

Carlton Colville Primary School

Special Educational Needs (SEN) Policy

June 2016 Review date: June 2017

This SEN Policy complies with the following:

- Section 69 (2) of the Children and Families Act (2014)
- Regulation 51 and schedule 1 of the SEND regulations 2014.

What are special educational needs?

The Code of Practice identifies ***“a child or young person as having 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 child of compulsory school age or a young person has a learning difficulty or disability if they:***

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or***
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”***

Special educational provision means educational or training provision that is ***“additional to, or different from”***, that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (2014): cognition and learning; social, emotional and mental health; communication and interaction; and sensory and physical need.

This SEN Policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Contents

Mission Statement	3
Aims and objectives	3
Responsibility for the coordination of SEND provision	3
Arrangements for coordinating SEND provision	4
Admission arrangements	4
Specialist SEND provision	4
Facilities and resources for pupils with SEND	4
Access Facilities for Pupils with SEND	4
Identifying and supporting pupils needs	5
Access to the curriculum, information and associated services	7
Inclusion of pupils with SEND	8
Evaluating the success of provision	8
Complaints procedure	8
In service training (CPD)	9
Links to support services	9
Working in partnerships with parents	9
Links with other agencies and voluntary organisations	9

Mission Statement

‘What we learn with pleasure we never forget.’

At Carlton Colville Primary School our aim is to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our purpose is to ensure an equality of opportunity to enable everyone to make the most of their abilities and to develop and widen their individual talents.

In our school every teacher is a teacher of every child or young person including those with Special Educational Needs (SEN)

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education, including the National Curriculum in line with the Special Educational Needs Code of Practice (2014).

Objectives

- To seek to identify the needs of pupils with SEN as early as possible, by gathering information from parents/carers, education, health and care services and early years settings prior to the child’s entry into school.
- To monitor the progress of all pupils to aid the identification of pupils with SEN and to ensure that all pupils are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child’s progress.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and specific responsibilities.

Responsibility for the coordination of SEND provision

The people responsible for overseeing the provision for children is the Head teacher Mrs Carol Child And the SENCO Mrs Jane Carruthers, a member of the Senior Leadership Team, who is currently studying for the National SENCO award.

Contact the SENCO through the school office 8:30am – 4:00pm Monday to Friday.

Telephone: 01502 572 682

email: office@carltoncolville.suffolk.sch.uk

The Lead Governor for SEND is Mrs Jackie Holland.

Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils. All staff can access:

- Carlton Colville Primary School SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles.
- Targets set and copies of the school/class provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities, or details of where these can be accessed.
- Information available through Suffolk County Council's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans (Statements of Special Educational Need) and those without. Please refer to the information contained on our website:

<http://www.carltoncolville.suffolk.sch.uk/page2.html#Admissions>

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We work in partnership with appropriate specialist SEND agencies to ensure we meet the needs of all children at Carlton Colville Primary School.

Facilities and resources for pupils with SEND

Each year the school identifies a budget for special needs. Depending on the type of need of children, some of the money will be provided by the school and some from the local authority.

Allocation of support time is based on need. The amount of time available to each class varies from year to year, according to the number of children identified as requiring extra support and the extent of their needs. The SENCO is allocated a certain amount of money each year for buying resources, such as reading materials, maths equipment, games, computer software etc.

The budget of the school including that spent on special educational needs is reported regularly to the Governing Body, and any exceptional spending can be approved there.

Access Facilities for Pupils with SEND

Our school complies with the Disability Equality Duty (see Equalities Policy) and has an Accessibility Plan which demonstrates the following:

- Increase the extent to which disabled pupils can participate in the curriculum (learning and social experiences)
- Improve the physical environment to enable those with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to those with disabilities.

Both the Equalities Policy and Accessibility Plan can be found on the school's website.

Identifying and supporting of pupils needs

A graduated approach:

Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored through our Pupil Progress Meeting (PPM) process.
2. Once a pupil has been identified as possibly having SEND, staff will closely monitor them in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through (2.) and (4.) it can be determined which level of provision the child will need going forward.
6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
8. The school records the child as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
9. Parent's evenings are used to share the progress being made by children, evidenced by monitoring and assessment.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and barriers to learning are removed. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be evaluated for impact, refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those

interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly as part of the PPM process. The review process will evaluate the impact and quality of the support and interventions. On a termly basis it will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the

complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application will require information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can found via the SEND Local Offer:

<https://www.access-unlimited.co.uk/send-reforms/local-offer/>

Following Statutory Assessment, an EHCP will be provided by Suffolk County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in the development and production of the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Head Teacher and SENCO oversee the school's approach to inclusion and are responsible for ensuring that it is implemented effectively.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice from external support services such as Speech and Language Therapists, Advisory Teachers and Educational Psychologists if the needs of a child require expertise outside of the school or if the school needs to build its own capacity to support the needs of a child.

Evaluating the success of provision

On a half termly basis, the schools Pupil Progress Meetings (PPM) will be used to ensure that children with special needs are making appropriate progress. This process brings together the SENCO and class teacher to ensure that there is Quality First teaching in place, that is working well, enabling interventions to be made that are appropriate and that these interventions are evaluated regularly.

On a termly basis, parents will be invited to meet with the SENCO, class teacher and any other appropriate agencies to discuss progress, review and set new targets and plan how further progress will be made in the coming term.

Where external support is procured, for example specialist teachers, they will monitor and evaluate the provision made for each child in their visit notes.

On an annual basis, all staff that work in the school's special educational needs provision will have their performance evaluated by looking at the outcomes of the children that they have worked with as part of the school's Performance Management Review (PMR) process.

For some children, an annual review will take place, which looks at the impact of interventions over the previous year, allowing evaluation and refocusing to take place if required.

Complaints procedure

At Carlton Colville we are always looking to improve our practise – it is a guiding principle of all aspects of the school. As such we openly encourage any feedback and will deal with it using a fair, open approach always with the child's interest at the centre of what we do.

Any concerns or complaints relating to the school's special educational needs provision can be made using the school's complaints procedure. This policy outlines the different stages of a complaint and who to refer to at which stage, the latest copy of which can be found at:

<http://www.carltoncolville.suffolk.sch.uk>

A copy is also available at the office for reference, or advice can be sought from the SENCO.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses, updates and conferences, and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO ensures that training opportunities are matched to school development priorities and the needs of the children.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Working in partnerships with parents

The school values partnership and works hard to include the parents of all children in their child's learning. Parents of children with special educational needs are encouraged to help and support them in a variety of ways e.g. a home/school record book may be used and other suggestions for parents' involvement are discussed at parent consultation, termly update meetings and annual reviews. The school welcomes parent input into every child's education.

Parents are invited formally into school to discuss their child's work and progress with class teachers twice during the school year at parent consultation meetings. On these occasions, during the Autumn and Spring Terms, the Special Needs Co-ordinator is also available to talk to parents.

The parents of children with special educational needs additionally are invited to meet with the SENCO and class teacher for a termly update meeting, and in some cases (depending on the level of need) will also be invited to an annual review.

If parents wish to see a child's class teacher or the SENCO at any other time during the school year, an appointment may be made through the school office.

Links with other agencies and voluntary organisations

If a child has health or social care needs in addition to education needs, it may be appropriate to make a referral for an Education, Health and Care Plan. The need for all of these agencies to work together to deliver the best possible outcomes for children is what drives this plan. As such, the criteria for a referral can be triggered by any of the groups in consultation with parents when existing plans and work with external agencies are not proving to be effective.

In such cases, the school will work with Suffolk County Council and follow the agreed referral process, involving parents and children throughout the procedure.

As part of that process, the need of the child from all perspectives will be considered and all agencies that can help meet the needs will be called upon. This applies equally to the needs of children without an EHCP: where extra support is identified as being needed, the school will attempt to procure that support either internally or externally.