



St. Nicholas Priory C.E.V.A. Primary School

SEND Policy May 2018

Named contacts: Miss Hannah Lawrence, EYFS teacher

Mr Dan Rust, Deputy Head and SENDCo

Our Special Needs Policy takes into account the The Children's and Families Act 2014, the Code of Practice 2015, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, the Data Protection Act 1989, the policy of the local authority (LA) Norfolk and the aims of the school.

AIMS

- We strive to create an inclusive environment to meet the **academic, physical, social, emotional and mental well-being** of all our children.
- We aim to identify pupils with SEND effectively, and quickly, by discussing the **progress of all pupils** at pupil progress meetings.
- We aim to ensure that every pupil with SEND receives the **support** they need.
- We will prepare an **SEN information report** which includes our arrangements for admission of pupils with SEND, the steps taken to ensure that pupils with SEND are not treated less favourably, the facilities provided to enable access, and the accessibility plan indicating how the school plans to improve access over time.
- We will inform **parents/carers** when the school is making special educational **provision** for a pupil.
- We aim to keep our governing body informed of **SEND provision** and have a designated governor, Mr Brett Butler, who works with our Special Needs Coordinators (**SENDCO**), Mr Dan Rust
- We **regularly review** how we use resources, from specific ICT programs such as **Success Maker**, to working with outside agencies such as **Respectrum**.
- We believe child within our school is entitled to a worthwhile and relevant education, enabling them to **fully participate** in, contribute to and benefit from the school community and beyond. The **quality of teaching** for pupils with SEND, including their progress, is built into **teacher performance management** and pupil progress meetings, as well as developing **staff development** for teachers, teaching assistants and support staff.
- We will create **Individualised Learning Plans** which should be designed to accelerate progress in particular aspects of learning and behaviour to maximise opportunities for independence in other areas of life. Parents/carers are encouraged to be actively involved in decision making throughout the school's approach to support.
- We will publish our arrangements for assessing and identifying pupils with SEND as set out by the **Local Offer**.
- We will **review** our SEND practice, and policy guidance, annually.

THE MANAGEMENT OF SEND

The SEND Co-ordinators have the responsibility for the day-to-day operation of the SEND policy.

The SEND Co-ordinators will:

1. Oversee the running of the provision for pupils with special educational needs, including general class, small group and individual pupil support.
2. Liaise with the teaching assistant manager and the head teacher to co-ordinate the work of the school's teaching assistants and the deployment of resources.
3. Maintain the school's SEND register and all the required documentation.
4. Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.
5. Liaise with S.L.T., teachers, teaching assistants, SEND Governors, parents, feeder/transfer schools and external agencies.
6. Ensure progress of pupils with SEND is reviewed with parents and pupils and new targets set at least on a termly basis.
7. Ensure an annual review of children with a Education Health and Care Plan is undertaken.
8. Organise meetings as appropriate with class teachers at regular intervals in respect of special educational needs issues.
9. Regularly review and monitor SEND provision within the school. Review the SEND Policy annually.
10. Take part in case conferences and formal meetings with external agencies regarding individual pupils at the request of the head teacher.
11. Liaise with standards leads, class teachers and subject leaders to ensure the needs of SEND pupils are met in every year group and all areas of the curriculum. Support with planning as appropriate.
12. Plan, co-ordinate and chair termly school consultation and planning meetings to ensure appropriate assessment and advice to meet the needs of specific SEND pupils.
13. Arrange consultation meetings with external agencies to monitor and review progress of pupils at school action and school action plus.
14. Provide access to in-service training to meet the needs of the school and individual members of staff.
15. Ensure all staff are familiar with the code of practice and offer support as needed.
16. Advise and support teachers on ways of meeting the needs of pupils.
17. Keep teachers and parents fully informed of children's progress and level of support according to the Code of Practice.
18. Be a point of contact for parents of children with special educational needs. Ensure they are fully informed. Discuss concerns, explain code of practice and suggest way forward. Arrange any additional support appropriate.

19. Provide a termly SEND report to Governors.

SEND SPECIALISMS

The school can accommodate and provide for pupils experiencing difficulties in:

- Cognition and Learning (moderate learning needs, profound and multiple learning needs, specific learning needs)
- Behaviour, Emotional and Social
- Communication and Interaction (speech, language and communication needs, autistic spectrum disorder).
- Sensory and or physical needs.

ACCESS FOR THE DISABLED

The school has provided some access for disabled pupils. There is a lift and a chairlift installed as well as appropriate toilet facilities. Timetable arrangements will take into consideration the needs of individual pupils as necessary in order to enable full access to the curriculum.

TRANSFER TO AND FROM ST. NICHOLAS PRIORY CE VA PRIMARY SCHOOL

The SENDCo ensures relevant records and information are received. Visits with nurseries to meet reception children are arranged and meetings to discuss curriculum and pastoral issues with their SENDCos and other staff. The new intake children also visit the school to familiarise themselves with their new surroundings and hopefully allay any concerns regarding transfer.

The SENDCo liaises with the SENDCo's of the transfer to high schools. Children with SEND are discussed and records passed on.

IDENTIFICATION, ASSESSMENT, RECORD KEEPING AND REVIEW

- We believe **early identification** of pupils with SEND is important for the most effective form of **intervention and support**. At the same time teachers will create the **green pen portrait** of the pupil and discuss their concerns with **parents/carers**.
- We believe ensuring that where a **higher quality of teaching** is available to all pupils it is likely to result in fewer pupils requiring additional, special educational provision in the form of out-of-class cognitive interventions, pastoral support or behaviour management provisions.
- In order to promote early identification of SEND staff are required to complete our **SEND Pupil referral Form**. This will initiate the **ASSESS, PLAN, DO, REVIEW**, Cycle.

1. ASSESS

- a. Area of concern.
- b. Fill out pupil referral form (give or email to SENDCo)
- c. Quality first teaching- initial recommendations and feedback from SENDCo
- d. Still not making progress

2. PLAN

- a. Complete a learning plan with the SENDCo.
- b. Request parent / carers and pupil views and agree on a plan of action to include:
 - time limited outcomes for the pupil
 - the adjustments, support and interventions (interventions currently available) to be put in place
 - a date for review

3. DO

All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- Linking interventions to classroom teaching

The SENDCO supports teachers in the effective implementation of provision

4. REVIEW

- a. A review of the quality, effectiveness and impact of provision is evaluated by the review date (Termly) This includes sharing information with pupil and parent/carers and seeking their views.
 - The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

STATUTORY ASSESSMENT/STATEMENT OF SPECIAL EDUCATIONAL NEEDS/EDUCATION HEALTH AND CARE PLANS

NB - Changes to Statements

The recent changes in the Children and Families Bill are a rethink of the way children with special educational needs (SEN) are supported. The new SEN Code of Practice came into force from September 2014 and aims to put each young person and their family at the centre of discussions about the support offered.

Under the new rules, SEN statements and learning difficulty assessments (LDAs) are now replaced with education, health and care (EHC) plans taking children and young people up to the age of 25. From September 2014, new assessments of SEN follow the new rules, and support will be provided through an EHC plan.

Existing statements and LDAs will remain in force until all children and young people have completed the transition. Transfers from statements to EHC plans should be completed within three years, so for pupils who already receive support, you'll need to follow the old guidelines until September 2017.

IDENTIFICATION

STATEMENT OF SEN OR EHCP

As outlined in the code of practice, 'Where a request for statutory assessment is made by a school to an L.A, the child will have demonstrated significant cause for concern.' The SENDCo will provide evidence from:

- School's SEN Support
- Learning Plans for the pupil
- Records of regular reviews and outcomes
- The pupil's medical history as appropriate
- Attainment in reading writing and maths
- National Curriculum levels
- Reports from outside agencies
- The parents' and child's views
- Involvement of other professionals
- Involvement by full-service school, social services, family support team or education welfare service

PROCESS FOR ACTION, RECORD KEEPING AND REVIEW

1. Once the LA issues an Education Health and Care Plan the SENDCo will formulate an action plan of support/provision.

2. SENDCo discusses child's needs with child and parent and issues a Learning Plan based on collated evidence from external agencies. This is also discussed with all staff involved with the child. The support to be provided is indicated and set within short term targets. (If an EHCP is not issued the child returns to SEN Support).

3. Annual Review: SENDCo collates information from staff, parents, child and outside agencies prior to the annual review. At the annual review all staff and agencies involved meet to discuss the child's progress and either:

- i) maintain the statement/EHCP and issue new Learning Plan
- ii) request an amendment to the statement/EHCP and issue new Learning Plan
- iii) Request ceasing the statement/EHCP and revert to SEN Support, issue new Learning Plan at this stage

ACCESS TO THE CURRICULUM

All children at St. Nicholas Priory CE VA Primary School have a right to full access to the curriculum. This is enabled through:

- Ability appropriately activities in ***literacy and maths.***
- Individual or small group teaching assistant support
- Individual teaching programmes designed to meet specific needs.
- Specialist equipment and/or resources

SEND RECORDS

The SENDCo collates records on Individual SEND children, recording the school's responses at all stages and information collected at review meetings.

Class teachers also keep a file of all LEARNING Plans and advice issued for SEND pupils in their class. Where pupils are taught by other staff members Learning Plans are issued and discussed. All teaching assistants have access to Learning Plans and play an active part (with teachers) in their delivery and evaluation against success criteria.

MONITORING OF PROVISION

The SENDCo monitors and evaluates effectiveness of provision through discussion and observation. This involves ongoing discussions with year leaders, teachers and teaching assistants. Views of children and parents are also considered. Information is gleaned through this discussion together with observations of

. Whole class/group teaching

- . Small group/Individual teaching
- . In-class support
- . Use of differentiated resources
- . Use of different teaching/learning styles
- . Target setting and use of Learning Plans to accelerate progress
- . Pupil Progress against Learning Plan criteria

VALUE ADDED

At St. Nicholas Priory CE VA Primary School we believe the notion of 'Value Added' to be very important, particularly in providing a valuable insight into the progress of pupils with SEND. Pupil achievements in the following aspects enable 'Value Added' to be monitored :

- . Reading and Spelling Tests providing a standardised score and 'age'
- . Teacher Assessment
- . School based assessments in core subjects, such as Assertive Mentoring and Headstart
- . Keywords Scheme
- . Behaviour (e.g Improved reports/fewer incident sheets)
- . Extra curricular activities

THE ROLE OF THE GOVERNORS

The whole governing body has a responsibility to produce an annual report, which will state the number of students with special educational needs in the school and comment on the school's effectiveness and SEND provision.

The SEND governor is Brett Butler.

PARENT PARTNERSHIP

We believe that parents are partners in their child's education and it is important that they are kept fully informed of their children's progress. They will be contacted immediately if there is any change in their child's progress or behaviour or educational provision. The process for contact with parents whose children have special educational needs will be:

1. Class teacher/SENDCo to meet with parents to discuss placement of child at SEN Support.
2. Cycle of reviews to take place mainly at scheduled parent's evenings.
3. SENDCo to initiate additional meetings/reviews as appropriate or as a concern arises.
4. SENDCo to meet with parents where a request for formal assessment is to be made.

5. Parents of a child with a Statement or EHCP will be invited to annual reviews in addition to Learning Plan Reviews and parent's evenings.

St. Nicholas Priory CE VA Primary School also operates an open-school policy and parents are encouraged to request meetings with staff/SENDCo at any time. They have the right to access records relating to their own child.

The school will engage the services of a translator where requested by the parents or where the SENDCo deems it necessary to ensure parent partnerships to develop appropriate strategies to support a child.

IN-SERVICE TRAINING

In-Service training is available for teachers and teaching assistants. The needs of the staff and whole school are considered in co-ordinating training opportunities in accordance with our professional development policy. Training may be delivered by:

- SENDCo
- Members of the S.L.T.
- Members of staff with a designated specialism
- LEA Support Services
- External consultants/trainers

EXTERNAL AGENCIES/FACILITIES AND SUPPORT SERVICE

St. Nicholas Priory CE VA Primary School works closely with other agencies in identifying and providing for the special educational needs of the child. The aim of this working partnership is to provide, as highlighted in the code of practice, an integrated, high quality, holistic support which focuses on the child's needs.

The following agencies/services are involved with our school:

- i)
 - Norfolk Psychological Services
 - School Support Team
 - Advisory Support Teacher
 - Educational Psychologist
 - Behaviour Support Teacher
 - Learning Support Teacher
 - Respectrum
- ii) County Sensory Support Service.
- iii) Newberry Clinic, Health Services
- iv) Language and Communication Dept.
- v) Dept. of Occupational Therapy
- vi) Silverwood Centre
- vii) LA Advisory Services
- viii) Social Services
- ix) GY 7 Excellence Cluster

Name **Date:** 17.07.18

Signature

(On behalf of the Governing Body)

Headteacher..... **Date**

Next review date: May 2019
