SEND will have an individual education plan, usually referred to as an IEP. IEPs will incorporate 2-4 targets that the pupils will be working towards over a stated period of time. These targets should be SMART (specific, measurable and realistic targets.) IEPs will state the provision that the pupil will receive and the strategies and/or resources used to support progress. IEPs will also detail the adults that will work with the children on their targets and the frequency of the support.

Do

The teacher is at the centre of day to day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

The SENCo will also monitor the delivery and impact of any interventions or support offered to SEN pupils through observations and discussions with the child, class teacher and adults responsible for 1:1.

Review

Teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally.

Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet their end of year/key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?
- Is the provision for the child appropriate?
- What else can we do to support our pupils? E.g. interventions.

If, after such interventions, the child is still causing concern then the SENCo may contact an appropriate outside agency for advice and support. This only takes place following a discussion with parents. Outside agencies may include the school's Educational Psychologist (E.P.), a Speech and Language Therapist (SALT), a specialist teacher/agency such as Autism Outreach, a specialist behavioural agency such as JOGO Behaviour Support, or an appropriate medical agency. After the consultation from an outside agency, different targets may be set or alternative strategies used and the child is then receiving SEN support. These strategies will be incorporated into an existing Individual Education Plan (IEP), or a new one will be issued, and reviewed termly. This will be discussed with parents 3 times a year.

Pupils who are receiving SEN support will be included on the school's SEN register. Pupils with medical needs, who may not necessarily have SEN, will be included on the school's medical register.

After a period of time, if the child is still a cause for concern the school may request an Educational and Health Care assessment, which may result in a child receiving

an Educational and Health Care Plan (EHCP). This outlines the special provision that the school must make for the child. It is reviewed annually.

Individual Education Plans

The IEP will record strategies used to enable the child to make progress and outline specific targets that the child will be working on.

The IEP will include information on:

- the nature of the child's difficulties
- short term targets set by or for the child
- teaching strategies and interventions to be used
- the provision to be put in place
- success criteria for meeting each target
- an evaluation of the targets
- when the plan will be reviewed and outcomes
- any other relevant information

Child friendly IEPs and/or target sheets may also be drawn up and used to encourage the involvement of pupils, depending on their age.

Designated responsibilities regarding Special Educational Needs & Disabilities

For SEND provision to be effective, it is necessary that all concerned are committed to the same aims in order to adopt a consistent whole school approach.

Responsibilities of the Governing Body

- They must set up and provide appropriate staffing and funding for resources as required
- They must oversee the school's work in the area of SEND, supporting the SENCo in ensuring that SEND provision is delivered in line with the SEND Policy
- The Governing Body must have a responsible governor to oversee the schools' arrangements and provisions for pupils with SEND.
- The Governing Body must ensure that teaching staff are providing quality provision for pupils with SEND
- The Governing Body must report to parents annually on the school's policy on SEND
- The Governing Body must ensure that parents are notified of a decision by the school that SEND provision is being made for their child

Responsibilities of the Headteacher

The Headteacher has responsibility for:

- The day-to-day management of the school's SEND policy
- The general provision for children with SEND
- Keeping governors fully informed about matters regarding pupils with SEND
- Working closely with the school's SENCo

Responsibilities of the Special Educational Needs Co-ordinator (SENCo)

The SENCo should:

- Oversee the day-to-day operation of the SEND policy
- Be closely involved in the development of the SEND policy and co-ordinate provision for children with SEND including those with an EHCP
- Work closely to support and advise class teachers and TAs
- Liaise with external agencies (Educational Psychologists, Speech and Language Services, Health and Social Care Professionals, etc.)
- Oversee records of all children with SEND
- Liaise with parents of children with SEND
- Contribute to training in SEND for staff
- Liaise with potential next providers of education to ensure a smooth transition
- Liaise with the designated teacher where a looked after child has SEND

Responsibilities of the Class Teacher

All teachers are teachers of children with SEND. They should be fully aware of the school's procedure for identifying, assessing and making provision for pupils with SEND. They are responsible for:

- Assessing children in order to identify those with SEND at an early stage
- Looking at classroom organisation, teaching materials, teaching styles and differentiation in order to decide how these affect each child's learning ability
- Highlighting areas for early action to support each child within the class
- Identifying these early interventions on a provision map
- Delivering or overseeing the delivery of the interventions recorded on the provision map
- Setting suitable learning challenges
- Overcoming potential barriers to learning for individuals and groups of pupils
- Using additional rewards and sanctions as necessary to help the child meet his/her targets.
- Seeking the advice of the SENCo when necessary
- Keeping parents informed of their child's progress
- Keeping records of work carried out

- Providing information and evidence for outside agencies
- Undertaking appropriate training as necessary

Teaching Assistants

TA's have a role and responsibility to:

- Support pupils with SEND under the guidance of the SENCo and the class teacher
- Liaise with class teachers and SENCo on the progress of pupils
- Be conversant with IEP's and the pupils targets
- Keep appropriate working records to aid the evaluation process
- Undertake appropriate training

Resources

It is the responsibility of the Governing Body to ensure that adequate and appropriate resources are available to meet the needs of all SEND pupils.

When a pupil has an EHCP funded by the local authority, such funding should be used not only for personnel to support that pupil but also to purchase any resources that are necessary to help the school meet their objectives as outlined within it.

Where no additional funding is provided from outside the school's existing budget, it is important that adequate resources are provided to meet the varying needs of SEND pupils. Funding is through the school's delegated budget but occasionally, if a child has a very high level of need, the SENCo may apply for High Needs Funding for that pupil. Additional finance is also available if a pupil meets the requirements for Pupil Premium Funding.

The school's needs for such resources will be reviewed annually by the SENCo and the Headteacher. SEN considerations can then be included in the budget planning of the school as a whole.

Training

The Headteacher, members of the Governing Body, the SENCo and TAs will attend relevant courses and training as necessary, in order to keep up to date with local and national issues regarding SEND. Class teachers will also undertake training, either as a whole school or on an individual basis, where such training would benefit the SEND pupils that they teach. SEND information will be disseminated to all members of staff including support staff so that the school as a whole keeps a consistent approach in the teaching of children with SEND.

Transition

Sometimes a child who has SEND will have been identified in the pre-school setting. Where this has occurred, staff are informed and often attend meetings with staff from the setting, parents and/or relevant staff from the outside agencies. The Early Years teachers receive a report from the pre-school setting on all pupils due to enter our school and the needs of each child are taken into account. It is important that the school is fully aware of a child's needs in order to assess whether we are the appropriate setting for that child. The needs of the child and the other pupils in the cohort will also be considered.

The SENCo will liaise with the SENCo from the relevant secondary school regarding pupils in Yrs 5 and 6 with SEND. All relevant information is passed on to make sure that the new school is fully aware of the needs of the pupil. The SENCo from the next school is also invited to attend relevant meetings to ensure that they are fully informed. The Secondary School SENCo(s) will also visit the school to see SEND pupils.

Working in Partnership with Parents and Carers

Ashton C of E Primary School strives to develop positive constructive relationships with all of our parents and carers. We accept and value the contribution of parents and encourage them to play an active role in the education of their children. Parents/Carers must be informed of a child's special educational need as soon as this is identified. The school will always seek parental permission before referring a child to an outside agency.

Our aim is to ensure that parents and carers understand procedures by making information 'user-friendly' and by informing them of how to access support when necessary. When special educational needs are identified, parents/carers will be told about the parent partnership service, SN-IP (Special Needs Informed Parents). This is an impartial service and parents can obtain details about SNIP's role and how to contact them from the SENCo.

Parents and carers are further supported by the Local Authority in their local offer. Details of this can be found at www.northamptonshire.gov.uk/localoffer

Parents and carers have a responsibility to communicate with the school to alert us to any concerns they may have about their child's learning or to inform us of anything that may affect their child's life at school. Parents/carers are also required to fulfil their obligations under the home school agreement.

Complaints Procedure

Ashton C of E Primary School follows the LA procedure for complaints. The first point of contact for parents/carers is the class teacher, but if further clarification is required then the parent should contact the SENCo. If parents are still uncertain or

require further discussion then an appointment should be made to see the Headteacher. Governors are also available and can be contacted through the school office.

Evaluation and Review

Policy due for review	March 2022
Signed on behalf of the Governors	
Date ratified	March 2021