Alverton Community Primary School

SEND Policy

Reviewed September 2019

Definition

With accordance with the SEN Code of Practice 2014; we class a child as having Special Educational Needs if:

They have a learning difficulty or disability which calls for special educational provision to be made for them

A child is classed as having a learning difficulty or disability if they:

- *have a significantly greater difficulty in learning than the majority of children of the same age*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools*

For children aged two or more, special educational provision is classed as:

- *educational provision that is additional and different from that made generally for other children of the same age by mainstream schools.*

Aims

At Alverton Community Primary School we strongly believe that all children should:

- Be happy and feel secure
- Be treated as equals
- Achieve to their full potential
- Have access to a broad and balanced curriculum

Objectives

- To provide a safe and caring environment in which children can learn and develop to their full potential
- To ensure all children have access to a carefully planned and differentiated curriculum which reflects the needs of all learners, through use of appropriate support and resources
- To recognise and celebrate differences, recognising pupils as being individuals and celebrating all contributions and achievements
- To maintain high expectations of all pupils, responding to individual needs
- To develop strong partnerships between pupils, parents, staff and outside professionals
- To review and evaluate pupils progress regularly
- To ensure that Special Educational Needs are identified and assessed as early as possible

Admission Arrangements

Alverton Community Primary School strives to be a fully inclusive school. All children are welcome and, in accordance with LA Admissions Policy, no child will be refused admission as long as a place exists.

Roles and Responsibilities

At Alverton Community Primary School:

The Special Educational Needs Co-Ordinator (SENCO) will:

- Play a key role in delivering and developing SEN Policy and Provision
- Meet regularly with the headteacher and Senior Leadership Team to discuss individual children, resources and provision
- Ensure that procedures for identifying children with Special Educational Needs are known, understood and followed by all staff
- Ensure that staff and parents are aware of needs identified
- Lead INSET and training in school as appropriate
- Liaise with staff on strategies and resources that are available to support children with SEN
- Keep SEN files up to date and review them regularly
- Keep the Whole School Provision Plan up to date
- Advise and support staff in creating Individual Provision Plans (IPPs)
- Advise staff on the assessment and support of pupils with SEN
- Review provision made for pupils with Special Educational Needs
- Monitor and evaluate the progress made by children with Special Educational Needs
- Ensure that the impact of SEN intervention and support is monitored for every child
- Liaise with support services and outside agencies
- Meet with parents to discuss progress and attend review meetings
- Report to the Governors when requested
- Keep own skills and understanding updated by reading, researching, attending SEN cluster meetings and external courses

Class Teachers will:

- Know which children in their class are on the SEN Register
- Know the needs and barriers of SEN children in their class
- Follow the school's Graduated Response for SEN
- Share concerns about children with the SENCO in Progress Meetings and/or using Cause for Concern Sheets
- Produce an Individual Provision Plan for pupils in their class who are on the SEN register
- Maintain appropriate records for SEN children in their class, to include records of support and progress towards IPP targets
- Plan and deliver, or plan for Teaching Assistants to deliver, relevant support or intervention to SEN children
- Review IPP targets at least termly (October, February, July)
- Share and discuss IPPs with the parents and pupil (where appropriate)
- Attend, or provide reports for, SEN reviews for children with an Education Health Care Plan or for children receiving support from outside agencies and lead meetings with parents of children receiving additional support
- Plan and differentiate lessons and learning opportunities to meet the needs of all learners in their class
- Ensure Teaching Assistants are supporting SEN children in their class, as directed

Teaching Assistants (under the guidance of the Classteacher and SENCO) will:

- Be fully aware of the school's SEN Policy
- Be aware of the children on the SEN Register
- Know the needs and barriers of SEN children that they work with
- Carry out activities and learning programmes as directed by the class teacher or SENCO
- Keep records of this work up to date
- Support children in class or through withdrawal of individuals or small groups
- Attend INSET and courses as required

Governors will:

- Ensure a named governor has responsibility for the implementation of the SEN policy
- Be fully involved in developing ad evaluating the SEN policy
- Have an up to date knowledge of the school's SEN provision, including funding
- Understand how equipment and personnel resources are deployed
- Ensure that SEN provision is an integral part of the School Development Plan
- Ensure that financial resources are available to carry out the SEN Policy
- Be involved in a regular cycle of monitoring, evaluation and review
- Ensure that quality of SEN provision is monitored continually by the school
- Liaise with the head teacher and SENCO

Identification

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to achieve. At Alverton Community Primary School we aim to identify children with Special Educational Needs as early as possible in their school career. The progress of all children is monitored throughout the school by the class teachers, subject leaders and the head teacher, through the use of tracking data and regular Pupil Progress Meetings. Where there are concerns about a child's progress, despite differentiated work and 'Quality First, Universal Teaching' provision, alternative strategies or intervention may be considered.
The provision and action we take is considered by looking at pupil as a whole, taking into account their strengths and successes as well as their attainment and difficulties.
As a school we use a 'graduated response' to the actions we take, using progressively more powerful interventions to meet increasing needs or reducing the range, type and intensity of interaction and support as a child makes adequate progress.
<u>The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had additional intervention/ adjustments and good quality personalised teaching.</u>

1) Teacher Concern

- The teacher will monitor the child's progress closely
- Targeted support will be given by the teacher and/or class teaching assistant
- Early Intervention and support strategies will be provided – effectiveness of these will be monitored by the SENCO and Subject Leaders
- Parents will be kept informed of teachers concerns

- Records will be kept detailing observations, concerns, progress and support strategies (Support Plan)

If the class teacher still feels that the strategies in place are not having an impact on progress and that the child is not learning as effectively as possible, they will share these concerns with the SENCO and headteacher.

2) School SEN provision (Targeted Support)

Additional and Different Intervention and provision are considered when:

- The child makes little or no progress even following targeted teaching and support
- The child requires 'additional and different' support in order to make progress
- Has difficulty acquiring literacy and numeracy skills, which result in poor attainment (Cognition and Learning)
- Presents persistent behavioural or emotional difficulties which cannot be managed through use of the school's usual behaviour policy (Social, Emotional and Mental Health)
- Has sensory or physical difficulties and continues to make little or no progress despite use of specialist equipment (Physical or Sensory)
- Has communication and/or interaction difficulties and makes little or no progress despite provision of a differentiated curriculum (Communication Interaction)

If, following consultation between class teacher, SENCO and parents, it is decided that the child requires additional support:

- The child's name will be placed on the school's SEN Register
- Assessments, observations and pupil voice meetings may be carried out to highlight specific needs and barriers to learning
- An Individual Provision Plan/Individual Behavioural Support Plan will be produced by the class teacher and shared with parents
- Individual targets will be set for the child which are Specific, Measurable, Achievable, Realistic and Timed (SMART)
- Additional support will be provided from within the schools resources

3) Involvement of Outside Agencies (Specialist Support):

If, despite appropriate intervention and support planned, delivered and monitored by staff in school, a child is still unable to access the curriculum or continues to make little or no progress, we may consult the school's Educational Psychologist or other outside agencies. They would be provided with information about the pupil, including evidence of all previous support and adjustments. They would then either offer further advice to school or decide that the child requires additional support from outside agencies.

This is usually when:

- The child continues to make little or no progress in specific areas over a long period of time, despite evidenced support
- Is working at National Curriculum levels substantially below the levels expected of a child of a similar age
- Continues to have difficulties developing literacy and numeracy skills

- Has an emotional or behavioural difficulty which substantially and regularly interferes with the child's own learning and that of the class group, despite having an individual behaviour plan
- Has sensory or physical needs which requires additional specialist equipment or regular visits by a specialist service
- Has ongoing communication and interaction difficulties that impede development of social relationships and cause barriers to learning
- Interventions planned, delivered and monitored by school staff have had little or no impact on progress

4) Education, Health and Care Assessment Request

If, following advice from outside agencies or the Educational Psychologist, the school and parents consider that additional help is needed from outside the school's resources the SENCO will complete an Education, Health and Care Assessment Request (EHCAR). As part of this process school will complete, alongside parents, a Comprehensive Assessment of Need Document (CAN-Do). Papers are submitted to the SEN Officer at the Local Authority who, alongside a panel of professionals, will decide whether there is evidence to support the school's/parents request for additional support.
If the Panel decide to proceed with the assessment the school will be required to prepare further documentation about the child which will be sent to the SEN Panel. They will then consider this information alongside reports from other involved professionals and a decision will be made whether or not to issue the child with an 'Education, Health and Care Plan'. Should this be issued, the SENCO will be responsible for producing an Individual Provision Plan for the child, working with the classteacher, to meet the objectives set out in the plan. The plan must be formally reviewed at least annually.

Individual Provision Plans

At Alverton CP School, all pupils recorded on our SEN register and receiving Targeted or Specialist Support or those with an Education, Health Care Plan must have an Individual Provision Plan (or Individual Behaviour Plan). These plans set out the individual targets for the child, the personalised provision that will be made for the child, and the measures that will be used to monitor the child's progress. These Individual Provision Plans (IPPs) are reviewed at least termly. IPPs will be shared with the parents and, where appropriate, the child.
If a child is making progress, the IPP review may consider removing the child from the SEN Register.
If a child is not meeting targets then provision will be reviewed and it may be appropriate to seek advice or support from outside agencies, or request additional support through the completion of a Comprehensive Assessment of Need (CAN-Do) and an Education, Health and Care Assessment Request (EHCAR).
These Individual Provision Plans are very important in supporting the child's progress and also provide valuable evidence of the interventions and support being provided by the school.

Outside Agencies

We have a number of outside agencies and professionals available to us. They include:

- Educational Psychologist (EP)
- Enhanced Mainstream School (EMS) Outreach staff for:
  Specific Learning Difficulties (SpLD) ; Communication and Interaction (C&I); Autism; Severe Learning Difficulties (SLD) ; Behavioural, Emotional and Social Difficulties (BESD)
- Speech and Language Therapists
- Occupational Therapists

- Health
- Educational Social Workers
- Social Care
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Partnership with Parents

At Alverton Community Primary School we understand that parental involvement has a great impact on pupil progress or in improving behaviour. We believe strongly that working closely together can ensure a consistent and clear approach and is also an effective way of improving a child's self- esteem, academic achievement and confidence.

Partnership is enhanced by:

- Regular communication
- Involvement in target setting
- Contributing to review meetings
- Opportunities to come into school to meet with teachers, SENCO and/or support staff

Transition

Nursery to Foundation Stage 2:
The SENCO, headteacher and EYFS Leader will liaise with the nursery to establish which of the pupils who are moving to FS2 are on the Early Years SEN Register. This information will be used to devise Early Years Provision Plans for the individual children.

Y6 to Secondary School:
As pupils on the SEN register progress to secondary school the Y6 teacher, SENCO and headteacher will liaise with the receiving school. This may involve:
Meetings with the secondary school SENCO and head of Y7
Inviting the secondary school SENCO to SEN review meetings held throughout Year 6
Enhanced transition opportunities, including additional visits for pupils to the prospective school
Additional meetings and visits for parents.

The class teacher and/or SENCo will complete a 'My Transition Plan' for ALL pupils on the SEN register who are transitioning to secondary school.

For review November 2020