

Colburn Community Primary School

Policy for special educational needs and disabilities (SEND)

Agreed by governors - 11.9.17

**This policy is in line with the final draft Code of Practice which will be ratified by parliament
for use from September 2014**

Abbreviations used

CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
SALT	Speech and Language Therapists
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and Disability Coordinator
TA	Teaching Assistant

School's aims and values statement

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 final draft CoP)

Objectives of the policy

At Colburn Community Primary School we believe that:-

- a) All pupils with SEND are the shared responsibility of all staff. As a result we ensure that all staff have appropriate professional skills and a good awareness of SEND
- b) Pupils with SEND are entitled to a broad, balanced and relevant curriculum which is differentiated and adapted to ensure they achieve the best possible outcomes

Objectives

- 1) To provide full access to the Early Years Foundation Stage Curriculum/National Curriculum for all pupils within the school at a level appropriate to their needs.
- 2) To identify and assess the SEND of children within the school and to make provision for these needs accordingly.
- 3) To provide a structured process of identification, assessment, monitoring and review for each child on the register.
- 4) To involve parents of children with SEND in all aspects of their child's education.
- 5) To ensure that staff and governors are aware of their roles and responsibilities in accordance with the CoP.

Philosophy

The school community believes that

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them

- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision is as follows:

The role of the SENDCo

In our school, the special educational needs and disability coordinator (SENDCo):

- manages the day-to-day operation of our SEND Policy and maintains the SEND register
- co-ordinates the provision for children's special educational needs and maintains provision maps which show the range of additional support provided for pupils in our school
- supports and advises colleagues to ensure quality first teaching for all SEND pupils
- oversees all assessments of the progress made by pupils with SEND
- arranges all IEP review meetings, which she will chair, when the head teacher is not involved
- maintains records of all children with SEND
- acts as a main point of communication with parents and carers, in addition to the class teacher
- acts as the link with external agencies and support services
- monitors and evaluates this SEND Policy, and reports to the governing body
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEND
- refers children to outside agencies for assessment and support

- manages the transition of children from/to other settings – secondary schools, pre-school, specialist units and EMS units
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND

The role of the head teacher

The head teacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met. He oversees and line manages the work of the SENDCo. In particular cases, the head teacher may liaise with external agencies and the LA, and may chair some meetings, particularly of pupils who have an Educational Health Care Plan.

The role of the governing body

The governing body has due regard for the SEND CoP when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually, through the school website, to parents and carers on the nature of the school's policy and provision for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupil with an Education, Health Care Plan are aware of the nature of the EHC plan.

The SEND governor liaises closely with the SENDCo and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health Care Plans.

The head teacher informs the governing body of how the funding is allocated to support special educational needs, whether through the school's devolved formula-funded budget or through a cash grant attached to some Education, Health and Care plans.

The head teacher and the SENDCo meet termly to agree on how to allocate and use our SEND funding. The SENDCo draws up the necessary resources bid when the school is planning its budget.

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class teachers, TAs, SENDCo, parents and pupils to ensure good progress

- All staff have appropriate access to up to date information about pupils with additional needs
- The SENDCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are shared so that staff, pupils and parents know what reasonable adjustments are available
- The training budget for staff development is allocated annually
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the governors' SEN information report*.

Individualised approaches:

- Additional interventions are implemented as necessary and these interventions are monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, SALT, Medical services and the Prevention Service etc.
- All pupils on the SEND register have an individual education plan and/or a behaviour plan, risk assessment or health care plan
- Child-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The SENDCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2014

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on individual education plans.
- Annual financial returns.
- Completion of statutory functions by the SENDCo related to referral for Education, Health Care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups.
- Focused monitoring by the SENDCo, head teacher, SEND governor.
- Detailed discussions with families and pupils.
- Progress through a variety of transitions.
- Attendance and exclusions analysis.
- Feedback from support agencies and Ofsted.
- Local authority analysis of information and data about the school.

The governing body evaluate the work of the school by:

- Appointing an SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEND funding

Reviewed: September 2017

Approved by governors: September 2017

Review date: September 2018

*The SEND information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCo (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.

This policy has been checked and approved by governors.

Last reviewed: September 2017

Next review due: September 2018