

# **SEND Policy**



**Date: September 2018**

**Review: October 2019**

## SEND Policy

### 1 Introduction

- 1.1 At Old Park Primary we follow the guidelines set out in the 2014 Code of Practice: for 0 to 25 years.
- 1.2 Old Park Primary provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse range of needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These requirements may arise as a consequence of a child having special educational needs. 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 additional or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment of children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### 2 Aims and objectives

- 2.1 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 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 parents are able to work in partnership with the school to support their child's education;
  - To ensure that our children have a voice in this process.

### 3 Educational inclusion

3.1 At Old Park Primary we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that the children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

(For further information see School Information Report)

### 4 Special Educational Needs

4.1 Children with special educational needs have a range of difficulties that call for special provision to be made. All children may have special needs at some time in their life. Children who have a 'need' :

- May have significantly greater difficulty in learning than the majority of children of the same age;
- May have a disability that prevents or hinders them making use of educational facilities of a kind generally provided for children of the same age;
- May have emotional and social skills which become a barrier to their learning

- 4.2 All our children are assessed when they join Old Park, so that we can build upon their prior learning. We use this information to provide starting points for development of an appropriate curriculum for all our children.
- 4.3 In the Foundation Stage, the Foundation Stage Team is responsible for managing the special educational needs of children in the Foundation Stage. This includes writing individual provision maps or intervention sheets in liaison with the special educational needs co-ordinators (SENCO) and outside agencies.
- 4.4 If our assessments show that a child may have a 'need' we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENCO will then liaise with external agencies as necessary.
- 4.5 We will record the strategies used to support the child within an intervention sheet on BROMCOM. They will show the short-term target set for the child, the teaching strategies to be used, alongside any other provision offered to the child. It will indicate planned outcomes, the level on starting and completing the intervention, frequency of intervention and a date to be reviewed.
- 4.6 If intervention review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. They will provide information for the child's next intervention steps. The new strategies will, wherever possible, be implemented in the child's normal classroom setting.
- 4.7 If the child continues to demonstrate significant cause for concern, a request for statutory assessment (now called EHCNA) will be made to the Local Authority (LA). A range of written evidence about the child will support the request.
- 4.8 In Old Park Primary the SENCO alongside the inclusion manager work alongside the class teachers to:
- manage the day to day operation of the policy;
  - co-ordinate the provision for and manages the responses to children's special needs;
  - support and advise;

- oversee the records of all SEND children;
- act as the link with parents;
- act as the link with outside agencies and other support agencies;
- monitor and evaluate the special needs provision and report to the governing body;
- manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;

## 5 The role of the governing body

- 5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEND.
- 5.2 The governing body has an identified governor to have a specific oversight of the school's provision for pupils with SEND. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.
- 5.3 The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel and meets termly with the SENCO's.

## 6 Allocation of resources

- 6.1 The SENCO's and the headteacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for children with statements of special educational needs (EHCP's).
- 6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The headteacher and SENCO's meet annually to agree on how to use funds directly related to EHCPs.

## 7 Assessments

- 7.1 Early identification is vital. The class teacher and the parents at the earliest opportunity can discuss concerns and work together.
- 7.2 The class teacher and SEN Team assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3 The SEN Team work closely with parents and teachers to plan an appropriate programme of work.
- 7.4 The assessment of children reflects as far as possible their participation in the whole school curriculum. The class teacher and SEN Team can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 The LA seeks a range of advice before making a formal statement (EHCP), the needs of the child are considered paramount in this.

## 8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated 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.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.
- 8.3 Plan do Reviews and Social, Emotional and Sensory Passports are developed for those children being monitored or going forward for Statutory Assessment or have already got an EHCP. Intervention sheets are for all other children and vulnerable groups e.g. FSM, CIC.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though, for specific interventions e.g. co-ordination, speech and language, Fresh Start, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## 9 Partnership with families

- 9.1 Old Park Primary works closely with families in the support of those children with SEND. We encourage an active partnership through an on-going dialogue with families. They have much to contribute to support our children with SEND. E.g. CAF/TAC meetings
- 9.2 The school prospectus contains details of our policy for SEND, and the arrangements made for children in our school. A Named governor takes a special interest in special needs, and is willing to talk to parents.
- 9.3 Where possible, we share Plan do Reviews/Social, Emotional and Sensory Passports and interventions with families. We inform the families of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with SEND.

## 10 Pupil participation

- 10.1 At Old Park Primary we encourage children to take responsibility and make decisions as learners, developing a 'can do' and resilient attitude. This is a part of the culture of our school and relates to children of all ages. The work from the Foundation Stage throughout KS1 and KS2, recognises the importance of children developing social, as well as educational skills.
- 10.2 Children are encouraged to make judgements about their own performance against their targets and levels. eg writing targets

## 11 Monitoring and evaluation

- 11.1 The SEN team monitor the movement of children within the SEN system in school. They provide staff with termly summaries of the impact of the policy on the practice of the school through SEN review meetings. Governors are reported to annually.
- 11.2 The SEN team are involved in supporting teachers involved in drawing up Plan do Reviews/Social, Emotional and Sensory Passports and interventions for children. The SEN team and the headteacher hold regular meetings to review the work of the school in this area.
- 11.3 The governing body will review the policy and considers any amendments in the light of any future SEN changes.

SEN Team

SENCO's - Julie Bebb and Sarah Machin

Inclusion Manager - Jackie Gray

SEN Governor - Geoff Harding

Policy review date Oct 2019

## Appendix A

List of outside agencies involved with Old Park

SALT-speech and Language

CIC-Children in Care team

SIS-sensory Inclusion Service

OT-Occupational Therapist

SMDS - Schools Multicultural Development Service

LSAT-Learning Support Advisory Team

BST-Behaviour Support Team

PP-Parent Partnership

EP-Educational Psychologist

EWO-Education Welfare Officer

CSO-Community Support Officers

Haughton Outreach

School Nurse and Health visitors

HEALIOS/CAMHS-Children and Adult Mental Health Service

Safe Talk - counselling

Family Support Workers

Educational Support Workers

Community Social Worker