

CURRY RIVEL C OF E VC PRIMARY SCHOOL



SEND Policy

2018 - 2019

Policy for Special Educational Needs

At Curry Rivel Church of England Primary School, Special Educational Needs is regarded as a whole school responsibility.

Definition of Special Educational Needs taken from the Special Educational Needs and Disability Code of Practice, September 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Our SEN Report and School Offer can be found on the school website. Somerset Local Authority have also produced a Local Offer.

Objectives of our Special Educational Needs Policy

Our SEND policy details how Curry Rivel School will do its best to ensure that all necessary provision is made for pupils who have special educational needs. These needs will be made known to all who work with the pupil. Our school will endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs and the efficient education of the pupils with whom they are educated.

The school will have regard to the **Special Educational Needs Code of Practice 2014** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified and involved in a decision that SEND provision is being made for their child. The child will also be involved as appropriate.

Provision will also focus on 5 key outcomes for children:

1. physical and mental health
2. protection from harm and neglect
3. education and training
4. contribution to society
5. social and economic well being

We value our partnership with parents and acknowledge the key role that parents play in enabling children and young people with SEN to achieve their potential. As a school we recognise that parents/carers have key information, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.

We will encourage children with special educational needs to share their views about what sort of help they would like. We are committed to ensuring that all children and young people, regardless of their circumstances, are given opportunities to reach their full potential and feel valued members of the school community.

Identification, Assessment and Provision

Special Educational Needs is a **whole school** responsibility. In addition to the Governing Body, the Headteacher, SENCo and all other members of staff have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs.

All teaching staff are involved in a cycle of assessing, planning, doing and reviewing, which takes account of the wide range of abilities, aptitudes and interests of children. For those children whose attainment fall significantly outside of the expected range may have special educational needs.

Early Years Foundation Stage Assessment (EYFS)

During the first term of the reception year we use the EYFS Profile to assess a child's current level of attainment. This ensures that children have an opportunity to build upon their learning and experiences already established during the child's pre-school years. If a child already has an identified special educational need, there will be liaison between the school and pre-school setting and a School Entry Planning Meeting may be arranged with parents and all involved agencies. The class teacher alongside the SENCo will use this information to:

- provide a starting point for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to further identify learning difficulties
- use on-going observations and assessments provide regular feedback about achievements. This will also form the basis for future planning and next steps in learning
- communicate with the child and parents to encourage them to implement a shared approach to learning at home

SEN Support

Curry Rivel uses a 'graduated response' to meeting the needs of our SEN pupils: see Appendix A

The provision we provide is in response to the child's individual needs. Support may be provided in a range of different ways. A child might be considered as having SEN if they are not making adequate progress despite Quality First Teaching and /or they meet the criteria for SEN as stated in the code of practice definition of SEN.

Provision may change using the cycle of **Assess, Plan, Do, Review**

The triggers for SEN support will be concern about a child, who despite receiving Quality First Teaching differentiated learning opportunities:

- makes limited or no progress even when teaching approaches are specifically targeted for the child
- shows signs of persistent emotional, social or mental health difficulties which are not improved by the use of behaviour management strategies
- displays sensory, medical and/or physical problems, and they continue to make little or no progress despite the introduction of specialist equipment
- has interaction and/or communication difficulties

SEN Process

- ❖ **Staff aim to identify the needs of the children with SEN** - the best way to do this is to gather information from all stakeholders -the child, parents, carers, grandparents, teachers and professionals involved with the child.
- ❖ **Quality First Teaching** - the class teacher will ensure they use a baseline for learning for every child in their class. Teachers must aim to reduce barriers to learning for their pupils with SEND by planning work which is appropriately differentiated. In line with the Code of Practice, the majority of SEN pupils will have their needs met in class and will have access to a broad and balanced curriculum
- ❖ **Teachers and SENCo will monitor and review pupil progress** -continuous monitoring of SEND pupils will help to ensure that they are able to reach their full potential. The child's progress will be regularly reviewed with parents/carers and any professionals who work with and supports the pupil. The impact and quality of support will also be measured and reviewed regularly.
- ❖ **Work in partnership with parents/carers** -teachers will work with parents/carers in order to gain a better understanding of the pupil's needs. This may include teachers supporting parents/carers in understanding SEND provision and procedures and helping them to support their child's learning at home
- ❖ **Work with and seek support from additional agencies** - this will take place when the pupil's needs cannot be met by the school alone
- ❖ **Encourage SEND pupils to take part in all school activities** - this will be done alongside pupils who do not have SEND

Behaviour

Curry Rivel School has an effective behaviour code which supports all pupils including those with challenging behaviours. The school has a caring and supportive ethos which results in a safe and secure environment for all members of the school community.

Medical

As a school, we ensure that all children with medical conditions should be supported to have full access to education, including trips, residential stays and physical activities. Should a pupil with a medical condition also have a disability the school will comply with its duty under the Equality Act 2010. Some pupils with a medical condition may also have a special educational need and will possibly require an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014,) is followed. Support arrangements are put into place for specific medical needs/ conditions. The school will arrange meetings with parents and relevant medical professionals. If required a Health Care Plan will be drawn up. When staff are required to administer medication they will receive regular training in order to help them to support the pupil's specific needs.

Provision

The school uses Somerset Total Communication and PECS (Picture Exchange Communication System) when appropriate to support learning and socialisation. All classrooms use a visual timetable each day. The school is accessible to people with a physical disability and our provision includes two accessible toilets.

Interventions

Following assessments, the class teacher and SENCo, through discussion with parents/ carers, will decide an appropriate cause of action to help the child to progress. This may include:

- Small group or 1:1 support
- Different learning resources or special equipment
- Staff training and development to ensure effective delivery of strategies
- Access to LEA support services

Pupil Passports and Provision Maps

When a pupil has been identified with a SEN need, strategies to support them are recorded on their individual pupil passport / provision map. This information will include:

- Short-term and long-term targets
- Teaching strategies to be used
- Provision to be put in place
- A review date

The information recorded will only refer to support that is additional to, or different from, the differentiated curriculum and will have a focus on up to four individual targets that match the child's needs.

Organisation Procedures

The Head teacher, Governors and SENCo are responsible for the development of the SEN policy and SEN provision in the school. The SENCo meets regularly with the SEN Governor to review and discuss SEN provision, policy and practice.

Responsibilities

The Head teacher is responsible for overseeing the Special Needs provision in school.

The Governor responsible for SEN is Lynne Benton, she meets with the SENCo to monitor the special needs provision and keep up to date with current initiatives. She then presents this information at a full Governors meeting.

The SENCo in school is Jo Ward and she is responsible for recommending steps taken to meet the needs of individual pupils identified with SEN.

SENCo responsibilities:

- Overseeing day-to-day procedures for SEN
- Co-ordination of SEN provision and ensure that pupils with special educational needs have full access to all areas of the curriculum
- Liaise with and advise fellow teachers
- Advise on the graduated response to SEN
- Manage Teaching and Learning Assistants
- Overseeing the records of pupils with SEN
- Liaising with parents of children with special educational needs and medical conditions
- Contributing to in-service training

- Transferring of SEN information to secondary schools and meet with their SENCo to discuss individual children if appropriate
- Liaising with outside agencies such as educational psychologist, Somerset Support Services, Social Services, Speech and Language Therapists, Occupational Therapists.
- Monitoring the progress of pupils with SEN

Pupils with High Needs

Somerset schools are given funding to support SEN pupils using a special formula. Some individuals may have significant and complex needs which may meet the criteria for 'top-up' funding. To receive high needs funding the child will need to meet the criteria for one of the banding categories outlined in Somerset County Councils High Needs Guidance. An application of needs will then be made to the local authority.

Statutory Assessment

When there is a long-term complex learning need which requires special educational provision a request for a Statutory Assessment may be made to the Local Authority (LA). This will be done in consultation with parents/carers. This assessment may result in the LA writing an Education, Health and Care Plan (EHCP).

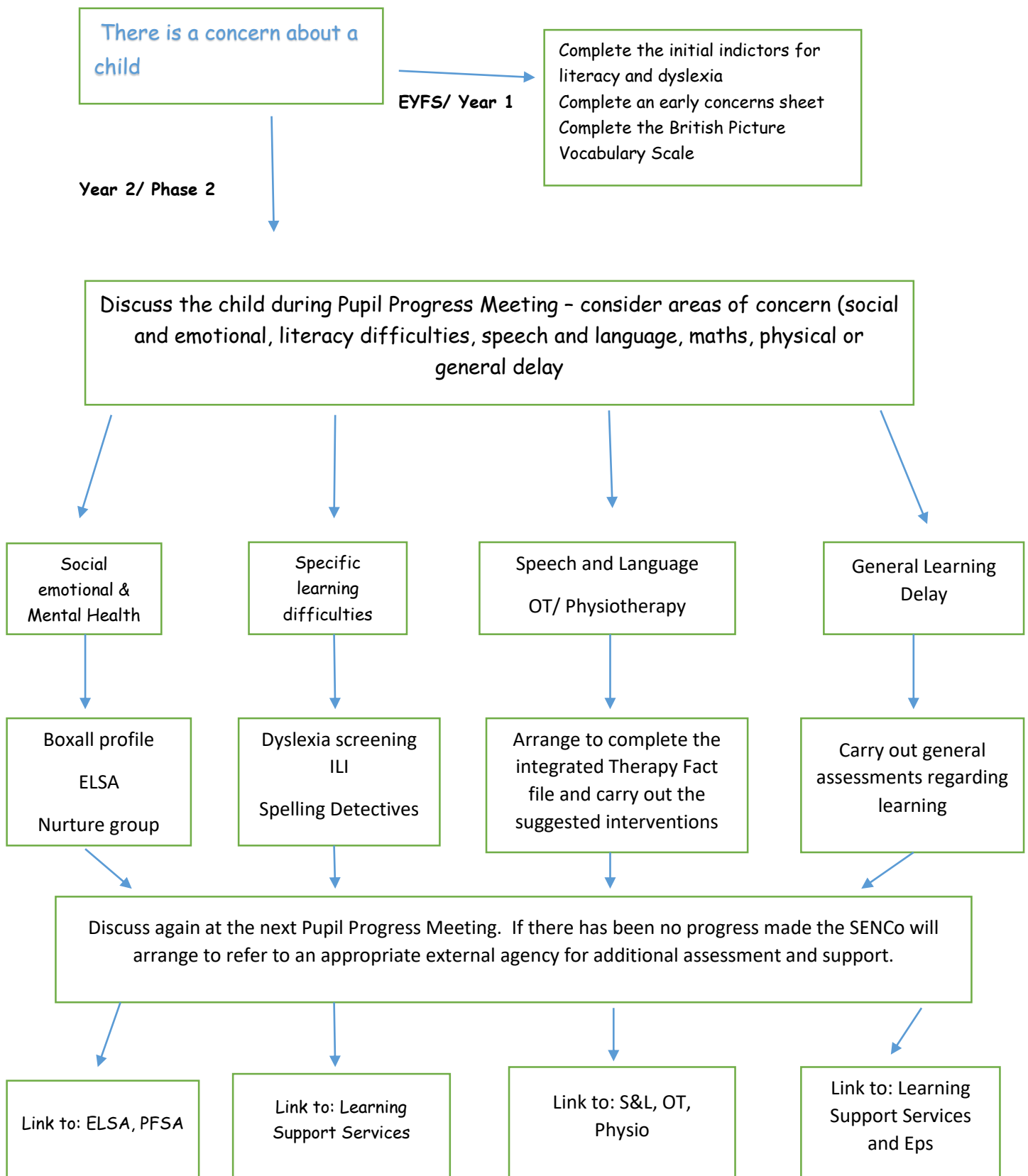
All pupils with an EHCP have outcomes to work towards. Steps to achieve these outcomes will be written into an individual learning plan. The delivery of these outcomes is the responsibility of the class teacher.

Annual Reviews

The progress of all children with EHCPs or high needs is reviewed at least annually, with parents/carers and other professionals involved using the format produced by the LA. The annual review will focus on what the child has achieved and any needs requiring further support.

For pupils in year 6, there will be a discussion about provision and support that will be required at secondary school. We advise parents/carers to visit the secondary school and arrange a meeting with the SENCo at that school.

Appendix A



Policy reviewed by:

Headteacher:

SENCo:

SEN Governor:

Chair of Governors:

Review Date: