



Pauntley C of E Primary School

SEND Policy

School Mission Statement Stepping out boldly with God

'Jesus said, follow me.' Matthew 9.9

Pauntley is an inclusive and caring school of choice. We are child-focussed, with core values to enable us all to follow Jesus's example and so flourish and contribute to the local community and the world God loves.

Introduction

Pauntley CofE Primary School value the contribution that every child can make and welcomes the diversity of culture, religion and disability. The schools seek to raise the achievement, remove barriers to learning and increase physical and curricular access for all pupils. All children with special educational needs and/or disabilities (SEND) are valued, respected and equal members of the school.

We are committed to the idea that provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND and all children can potentially have a special educational need or disability, whether this is permanent or temporary. The Governing Body, Headteacher, SENCO and **all** other members of staff have important responsibilities to ensure that all children at both schools feel safe, valued, respected and make appropriate progress.

Objectives

- To ensure that the culture, practice, management and development of resources are designed to meet the needs of all pupils with SEND and foster a culture of inclusion for all pupils within the school
- To enable pupils with SEND to maximise their achievements
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum
- To work in genuine partnership with parents to gain a deeper understanding of their child and to enable them to make an active contribution to the education of their child, as well as fostering good, effective communication with parents
- To involve the child fully in the identification, assessment, provision and review of their special educational need and/or disability, in particular the target-setting process, and to be mindful of the child's voice
- To create and maintain a school environment where pupils can contribute to their own learning and have a culture of success
- To work in conjunction with other policies such as the Medical policy, the Equality policy and the Behaviour policy (under review)
- To ensure that there is a graduated approach to meeting the needs of all pupils through the Assess, Plan, Do, Review process
- To make the efficient and effective use of school resources
- Have a regard for the SEND Code of Practice: 0-25 Years (2014)
- Have a regard for the best practice as advised by Gloucestershire County Council

Identification, Assessment, Provision and Review

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

All children have the right to access quality first teaching and there is an expectation that all children will receive this within our school. However, there is also an expectation that some children may have significant educational needs, either temporarily or permanently, in some lessons or in all aspects of their life.

- a) 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
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their strengths, interests, learning preferences, learning achievements and possible difficulties
- c) 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
- d) The SENCO will be consulted in order to support, advise and monitor provision and may wish to observe the pupil in class
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) 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, particularly with attitudes to learning, strengths, aspirations and social and emotional health.
- h) The child is recorded by the school 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 parents' evenings but may be expressed in agreed appointments.
- i) The child is informed at every stage of their progress and consulted about their development and learning. They are encouraged to be an active part in their attainment and progress.
- j) Structured conversations will be the main tool that teachers will use to review progress with the child and the family. However, there may be cases where more frequent meetings between parties would be more appropriate.

SEND Support

Where it is determined that a pupil does have a special educational need and/or disability, parents/carers will be formally advised of this and, with permission from parent/carers, the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which 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, the views and experience of parents, the pupil's views and where relevant, advice from external support services. 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 strengths are identified, 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 strengths and need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. For some children, where the need is appropriate, a My Assessment Form will be completed and this may involve in-depth questions regarding the home and school.

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; the expected differentiation within the classroom; and a clear date for review. Parental involvement will be sought to reinforce or contribute to progress at home. It is an expectation that all targets will contain specific work for the child, the parents and the teacher to aid the progress of the child.

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.

Where it is decided to provide a pupil with SEN Support, the parents **will** be notified. The teacher, the parent and the SENCO should agree in consultation with the pupil, other members of staff, the interventions and support to be put in place, as well as the expected impact on progress, along with a clear date for review. Records will be maintained in the form of a 'My Plan' or 'My Plan+', respective of needs. The impact of the interventions will be clear at all stages.

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. Where interventions are led by teaching assistants, the class teacher will work closely with the teaching assistant to plan and assess the impact of support and interventions and link with classroom teaching. Parents will be encouraged to share where their support at home is having impact or need further advice. 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. When interventions are not working, teachers will consider why not, make changes such as timing, the people involved in the intervention, the child's motivation or the quality of the teaching provision.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and 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. There will also be times when the learning review will require outside agencies to give advice and support. Successes will be celebrated with the child.

Referral for an Education, Health and Care Plan

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. From the outset, the SEND Casework Team will be involved with the process. There will be a Team Around the Child meeting involving the SEND caseworker which will consider the My Plan+ already put in place for the child. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine 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 EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2> or by speaking to Family Information Service on: **0800 542 02 02**

Following Statutory Assessment, an EHC Plan will be provided by Gloucestershire 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 developing and producing the plan.

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

Once the EHC Plan 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/Provision

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 both in school and in external settings, including through collaboration with other schools. 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 will be mindful that all children are different and that this provision will look different for each individual. The time frame for changing this provision will also be individual to each child.

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

- The staff regularly review issues related to pupils with SEND and classroom organization, teaching styles and methods, materials and tasks to determine how these could be improved
- Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. In order to maximize learning there are times when the children work in small groups or in a one-to-one situation outside the classroom with the class teacher, teaching assistant, SENCO.
- Intervention programmes are in place to support children with differing curricular needs at their appropriate level

Monitoring and Evaluating the Success of Provision

The school, including the governing body, are committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body reports annually to the parents upon the quality of education provided for pupils with SEND.

The school has methods to determine this including:

- Gathering data for analysis
- Analysis of attainment of different groups of pupils with SEND
- Regular observation of teaching
- Success rates in respect of targets
- Scrutiny of teachers' planning and pupils' work
- Views of parents and pupils
- Regular structured conversations with parents - 3 times annually
- Regular monitoring by school/SEND Governor
- Maintenance of assessment records that illustrate progress over time
- Regular meeting between SENCO and staff
- Updating intervention programmes as and when necessary

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

Arrangements for Dealing with Complaints from Parents

It is hoped that with effective partnership with parents, complaints will be minimal. However, if there are complaints concerning the special educational provision in school, they should be addressed firstly to the class teacher who will inform the SENCO, Headteacher and SEND Governor. This will then be dealt with according to the School Complaints Procedure (see School Complaints Policy).

Arrangements for In-Service Training

- The SENCO attends annual SENCO conferences, termly cluster meetings and courses as appropriate
- Teachers and teaching assistants are given the opportunity to attend courses regarding the different categories of SEND
- Training is given to the midday supervisors in school by the Headteacher, as well as opportunities to attend courses
- The SENCO leads staff meetings concerning SEND as issues arise
- The SENCO meets with teachers who are new to the school as part of their induction programme to explain the school's SEND policy and give advice on the different categories of SEND
- Staff will be encouraged to share best practice and coach/mentor each other as well as sharing specific training opportunities within staff meetings.

The Role played by Parents of Pupils with SEND

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision
- Information leaflets and advice on specific areas of need are given to parents where appropriate

Roles and Responsibilities

The Headteacher and Governing Body will:

- Ensure clarity of vision, ethos and strategic direction
- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disability
- Ensure that staff in the schools are aware of the importance of identifying and providing for those pupils who have special educational needs
- Ensure that the pupils with special educational needs join in the curricular and extra-curricular activities as much as possible
- Report to the parents on the implementation of the school's policy for pupils with special educational needs and/or disabilities
- Have regard to the 2014 SEN Code of Practice and the Children and Families Act 2014 when carrying out its duties toward all pupils with special educational needs
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- Hold the Headteacher to account for the educational performance of the school and its pupils
- Ensure there is a designated link Governor who plays a key role in the strategic leadership and development of SEND provision, offering appropriate support and challenge in relation to SEND

- Oversee the financial performance of the school and making sure money is well spent

The Governing Body

- In co-operation with The Headteacher, determine the school's general policy and approach to provision for all pupils.
- Establishes the appropriate staffing and funding arrangements.
- Maintains a general oversight of the school's work.

The Headteacher:

- Has responsibility for the day-to-day management of all aspects of the school's work including provision for children with special educational needs.
- Analyses and interprets relevant national, local and school data.
- Keeps the governing body fully informed.
- Ensures that there is a nominated Special Educational Needs Coordinator (SENCO) who is a qualified teacher.
- Works closely with the SENCO.
- Assists the SENCO in arranging Annual Review meetings for pupils with Statements/EHCPs

All teaching and non-teaching staff are fully aware of the school's special needs policy and procedures for identifying, assessing and making provision for pupils with special educational needs.

Responsible Persons

All teachers are teachers of children with additional educational needs.

The 'responsible person' for special educational needs and/or disabilities for the Governors is the Chair of Governors.

The person co-ordinating the day to day provision of education for pupils with special educational needs is Tony Larner (Special Educational Needs Co-ordinator)

The Special Educational Needs Coordinator (SENCO)

The SENCO's key responsibilities are:

- Contributes to the strategic development of SEND provision
- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating and tracking progress and evaluating the impact of provision being made for children with SEND
- Ensuring the full inclusion of SEND pupils within the school community and access to the school's curriculum, facilities and extra-curricular activities
- Liaising with and advising fellow teachers and teaching staff
- The effective deployment and performance management of learning support staff
- Maintaining detailed records of all children with SEND and the provision made for children with SEND
- Liaising with parents and carers of children with special educational needs and/or disabilities
- Deploying the SEND budget and reporting on how it is spent
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Liaising and reporting to Governors, the Headteacher, senior leaders and monitoring agencies such as the Local Authority and Ofsted

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 governing body is responsible for the admission arrangements which accord with those laid down by the Local Authority.
- The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND (See School Admission Policy).
- Pauntley CofE Primary is an inclusive school that welcomes children from all backgrounds, abilities and strengths.

Specialised Provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and disabilities. We will seek specialist SEND provision and training from SEND services where necessary. We continue to look for new opportunities to include more children with special educational needs and disabilities who have not yet arrived at our school.

Allocation of Resources

- The Headteacher informs the governing body of how funding allocated to support special educational needs has been deployed.
- The Headteacher manages resourcing of SEND provision within school including children with statements/EHCPs.
- The school has a qualified teacher as a SENCO who has completed the National Award for SEND coordination (or is exempt under the terms of the accreditation).
- The SEND provision is funded from the SEND allocation in the school budget.
- The SENCO is given an annual budget to update and purchase additional resources.
- The Headteacher and the SENCO consult with staff to discuss resources needed.
- Extra teaching assistant time is funded from the base budget to provide for children with SEND as appropriate.

Links with other schools, teachers or facilities

The school maintain links with the following schools and organisations in order to benefit pupils:

- Local Secondary Schools
- Health Visitors
- School Nurse
- Speech and Language Therapy Service
- Advisory Teaching Service
- Educational Psychology Service
- Occupational Therapy
- Child Health and Social Services
- Families First
- Behavioural Support Team

Links to other policies

- Equality policy
- Behaviour policy
- Admissions policy
- Safeguarding policy
- Pupil Premium policy
- Assessment policy
- Teaching and Learning policy
- Sex and Relationships policy