

Church Walk CE Primary School

Special Educational Needs and Disabilities (SEND) Policy **(includes Inclusion Policy)**

At this school it is our aim that every child will reach his or her full potential. We base our Special Needs Policy on this aim. There may be areas of development where the pupil is not achieving maximum potential; these may be social, emotional physical or intellectual. We shall try within the resources at our disposal to respond to the needs of children with special needs. We shall try to create an atmosphere where pupils with special needs are valued and through support and praise are encouraged to develop at their own level, each child's strength being built upon.

As a Right Respecting School, this policy takes account of Article 23 that all children have the right to a good education regardless of disability.

1. Aims and objectives

2.1 The aims and objectives of this policy are:

- to identify children with special educational needs or additional needs as early as possible;
- to create an environment that meets the special needs of each child;
- to ensure all children have equal access to a broad, balanced and differentiated curriculum;
- to encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to encourage children to be fully involved in their learning;
- to ensure everyone involved is kept fully informed and engaged in effective communication about the child's needs.

2. Roles and Responsibilities

2.1 In this school provision for children with special educational needs is the responsibility of all members of staff.

2.2 Mrs Rachel Clark, the Special Educational Needs Co-ordinator (SENCo) is responsible for the day to day operation of the SEND Policy. Her main duties are:

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- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- advising Teaching Assistants

- overseeing the records of all children with special educational needs
- together with class teachers, liaising with parents of children with special educational needs
- contributing to the in-service of training staff
- liaising with external agencies including the L.A.'s support and educational psychology services, health and children's services and the school nurse.

2.3 The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs. The designated Governors for Special Needs are Judith Harrison and Sue McKenzie; they meet half-termly with the SENCO and Head teacher to discuss matters arising from Special Needs. The Governors ensure all teachers are full aware of their responsibilities towards pupils with special educational needs. They report annually to parents on the success of the school's policy of provision for children with special educational needs.

2.4 The Governing Body has agreed with the L.A. admissions criteria, which does not discriminate against children with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice. All schools should admit children with already identified special educational needs, as well as identifying and providing for children not previously identified as SEND. Children with special educational needs but without statements/ Education Health Care Plans must be treated as fairly as all other applicants for admission. Admission authorities must consider applications from parents of children who have special educational needs but no Education Health Care Plan on the basis of the school's published admission criteria. Such children should be considered as part of the normal admissions procedures. Admission authorities cannot refuse to admit children on the grounds that they do not have a statement of special educational needs or are currently being assessed.

Children with EHCPs will be admitted **unless** the school cannot meet the needs of the child, because of at least one of the conditions set out in section 39(4) CAFA 2014. These are:

- The setting is unsuitable for the age, ability, aptitude or special educational needs ("**SEN**") of the child or young person; or
- The attendance of the child or young person would be incompatible with the provision of efficient education for others; or
- The attendance of the child or young person would be incompatible with the efficient use of resources.

Under such circumstances, it is expected that the LA carefully consider the school's reasons before naming the school on an EHCP.

3. Educational Inclusion (see Inclusion section in Learning and

Teaching Policy)

- 3.1 At this school we respect the fact that children:-
- have different educational and behavioural needs and aspirations
 - require different strategies for learning
 - learn at different rates and in different ways
 - require a range of different teaching strategies and experiences
- 3.2 Teachers respond to children's needs by:
- providing support in all curriculum areas
 - planning to develop children's understanding through the use of all senses and experiences
 - planning for children's full participation in learning, and in physical and practical activities
 - planning for children to manage their behaviour, enabling them to participate effectively and safely in learning
- 3.3 This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support.

4. Specialist Provision

The arrangement for admission of children with Education Health Care Plans is set out in our Admissions Policy. For all other specialist provision, see Equality Plan which incorporates the Access Plan.

5. Information about the school's policy for identification, assessment and review for all children with SEN

- 5.1 In addition to the points made in 2.1 – 2.3, the SENCo will work with all staff to ensure children who may need **additional or different support**, to that normally found within the classroom, are identified as early as possible.
- 5.2 The progress made by all children at this school is regularly monitored and reviewed. The school does not identify children as having special educational needs unless we are taking action that is **additional or different** from that which goes on in the classroom as part of our differentiated approach.
- 5.3 Children who are not making adequate progress may be assessed to determine whether they have special educational needs.
- 5.4 Class teachers consult with the SENCo when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a child's progress. The triggers for concern are described in the SEN Code of Practice (EYs 4.21, 4.31, Primary 5.44, 5.56).
- 5.5 Under the provisions of the Children and Families Act 2014, the designations of School Action and School Action Plus have been

replaced by SEN support, a graduated approach to supporting pupils with SEN or disabilities. Additional support is provided through **Early Years/SEN Support**. This will be monitored and reviewed regularly through an Individual Plan (IPP).

- 5.6 The SENCo will endeavour to consult with parents, children, carers, teachers and support staff about the IPP to ensure all interested parties are aware of the learning targets and their contribution to its implementation.
- 5.7 All IPPs will be reviewed after an appropriate period of time (usually termly) to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded. Parents and children will be invited to take part in the review and target-setting process.
- 5.7.1 Personal, Social, Health Education is taught throughout school to support all children's social and emotional skills. We have a range of support strategies and intervention programmes for children to support their emotional and mental health and wellbeing.
- 5.8 **Early Years/SEN Support** – If we have evidence that a child is making insufficient progress despite support at EY/SEN Support, the SENCo may seek further advice from external specialists within the LA, consisting of professionals, including specialist teachers, educational psychologists, and educational administrators. The Educational Psychologists for our area are Jo Leggett and Danielle Barry. The SENCo will keep parents and children fully involved and informed about any proposed interventions.
- 5.9 The range of support for children at EY/SEN Support+ will be similar to that at EY/Support but may be necessarily more intensive.
- 5.10 Children with an EHCP will, in addition to the on-going review of their progress and specific support through their IPP, be reviewed annually. A report containing recommendations will be provided for the LA, which will consider whether to maintain, amend or cease the Education Health Care Plan, using the procedures described in Section 9.34 of the Code of Practice for SENs.
- 5.11 This school will liaise with the receiving school when a child with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer. We liaise with other schools to ensure that special needs children have a smooth transition between schools. All relevant information is shared between SENCos from both schools. Records are passed to other schools when a visit is not possible. Our Reception teacher visits our Pre-School providers prior to the child's entry into school. Any relevant information relating to the child's needs is discussed on these visits. Information is also recorded from Home Visits.

6. Allocation of Resources

At Church Walk CE Primary School, the Head teacher is responsible for resourcing the Special Needs provision within the school budget.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

A provision map details not only intervention programmes in place but also cost (in number of hours) to run these.

7. Access to the Curriculum

All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:-

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work and use assessment to inform the next stage of learning.

IPPs contain a small number of specific targets, ideally three or four designed to enable the child to progress. All children at EY/SEN Support and EY/SEN Support+ have an IPP.

Whenever possible we do not withdraw children from the classroom. Children are occasionally withdrawn in groups or individually to work with a Teaching Assistant on games and work reinforcing instruction already carried out in the classroom. Statemented children work within the classroom but may be withdrawn for tasks specific to their needs. All interventions are detailed in the provision map.

8. Complaints procedures

The school's complaint procedures are set out in the school prospectus.

Under the SEN and Disability Act 2001, parents can request the services of an independent disagreement resolution. This information is available from the Local Authority Area Assessment Officers, Martin Varey (Barrow) and Susie Ramsden (Kendal).

The Complaints Procedure can also be viewed in the school office or a copy is on the website.

9. Staffing and Partnership

The SENCo/Headteacher will provide training through the INSET programme to ensure all staff are fully informed of relevant SEND

issues and procedures within school. This usually takes place at Staff Meetings.

10. Partnership with Parents

Class teachers work closely with parents throughout their child's education. Parents should in the first instance contact the class teacher in case of any concern or difficulty.

The school provides information about the Parent Partnership service to all pupils with special educational needs if the need arises. They can provide independent support and advice.

At all stages of the SEND process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

11. Links with other schools

11.1 The SENCo liaises with the SENCo of other schools to ensure that effective arrangements are in place to support children at the time of transfer. This usually takes place in the summer term or sooner if necessary.

11.2 When children move to another school their records will be transferred.

12. Links with other agencies

12.1 The school works closely with Children's Services when identifying, assessing and making provision for special needs children.

12.2 The Area Assessment Officers work for the Local Authority.

12.3 We work in partnership with other agencies when the need arises.

The success of this policy is judged against the aims set out above. In conclusion, our Special Educational Needs Policy will be effective if we continue to focus upon the need for all children to reach their full potential. Within the resources available, the staff will try to provide a quality education for special needs children. With this in mind, the staff, in conjunction with the Governors, will evaluate the success of this policy. The Governors will report annually on the success of the school's policy.

