



SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS FEDERATION

Special Educational Needs/Disabilities Support (SEND) Policy

January 2015

Special Educational Needs/Disabilities Support (SEND) Policy

1. Introduction

1.1 At Seagry and Somerfords' Walter Powell Primary Schools Federation, we are committed to offering an inclusive curriculum and ensuring the best possible outcome for each of our pupils whatever their needs and abilities. We recognise the importance of both schools being Faith Schools and therefore embed the teachings from the bible into our policies, values and everyday practice.

1.2 The specific objectives of our SEND policy are as follows:-

- To ensure that pupils with special educational needs and disabilities join in with all the activities of the school
- To identify children who need SEN support following a process of careful monitoring and assessment. We will ensure that the children receive 'Quality Teaching First' in the classroom and that effective classroom strategies are adopted
- To discuss with parents their children's strengths and difficulties, alongside assessments, to make a plan to achieve the desired outcomes
- To discuss with SEND children their progress and targets as appropriate
- To follow a **graduated approach** to interventions, following a four part cycle of: Assess, Plan, Do, Review (see below)
- To liaise with outside agencies following consultation with parents, to seek advice and support.

1.3 The schools' Special Educational Needs Coordinator (SENCO) is Mrs Edmondson and Assistant SENCO Mrs Hickling, who work in co-operation with Mrs Rowe (Head teacher) to carry out the SENCO role.

1.4 There is an SEN link Governor, Mrs Silverwood, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The link Governor meets with the SENCO on three occasions per year.

2. Identifying SEN

2.1 In accordance with the Children and Families Act 2014, our school aims to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for the child.

"A pupil is deemed to have SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

(Children and Families Act 2014, para 6:15 p 83)

2.2 Class teachers and subject leaders, supported by the senior leadership team, will regularly assess and monitor the progress of all pupils. Governors will provide oversight through the Standards and Curriculum Committee.

- 2.3 The first response to identifying where progress is less than expected will be to ensure that there is 'Quality Teaching First' in the classroom and that it is targeted at a pupil's areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO will assess whether the child has SEN through the graduated approach.
- 2.4 They will also assess progress other than attainment to identify areas where pupils may be in need of additional support.

Broad areas of need

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

3. SEN provision

“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and their parents.”

(Children and Families Act 2014, para 6:40, p88)

- 3.1 The classroom teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils have support from teaching assistants or specialist staff. They must provide high quality teaching, which is differentiated for individual pupils.
- 3.2 Through the graduated approach, if evidence is gathered to suggest that a pupil may be in need of additional support; this will be discussed with the SENCO. The parents will also be involved in discussing their child's strengths and difficulties and the outcomes that could be achieved from setting up an SEN intervention that may be provided within the school or require the involvement of an outside agency.
- 3.3 An individual education plan (IEP) will be drawn up. It will set out the expected outcomes, strategies and have a date set for review. The decision to give a child SEN support will be recorded in the school's records and the pupil's parents will be formally informed.

4. SEN Support and specialists

- 4.1 The SEN support will take the form of form of a four-part cycle:

Assess – Plan –Do – Review. This is known as the **graduated approach**.

Assess – all relevant information will be assembled and in-school assessments undertaken as appropriate. This includes the views of the pupil and the parent/carer.

Plan – our aim is always to seek the most effective strategy to attain progress and achieve the desired outcome through:

- planned adjustments, support and interventions to be put in place as appropriate including expected impact on progress and date for review.
- parents being aware of planned support and intervention and reinforce at home.

- formulating an IEP with achievable targets.
- the strategies decided on may involve a child receiving additional group work or 1:1 support.

Do – timed intervention takes place. Progress monitored and noted for adjustments. Expectation that skills being taught are transferring and reflected in progress in class. Pupil developing independence.

Review – effectiveness of support, intervention and impact reviewed. Revise support; decide on changes and outcomes with parents.

- 4.2 If the pupil does not appear to be meeting IEP expectations and making sufficient progress it would then be necessary to formulate a 'My Support Plan', and we would invite parental input and the advice of outside agencies.
- 4.3 The aim of the meeting would be to discuss and agree strategies and provision. The meeting would include class teacher, parents, outside agency, child and SENCO, the Support Plan would then be registered with SPoC and an appropriate SEND Lead Worker would then be designated to the child.
- 4.4 A My Support Plan should be reviewed at least 3 times a year.
- 4.5 Any child who holds an IEP or is thought to need extra support will also have a One Page Profile.
- 4.6 Should additional advice be necessary from an outside agency then the SENCO will complete a Single Agency Referral Form (SARF) with permission from parents and in discussion with the child.
- 4.7 A Common Assessment Framework Form (CAF) will only be completed if a child is registered with Social Services or is a looked after child and there are exceptional circumstances.

5. Requesting an Education, Health and Care Needs Assessment or Wiltshire 'My Plan'

- 5.1 If a child does not make the expected progress on a 'support plan' or their needs are complex, the child is looked after and vulnerable, or has a lifelong disability and requires constant support the school or the parents should consider requesting an Education, Health and Care (EHC) Needs Plan or a Wiltshire 'My Plan'. This will involve contacting the SEND lead worker attached to the school and sending them a copy of the current 'My Support Plan'. This will include assessments, along with reports from the school, from parents and from all outside agencies that have been involved. The SEND lead worker will then contact parents, school and outside agencies involved to arrange an appropriate meeting.

6 The role of the SENCO

- 6.1 As set out in the Children and families Act 2014 the key responsibilities of the SENCO may include:-
 - overseeing the day to day operation of the school's SEN policy
 - co-ordinating provision for children with SEN
 - liaising with the relevant Designated Teacher when a looked after pupil has SEN
 - advising on the graduated approach to providing SEN support

- advising on the deployment of the school's designated budget and other resources to meet pupil's needs effectively
- 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 support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and that 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 SEN up to date

7 Complaints procedure

- 7.1 We try very hard meet the needs of all the children in our care and to help them to achieve their desired outcomes and to work in close co-operation with parents and other relevant agencies. If you have any concerns regarding your child's special needs please speak to their class teacher first. If you continue to feel concerned, please raise the matter with the Head teacher or the SENCO.
- 7.2 Our Parent Support Advisor/ Assistant SENCO (Mrs Hickling) is available to give advice and to put parents in contact with other support groups.

8. Policy review

The review cycle for this policy is every two to three years.

This policy was reviewed and agreed by the Federated Governing Body, Headteacher and Staff at Seagry CE VC Primary School and Somerfords, Walter Powell CE VA. Primary School on 26th January 2015 and is due for review by January 2018.

Signed:
(Chair of Governors)