Special Educational Needs and Disabilities (SEND) Policy

Harvington C of E First and Nursery School

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Governors Responsibility: Safeguarding Committee

Introduction

The school fully recognises its responsibilities for safeguarding children. The wellbeing of our children is of paramount importance – see Safeguarding Policy.
This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children may potentially have barriers to learning that mean they have special needs or disabilities and require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need adaptations or different support from that given to other children of the same age.
Children may have special educational needs or disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents/carers are able to play their part in supporting their child's education;
- To ensure that our children, where appropriate, have a voice in this process.

Special Educational Needs

The SEND code of Practice states that:
A child or young person has SEN if they have 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 he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Areas of Special Educational Need
At Harvington C of E First and Nursery School we make provision for pupils within the following four areas as outlined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

Management of SEND within school
Within Harvington C of E First and Nursery School SEND is led by our SENCo.

In our school the SENCo:
- Manages the day-to-day operation of the policy
- Co-ordinates the provision for and manages the responses to children's special needs
- Supports and advises colleagues
- Writes Individual Support Plans for children on Stage 3 and 2 of the tier list and organises termly review meetings
- Organises and leads annual review meetings
- Assesses children using our diagnostic tools
- Oversees the records of all children with special educational needs
- Listens to the voice of the child by carrying out pupil voice questionnaires/discussions
- Makes referrals to external agencies as appropriate
- Acts as a link with external agencies and ensures their targets and recommendations are being carried out
- Monitors and evaluates the special educational needs provision and reports to the Governing Body
- Manages a range of resources to enable appropriate provision for children with special educational needs
- Provides information for parents/carers and meetings to discuss their children
- Contributes to the professional development of all staff.

All school staff have a responsibility to provide all pupils with SEND with 'Quality First Teaching':
High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

In our school the teachers:
- Provide high quality teaching for all pupils
- Carry out specific assessments of individuals and use the information to plan next steps
- Focus on the ISP/EHCP targets
- Manage resources, to enable appropriate provision for children with special educational needs
- Provide specific information for external meetings
- Provide information for ISP review meetings and discuss ISP reviews with parents
- Refer children they are concerned about to the SENCo
- Act as a champion for children with SEND to build their confidence and self-esteem

In our school the Home School Link:

- Provides individualised interventions for children
- Provides feedback to teachers
- Provides specific SEMH interventions as stated on EHCP targets
- Provides support for families
- Provides information for external meetings

In our school the Governing Body:

- Have due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Does its best to secure the necessary provision for any pupil identified as having special educational needs.
- Ensure that all teachers are aware of the importance of providing for these children.
- Consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Have identified a governor to have specific oversight of the school's provision for pupils with special educational needs.
- The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Identification and Assessment

Early identification is vital. Special Educational Needs may be identified in a variety of ways:

- Whole school data analysis
- Diagnostic assessments
- The class teacher informs the SENCo of any concerns
- Concerns raised by parents
- Concerns raised by the child
- Information received from previous settings
- Information received from other agencies

The class teacher, SENCo and TA's assess and monitor the individual child's progress in line with existing school practices. This is an ongoing process. We have a range of diagnostic tools within school that we use, including:

- Sandwell Maths assessment
- Dyslexia assessments
- YARC-Reading assessment
- Wellcomm-Speech and Language assessment

Where children are identified as having a Special Educational Need they will be added to the school tier list as follows:

Tier 3-Children with an EHCP or significant needs

Tier 2-Children with needs that involve some external support such as SALT and/or need specific targets in place to support with and monitor progress

Tier 1-Children we are monitoring

Each child will have their own file, where logs are kept of reports and external agency involvement. Pupil passports are created where appropriate to ensure everyone has access to the information to best support the child. Where a child has 1:1 support, intervention plans are in place to ensure the children receive well planned support.

Parents will be informed at the earliest opportunity to alert them to concerns and enlist their active help and participation. The SENCo works closely with parents/carers and teachers to plan an appropriate programme of support (ISP.) Strategies, resources and individual targets are put in place and reviewed every term. This follows the assess, do, review model from the Special Educational Needs Code of Practice. The ISP will take account of strengths, successful strategies and resources, views of staff, pupils and Parents/carers. Targets set are realistic, time limited and measurable.

The SENCo will involve outside agencies as and when these are necessary e.g. SALT.

A clear tracking system is in place, which lists the children on the tier list and the results they achieve in all assessments. The SENCo analyses progress made to inform next steps.

If despite the individualised learning plan, the pupil remains a significant cause for concern, the school in agreement with parents/carers may make an application for a Statutory assessment from the Local Authority.

Education Health Care Plans

Following a Statutory Assessment by the Local Authority an EHCP may be provided if the pupil requires extra provision beyond what the school can offer. An EHCP will include background information about the child and will set key targets for the child. An EHCP is a legal document and must be reviewed annually.
The SENCo will organise and chair the meetings, ensuring all paperwork is sent to the Local Authority within the set time.
Invites to the Annual Review Meeting will include:

- Parents or carers
- Staff members involved with the child (class teacher, teaching assistants, intervention leads)
- Any external agency professionals involved with the child

Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities. Children are encouraged to make judgements about their own performance against their ISP targets. We recognise success here; as we do in any other aspect of school life. Where appropriate the children are aware of their individual targets.

Partnership with Parents/Carers

The school works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes responsibility for SEND.

We have meetings at the end of each term to share the progress of children with special needs with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Of course, we meet with parents at additional times, as and when the need arises.

We have a range of resources and information on our SEND/Inclusion page on our website specifically for Parents, here we also share details on the Worcestershire Local Offer.
We hold SEND drop in sessions to give parents the opportunity to discuss anything about their child as well as workshops and parent/carer coffee mornings, We share SEND/Inclusion information as part of our school

newsletters.

Access to the curriculum
All children have an entitlement to a broad and balanced curriculum, which is adapted 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 adapt work appropriately, and we use assessment to inform the next stage of learning.
If access to the classroom is challenging then a bespoke curriculum is planned and progress monitored. The aim is to 'think outside the box' to provide challenging learning opportunities for all our children.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into specific targets, we ensure that children experience success. All children on Tier 3 and 2 of our tier list have an ISP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Some children participate in short-term booster intervention sessions and their progress is monitored and shared.

The SENCo 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 school employs a 'Home/School Link' staff member who works with those children identified as needing nurture support. The school employs a number of Teaching Assistants who, under the direction of the SENCo and class teachers, provide additional support for children with a Special Educational Need or Disability. Class Teachers plan, where appropriate, according to the ISP and individualised teaching and learning plans are made. The TA role in each class is determined by the nature of SEND provision needed. For example they may need to support the individual programmes listed in the ISP's, lead a SALT group or support behaviour management.
Physical resources are provided by the SENCo to support with learning and independence within the classroom. These resources may include: laptops, writing slopes, fiddle toys, ear defenders, wobble cushions and visual supports.

Monitoring and evaluation
The SENCo monitors the movement of children within the SEND system in school using the tracking system in place and by analysing results. The lead provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
The SENCo informs the named Governor of any significant changes in practice and numbers on the register each term.

This policy is reviewed annually and any amendments are made.