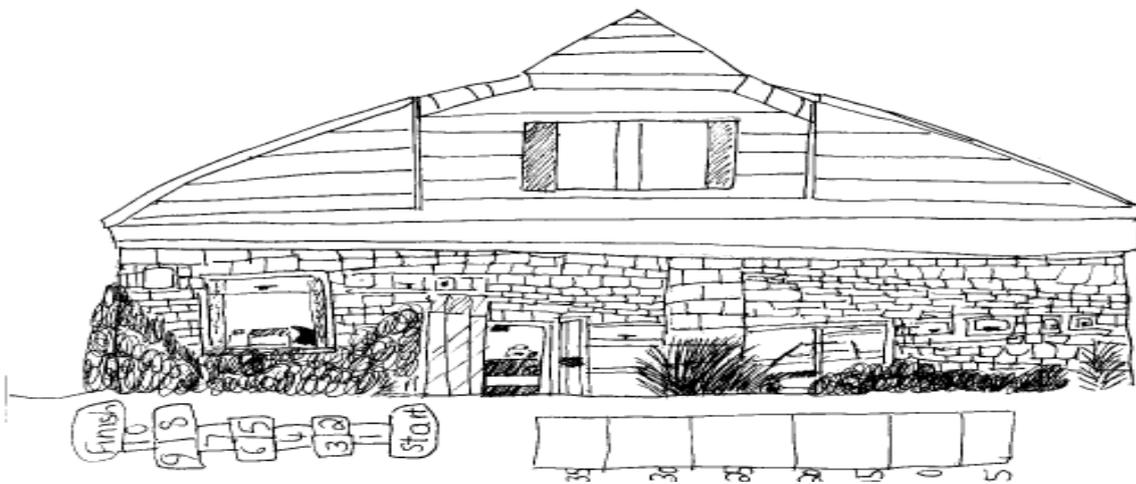


# Graveley Primary School

## A Church of England (VC) School



## Special Educational Needs

### Policy

March 2017

To be reviewed March 2019

Chair of Governors  
A. Swinson

## **Graveley School Special Educational Needs and Disabilities Policy**

### **Introduction:**

This document sets out the policy for Special Education Needs and Disabilities (SEND) at Graveley Primary School.

This document was written with reference to the revised Special Educational Needs and Disabilities (SEND) Code of Practice and the SEN and Disability Act 2014

### **Relationship to other policies:**

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

### **Aims and Objectives:**

At Graveley School we believe that each pupil has individual and unique needs. Some pupils will require more support than others and we acknowledge that a certain proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve and develop we must recognise this and plan accordingly. Graveley School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to all aspects of the curriculum.

In particular, we aim to:

- Enable every pupil to experience success by creating an environment that meets the needs of every child.
- Promote individual confidence and a positive attitude.
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Ensure that children with SEND have opportunities to receive and discuss information relating to their needs. Pupils will be given the opportunity to express an opinion, and have that opinion taken into account in any matters affecting them.
- Identify, assess, record and regularly review pupils' progress and needs.

- Involve parents/carers in planning and supporting their children's development and ensure that parents are able to play their part in supporting their child's education.
- Work collaboratively with parents, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

The four areas of special educational need and disability in the new Code of Practice (September 2014) are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical.

### **Definitions**

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

- A child or young person has special Educational Needs and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:
  - Have a significantly greater difficulty in learning than the majority of others of the same age; or
  - Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**SEND Code of Practice 2014**

### **A Graduated Approach**

In line with the SEND code of practice (2014) the school uses a graduated approach to identify pupils with SEND. Through quality first teaching in class:

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through monitoring and observations it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents in a meeting with the Class Teacher and SENCO where appropriate.

### **SEN Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and

compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with learning support assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Roles and responsibilities of Headteacher, Other Staff, and Governors:**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND.

It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

**The Headteacher has responsibility for:**

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SEND personnel within the school.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

**The Governing Body will ensure that:**

- SEND provision is an integral part of the school improvement/ development plan.
- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They report to parents on the implementation of the school's SEND policy.
- They have regard to the requirements of the SEND Code of Practice (2014).
- Parents are notified if the school decides to make special educational provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.
- The quality of SEND provision is regularly monitored.
- They, and the school as a whole, are involved in the development and monitoring of this policy.

**The Special Educational Needs Co-ordinator (SENCO) is responsible for:**

- Overseeing the day-to-day operation of this policy.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff, and parents of children with SEND.
- Helping staff to identify pupils with SEND.
- Carrying out detailed assessments and observations of pupils with specific learning problems.
- Co-ordinating the provision for pupils with SEND.

- Supporting class teachers in devising strategies and drawing up Individual Education Plans (IEPs).

**Class teachers are responsible for:**

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion.
- Making themselves aware of this policy and procedures for identification on, monitoring and supporting pupils with SEND.
- Writing personalised I.E.P's for pupils in their class with aspiring achievable targets and reviewing them termly with SENCO, pupil and parents.
- Giving feedback to parents of pupils with SEND.

**Learning Support Assistants should:**

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Undertake the work initiated and planned by the class teacher or SENCO for individuals or small groups of children.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

**Midday Supervisors should:**

- Inform the Headteacher or SENCO of any concerns regarding individual children.
- Support the behaviour policy of the school.
- Midday supervisors should be made aware of any physical, medical, sensory, emotional or behavioural problems a child may have.

**Arrangements for monitoring and evaluation:**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SENCO and Subject Leaders.
- Analysis of pupil tracking data and test results for individual pupils and for cohorts.
- Value-added data for pupils on the SEND register.

**Arrangements for complaints:**

Should pupils or parents/carers be unhappy with any aspect of provision they should first discuss the problem with their child's class teacher. If further advice or clarification of provision is required pupils or parent/carers should ask to speak to the SENCO.

In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy.

- Termly monitoring of procedures and practice by the SEND governor, the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy.
- The school's annual SEND review, which evaluates the success of the policy and sets new targets for development.
- The school improvement plan, which is used for planning and monitoring provision in the school.
- Visits from LA personnel and Ofsted inspection arrangements.
- Feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.