

Ashford CE Primary School



SEND Policy

Draft Updated Policy: February 2016

Approved by FGB:

Governors' Committee Responsible: Families & Communities/ Curriculum Committee

Governor Lead: Mrs S Sandhu

Nominated Lead Member of Staff: Mrs A Witt, Inclusion Leader/SENCO

Status & Review Cycle: Statutory – on update annually

Next Review Date: Summer 2017

Our Ethos

Ashford CE Primary School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At Ashford CE Primary School every teacher is a teacher of every pupil including those with SEND.

Definition of SEND

At our school we use the definition for SEN and for disability from the *SEND Code of Practice* (January 2015) which states:

*SEN: a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is **significantly greater difficulty in learning than the majority of others the same age**. Special Educational provision means **educational or training provision that is additional to, or from, that made generally for others of the same age in a mainstream setting in England**.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day tasks**’.*

Key Roles and Responsibilities

Inclusion Leader

The Inclusion Leader has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans. Part of the role of Inclusion Leader is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

Our Inclusion Leader is Anna Witt (National Award for SEN: July 2013) who can be contacted via the School Office.

Other staff with specific roles

SEND Governor: Sukhi Sandhu

Role of SEND Learning Support Assistants – over seen by the Inclusion Leader/ SLT

Designated Teacher – Inclusion leader

Pupil Premium/ LAC Funding – Deputy Head

Responsible for meeting the medical needs – Head Teacher

Introduction

This policy was created in partnership with all stakeholders at Ashford CE Primary, including teaching staff, parents, Governors and pupils with SEND. The policy reflects the statutory guidance set out in the *Special Educational Needs and Disability Code of Practice 0-25 years* (January 2015)

How can parents access this policy?

You can get a copy of our policy in a number of ways:

- From the school's website
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the *SEND Code of Practice 0-25* (January 2015) 3.65 and has been written with reference to the following related guidance and documents:

- *Equality Act 2010: advice for schools* DfE May 2014
- *Schools SEN Information Report Regulations* (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- *Statutory Guidance on supporting pupils at school with medical conditions* December 2015
- *The National Curriculum in England Key Stage 1 and 2 Framework* document Sep 2013
- Ashford CE Primary Safeguarding Policy
- Ashford CE Primary Accessibility Plan
- Teachers Standards (Updated June 2013)

Aims and Objectives

Aims

At Ashford CE Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and to feel that they are a valued member of the wider community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

Objectives for 2016/17

- Ensure that all staff consistently put into practise the school's systems for improving and raising pupils' achievement
- Ensure that there is a rigorous assessment system replacing levels that is in place for assessment of pupils progress and attainment ensuring accountability remains high
- The PSHE programme is in use and is raising the standards of personal development, behaviour and welfare
- Pupil voice is part of all school monitoring systems

Identification of need

The Code of Practice (p97-98) outlines four areas of need

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

1) Communication and interaction

Children with SEND may have difficulties in one or more of the areas of speech, language and communication. These pupils need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Pupils with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may also have difficulties with communication, social interaction and imagination. Pupils with communication difficulties may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. For some children, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

2) Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

3) Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Pupils who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. These difficulties also may impact on a child's emotional readiness to learn.

4) Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and a medical condition or disability does not necessarily imply a child has a Special Educational Need. Many children require only minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Some children and young people require special educational provision. It is this group that should be identified as having a SEND.

However not all children sit neatly within one of the four categories of need and as such may have multiple needs which may or may not be interconnected. It is also worth noting that the code states in section 6.27:

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

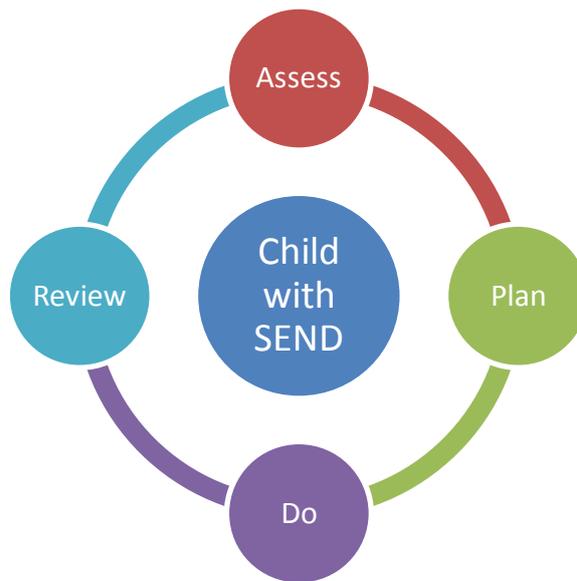
At Ashford CE Primary school we will identify the provision required for each pupil by considering the needs of the whole child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A graduated response to SEN support

This section explains how we identify and support children with SEN and disability.

As a school we follow a graduated response with four stages of action: assess, plan, do and review. At the earliest possible time we will identify pupils with SEND and those which might need additional or different provision in order to achieve their outcomes. As part of our graduated approach to supporting outcomes and making the appropriate arrangements we will:

- Consider whether core teaching approaches should be changed to meet the needs of the child
- Listen to and talk to the parent/carer so that agreement is reached on how best to meet the child's needs
- Listen to and talk to the child, involving them fully in decisions about their education



WAVE 1 -Quality First Teaching

Our quality first teaching is set out in our Wave 1 provision (see website). We identify Quality First Teaching as focused lesson plans with objectives which give appropriate challenge, engaging all pupils. Our teaching standards make high demands of pupil involvement and engagement with their learning. Teaching ensures high levels of interaction for all pupils through appropriate use of teacher questioning, modelling and explaining. We place an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups. All pupils are expected to accept responsibility for their own learning and work independently. Every teacher is expected to provide differentiated expectations for all pupils and this is the first step in responding to pupils who may have SEND. Teachers are responsible and accountable for the progress and development of **all** pupils in their class, including where pupils access support from teaching assistants or specialist staff. The teachers may provide additional resources. All class teachers monitor pupil progress as part of half termly meetings using data tracking. Teachers provide regular progress feedback to the children through their marking, target sharing, questioning, self-evaluations and peer assessments. The school regularly participates in learning reviews, book scrutiny's, drop ins, planning reviews and learning walks to monitor the quality of teaching. At this stage the class teacher will keep parents/ carers informed where necessary.

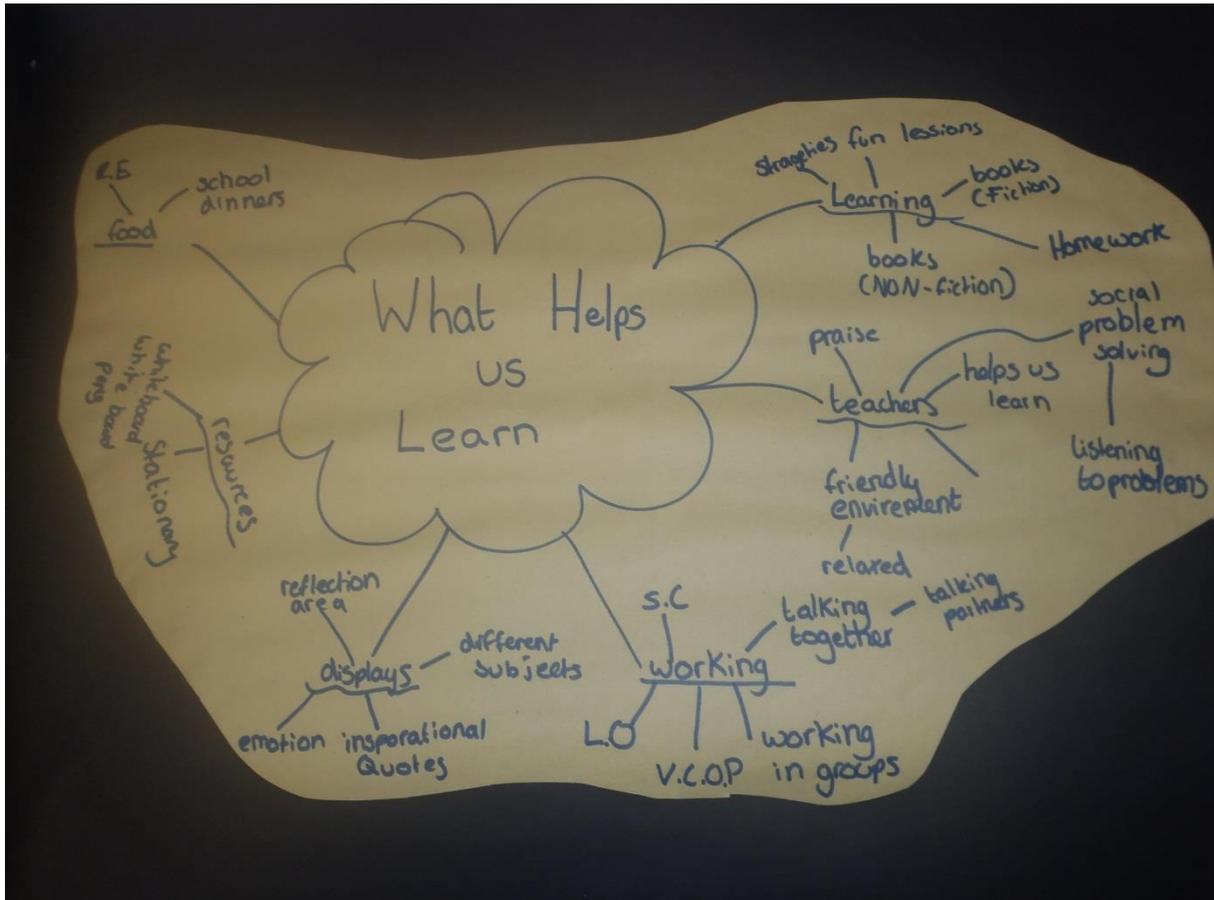
If a child is identified as requiring a higher level of need than can be supported through our Wave 1 provision...

WAVE 2/ WAVE 3

The class teacher and Inclusion Leader consider all of the information gathered from within the school which may include formative assessment, moderation of progress, intervention outcomes. This information is compared to the pupil's progress based on their age, starting points, expectations of progress and national data. If a child is identified as having higher levels of need (SEND Support) the school will place the child on the SEND register. The Inclusion Leader will work alongside a pupil's teacher to help find ways of supporting and improving the pupil's learning whilst they're receiving support on 'SEND Support'. They will also ensure the pupil's progress is regularly monitored and reviewed. If a child is shown not to have made adequate progress on 'SEND Support' then the school will work in partnership with other specialist professionals and agencies to assess and plan for further provision. This may include seeking advice from the LA's support services, which include the Educational Psychologist, but we may seek help from the local Health Authority or from Social Services based on the individual needs of the child. Where relevant external services and providers should work with schools to meet the needs of children with SEND. Schools should review the effectiveness of what is happening and consider the need for further assessment and whether there should be any changes to the support provided.

If a child with SEND has received support under 'SEND support' with little or no success, it is then the responsibility of a Inclusion Leader to see if the child should be formally assessed for an Education Health Care Plan (EHCP). The EHCP are for children up to 25 who have special educational needs and describe a child's special educational needs and the help they will get to meet them. It also includes any health and care provision that is needed. It is a legal document written by the local authority and is used for children with high needs. The EHCP replaces Statements of Educational Need and section 139 Learning Difficulty Assessments (LDA) on 1 September 2014.

The support for children with additional needs at Ashford CE Primary School takes many forms; here are some examples identified by our children



Supporting pupils at school with medical conditions

Ashford CE Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. For further details please see our 'Supporting pupils at school with medical conditions' Policy December 2015.

Person Centred Approach

At Ashford CE Primary we are developing a person centred approach to our SEND provision. Person-centred planning is a process of regular review, learning and listening. Person-centred planning focuses on the immediate and the future, taking into account the needs, thoughts, concerns and opinions of the individual, and consulting with those involved with the child including their family.

This means we focus on your child and how you can be involved in the process of helping the school and others support your child. It helps services understand how they can support you in the way that's needed. It means your child gets the best help from everyone who knows them. This approach takes many forms it could be the review meeting you are invited to or contributing to your child's One Page Profile.

Further information

Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The SEN Information Report (available on the school's website)

Surrey Local Offer (www.surreysendlo.co.uk)