

Slimbridge Primary School

## SEND Policy

All our pupils have the right to an education which is appropriate to them as individuals. We aim to achieve this by adopting three principles that are essential to developing an inclusive curriculum.

### Three principles for inclusion

- Setting suitable learning challenges - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- Responding to pupils' diverse learning needs - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities, our policy objectives are to ensure that our duties, as set out in the Children and Families Act 2014, SEN Code of Practice 2014 and the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs. Our specific objectives are:

- to ensure the school has an Equality Scheme in line with statutory guidelines;
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with SEND as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and to involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;

- to carry out the above promptly and with sensitivity in order to avoid embarrassment or disadvantage to the children and young people we are seeking to help.

## **Roles & Responsibilities**

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

### ***Governors***

Governors will fulfil their statutory duties towards pupils with special educational needs and disabilities. In order to do this they will develop and monitor the school's SEN policy and Disability Equality Scheme and ensure provision is an integral part of the school development plan. All governors, with the SEN governor or committee of governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure that all staff are appropriately trained and qualified.

### ***The Head Teacher***

The headteacher has overall responsibility for the day to day management of SEN provision and the Disability Discrimination Action Plan. They will work closely with the school's SEN coordinator (SENCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. They will encourage all members of staff to participate in training to help them to meet the objectives of this policy, including that the SENCo achieves the statutory requirements for the performance of these duties.

### ***The SENCo***

The SENCo must be a qualified teacher and must meet the statutory standards for practice, including those necessary to ensure full accreditation. The SENCo will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies; providing related professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

## **Admissions**

The school aims to meet the needs of any pupil who the parent wishes to register at the school, as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of a "Education Health Care Plan" and the Local Authority has indicated (in the Education Health Care Plan) that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs, the SENCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

### **Special Facilities**

The school has a disabled toilet facility and Hygiene Room. The building is wheel chair accessible throughout the ground floor.

### **Resources**

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping.

### **Graduated response - Stages of Intervention & Provision**

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. The childrens' view will be taken into account, this might be through completing a My Profile with a member of staff.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It may include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

For some children, SEN can be identified at an early age. However, for other children, difficulties become evident only as they develop. All those who work with our children will be alert to emerging difficulties and will respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors, such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First, Wave One teaching. Pupils falling just below national expectations will usually benefit by catch-up programmes.

An assessment of need will be carried out to ensure that the full range of an individual's needs is identified, not simply the primary need. The support will be provided to an individual based on a full understanding of their particular strengths and needs, and we will seek to address them using well-evidenced interventions targeted at their areas of difficulty and, where necessary, specialist equipment or software, using resources available to us.

When a pupil is consistently and significantly falling behind normal expectations, despite undergoing catch up work, a child will have My Plan drawn up based on assessment or it may be appropriate to draw up a My Plan Plus.

### ***My Plan***

The important features of My Plan are the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised.

1) When a teacher or SENCo identifies a pupil with special educational needs based on assessment, they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework. We will adopt an Assess, Plan, Do, Review approach – the graduated approach which will form a targeted and co-ordinated cycle leading to regular improvement and adaptation to changing needs.

2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities:

- makes little or no progress;
- shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment ;
- persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school ;
- has significant sensory or physical problems that impact on their ability to learn ;
- has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum .

3) The parents/carers of the pupil will be informed as soon as concerns emerge, will be consulted with by appropriate staff, and the views of the pupil will be sought.

4) All information about the pupil from within the school, together with any additional information from the parents, will be considered.

5) The SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.

6) The SENCo will facilitate the collection of all available information about the pupil. Information will be collected from:

- within the school, using support systems and identified link staff ;
- progress tracking information;
- parents/carers and the pupil.

- 7) The SENCo will work closely with class teachers and staff involved in supporting the child to plan future support for the pupil, monitoring and reviewing the action taken.
- 8) The pupil's teachers and teaching assistants will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.
- 9) The SENCo will co-ordinate the planning of an Individual My Plan and set targets in discussion with appropriate staff and parents.
- 10) Where a pupil is identified as being at risk of disaffection or exclusion, a Behaviour Support Plan will be implemented as early as possible. Subsequent plans will reflect strategies to meet their needs and show a graduated response to those needs.
- 11) All staff will be involved in providing further help to pupils. ( Note: For this reason, the arrangements for recording My Plans should be planned and agreed with all staff and endorsed by senior management.)
- 12) The plan will be discussed with the pupil and parents.
- 13) The plan will be reviewed, ideally on a termly basis or more frequently for some pupils, but at least twice yearly.
- 14) The pupil and parents will take part in the review process and will be involved in setting further targets, all parents of children on the SEND register are offered Parent consultations in Term 1, 3 and 5. If not directly involved, the pupil's views will be ascertained and considered in any discussion.

Many pupils with SEN will be catered for satisfactorily under My Plan by their teachers and T.As. Some will need further assessment and provision at My Plan Plus. A request for additional advice from external services will be made at this stage. It is anticipated that the decision to seek further advice will be taken by the SENCo in consultation with teaching staff, parents and pupil.

(Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils)

### ***My Plan Plus***

The SENCo will take responsibility for the following arrangements.

- 1) Involving external support services, both those provided by the LA and/or outside agencies, who will advise on a range of provision including new My Plan+ targets and appropriate strategies.
- 2) The My Plan plus will be preceded by an Analysis of Needs process, this might include specialist assessment arrangements being made, such as, Educational Psychology Service.
- 3) The triggers for intervention at My Plan Plus could be that despite receiving an individualised programme, and/or support, the pupil:
  - continues to make little or no progress in specific areas over a long period of time;
  - continues working at National Curriculum levels substantially below that expected of pupils of a similar age;
  - continues to have difficulty in developing literacy and numeracy skills;

- has emotional or behavioural difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised behaviour management programme;
- has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency;
- has ongoing communication or relationship difficulties, which impede social development and act as a barrier to learning.

4) The SENCo, teachers, literacy and numeracy leaders and external specialists, will consider a range of different teaching approaches and appropriate equipment/teaching materials, including the use of information technology.

5) The resulting My Plan+ will set out new strategies for supporting the pupil's progress.

6) The strategies set out in the My Plan+ will, as far as possible, be implemented in the normal classroom setting and the delivery of the plan will be the responsibility of the class teachers

7) The arrangements for tracking progress will be agreed with those who will be teaching the pupil and led by the SENCo, and levels of attainment will be recorded on the plan.

8) The SENCo will ensure that the subsequent review is conducted as before. Parents will be consulted and the pupil involved in the review process. The outcomes will be recorded on the My Plan+ form and targets will be set for the next review.

9) Where progress is satisfactory, it may be decided the pupil remains at My Plan Plus with review times extended to twice yearly. Where the pupil is consistently achieving targets over time, a decision will be made to revert to the earlier stage of My Plan.

10) If, at the review stage, the SENCo and external specialists consider that information gathered about the pupil is insufficient then, with the parents' consent, further information will be sought from other outside professionals.

11) The SENCo will note in the pupil's records what further advice is being sought and the support being provided for the pupil while this is being done.

12) The decision by the school to request an Education Health Care Plan from the LA will be made when the child has consistently failed to reach targets and has demonstrated significant cause for concern, in spite of the school's best endeavours to make appropriate provision from within the resources available. The decision will be reached in consultation with parents and external agencies.

### ***School Request for Education Health Care Plan***

The SENCo will again take a leading role and will provide information to a moderating panel of Head Teachers, who will scrutinise the information provided, including:

- the school's action through My Plan and My Plan plus;
- individual progress plans for the pupil;
- records of regular reviews and their outcomes (minimum of two consecutive reviews) covering at least a six month period;
- an individual provision map;
- the pupil's health, including a medical history where relevant;

- tracking of progress in National Curriculum levels;
- attainments in literacy and numeracy;
- educational assessments from an advisory specialist, support teacher or educational psychologist;
- views of the parent and child;
- involvement of other professionals;
- involvement of the social services or education welfare services.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil at My Plan Plus. The My Plan Plus review form will continue to be used for this purpose.

If the LA decides not to make an Education Health Care Plan, then the pupil will remain at My Plan Plus. If appeal procedures are invoked, the pupil will continue to receive support at My Plan Plus.

### **Education Health Care Plan**

If the LA does makes a plan, then the school's role is as follows.

1) The Head teacher/SENCo will implement recommendations in the plan.

2) Short-term targets will be set and reviewed at least twice yearly. The strategies to meet those targets will be set out in the PLAN and should record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.

3) Progress will be formally reviewed by holding an annual review meeting.

4) The Head Teacher/SENCo will:

- seek written advice from parents and professionals;
- ascertain the views of the pupil
- convene the review meeting
- prepare a review report for the LA

5) Those to be invited at least two weeks before the meeting are:

- the pupil's parent/carer;
- relevant teacher/s and TA/s;
- representative of the LA
- the pupil
- where appropriate, representatives of health and social services, and other professionals closely involved.

6) The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

### **The Annual Review in Year Five**

The annual review in Year Five will be held in the Spring Term. The review will suggest amendments to the pupil's Education Health Care Plan. The Education Health Care Plan, once amended, will be used to inform the consultation for secondary schools in the following Autumn Term. Following this review, planning for

the transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCo or their representative from the receiving secondary review will be invited.

### **The Final Review in School**

The final annual review, carried out preferably in the Autumn Term in the school, will identify the young person's likely destination on leaving school.

### **Inclusion**

We are fully committed to the principle of inclusion and the good practice that makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.

Regardless of the stage pupils have reached, all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe, for the pupil to participate and some alternative has been arranged.

### **Involving Pupils And Parents/Carers**

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEN and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child, while appreciating the sensitivities that may arise.

### **Parent Partnership Services**

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. The LA provides a range of useful information booklets, which are available in school or directly from the service. Parents will be

informed of the availability of this service, which includes access to an independent parent supporter. Details of the service and contact information is available from Parents in Partnership Service.

### **Leaving School**

When a pupil leaves the school, the SENCo will forward relevant information about the pupil's needs. Where a pupil is moving to another local school or college, this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the schools, who receive our pupils. This is particularly so in respect of pupils with SEN and disabilities.

### **Complaints**

If you have any complaint about the special educational provision we make for your child, please speak to the Head Teacher or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If they have not resolved the matter to your satisfaction, it will be referred to the \*governing body special needs governor who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.

### **Monitoring & Review**

The Governors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives. In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities;
- The number of pupils at My Plan, My Plan Plus and those with Education Health Care Plans of SEN in each year group;
- The movement of pupils on My Plan, My Plan + and Education Health Care plans across the categories as recorded on the school's provision map;
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map;
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care;
- The views of parents expressed on stage forms and any complaints received;
- The extent to which pupils' views are reflected on forms;
- Details of visits by specialist teachers, educational psychologists and other agencies;
- Staff views on in-service training opportunities and the training opportunities available.

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed at least every two years.

### ***Other policies linked to this:***

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding & Child Protection Policy

Medical conditions Policy

Accessibility Plan.

Accessibility Action Plan