



Cliffe (V.C.) Primary School

Policy for special educational needs and disabilities (SEND)

Date adopted	25 th January 2017	Responsibility	<i>Full Governing Body</i>
Date of next review	January 2018	Headteacher	<i>S Hay</i>
		Chair of Governors	<i>C Middleton</i>

This policy is in line with SEND Code of Practice September 2014

Abbreviations used

ASCOS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

RATIONALE

Here at Cliffe (V.C.) Primary, we aim to meet the educational needs of all our pupils. Our children, are valued, respected and welcomed to the school whatever their additional educational needs. We have a commitment to identify, assess and make provision for children's special educational needs (SEN). To do this, we aim to offer the greatest possible access to a creative education for pupils with SEN. This is achieved by a continuous cycle of planning, teaching and assessment. We are committed to improving the way we work with parents as 'partners' in their child's education. We support all children's learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate and providing a secure and caring environment. In order to help children who have special educational needs and disabilities, the school will adopt a **graduated response** that recognises a continuum of need in accordance with the DFES Code of Practice, 2014. This policy details how this school will do its best to ensure that the

necessary provision is made for any pupil who has special educational needs and or disabilities at any time during their Primary school career.

Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

When a class teacher feels it necessary to provide interventions that are individual, additional to or different from those provided as part of the school's usual differentiated curriculum or catch-up, the child will be placed on SEN register. The trigger for intervention at SEN will be the identification of specific barriers to learning and development.

Provision

Although the Headteacher has the overall responsibility for the provision and progress of learners with SEND provision for children with special educational needs and disabilities is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo and all other members of staff have important day-to-day responsibilities. Teaching such children is therefore a *whole school* responsibility

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo/ Senior Management Team. offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Pupils are involved in their own target setting where appropriate
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents

- School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the governors' SEN information report*.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, inclusion passports behaviour plans, risk assessments or health care plans.
- Reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2014

If, despite receiving targeted intervention under SEN, the child continues to make unsatisfactory progress, the school will seek the help of external support services to act in an advisory capacity or to provide additional specialist assessment. The SENCo will be responsible for referral to the appropriate agencies, liaising with key staff and supporting school staff in managing SEN pupils. They will also be responsible for maintaining records and making SEN review arrangements for these pupils. It may be appropriate for in-service training of staff so that they feel supported and empowered to teach these pupils.

Request Educational and Health Care plans (EHCP)

If the child continues to demonstrate significant cause for concern and shows no progress over a period of time or they require significant additional provision to achieve progress, a request will be submitted to the LEA by the SENCo, in consultation with parents and external agencies. If the LEA considers that the evidence presented suggests that the child's difficulties have not responded to the relevant and purposeful measures previously put in place, an Education and Health Care Plan may be agreed. This may be funded by the school or the LEA, according to severity of need. It is the responsibility of the SENCo to maintain records, review the EHCP annually and to report to the LEA, as required by the SEN Code of Practice.

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

SENCO- Mrs C Capewell