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Condover C.E. (Aided) Primary School.

Special Educational Needs and Disability Policy

This document sets out the policy of Condover C.E. (Aided) Primary School towards the provision for children with special educational needs and disability.

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of practice 0 - 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014)
- Schools SEN Information Report Regulations (2014)
- 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 Policy
- Accessibility Plan
- Teachers Standards 2012

It has been updated and revised in light of the new regulations by Mrs. K.Varley (SENDCo), Mrs. L.Peters SEND Governor in liaison with the SLT, the teaching staff, support staff and parents of Condover C.E. (Aided) Primary School.

Last reviewed January 2015

Next review due January 2016

2. Aims

All children in Condover CE Primary School, including those with Special Educational Needs or Disability (SEND) will receive a broad and balanced curriculum, relevant to the needs of the individual.

By raising the aspirations of and expectations for all pupils with SEND, Condover Primary School will provide a focus on outcomes for children and young people with special educational needs and disability.

Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers will:

- Set suitable learning challenges

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- Respond to pupil's diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

3. Objectives

To identify and provide for pupils who have special educational needs and additional needs

To work within the guidance provide in the SEND Code of Practice, 2014

To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs

To provide a Special Educational Needs Co-ordinator (SENDCo) to oversee procedure and policy

To provide support and advice for all staff working with special educational needs pupils

To provide early identification, assessment and intervention to meet the needs of the individual

To encourage a partnership between home and school to enable families to support the teaching programmes for the child with special needs.

To ensure all staff are aware of pupils with special needs, the nature of the needs and how best to deal with them.

To provide adequate resourcing, support and training to staff within the dictates of time and money

To match activities to pupils' differing paces, styles of learning, interests, capabilities and previous experiences.

To provide a range of communication methods for those experiencing language difficulties when required

To break activities down into achievable, clearly defined steps for support work

To demonstrate positive attitudes to SEND

To provide a supportive environment in which self-confidence and self-esteem can grow.

4. Identifying special educational needs

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

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The following are not considered to be special educational needs but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour of a child

We believe;

- That a child with SEND should have their needs met in an inclusive education
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

5. A Graduated Approach to SEND Support

Full details of this process can be found in Conover School's SEN Information Report on the website. An overview of this report is provided here.

All teachers will provide quality first teaching to meet the needs of all the children in their class. Following careful monitoring and tracking, with the head teacher and SENDCo those children who have not made adequate progress despite interventions, differentiation and good quality personalised teaching may need further interventions.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key tests of the need for action are when the child:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.

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- Has communication and / or interaction difficulties, and continues to make little or no progress.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.

In order to help children with special educational needs, Condoover will adopt the graduated response outlined below.

The Nature of Interventions

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments and with the parents input, draw up a child centred plan. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCo; or, with TA support or other Wave 3 interventions such as Toe by Toe, Active Literacy Kit and materials for mathematics.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENDCo and they will have specific time slots to discuss Individual Learning targets and progress with the SENDCo on termly basis.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's

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Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Child Centred Plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional difficulties which regularly and substantially interfere with the child's own learning
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Education Health and Care Plans

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous child centred plans, targets and costings for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred will be kept fully informed of the progress of the referral. Children with an Education, Health and Care Plan will be reviewed each term in addition to the statutory annual review. When this coincides with transfer to secondary school, the SENDCo from the secondary school will be invited to the review and informed of the outcome of the review.

Child Centred Plans

Strategies employed to enable the child to progress will be recorded within a Child Centred Plan in which the child's views will be sought and taken into account, as will

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those of the parents, whose support is vital if progress is to be achieved and maintained.

It will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.

6. Supporting Pupils and Families

Parent: For the purposes of this document a parent is deemed to be those with parental responsibility, including corporate parents.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through the school email address and parents and children have access to the website which has a dedicated section to Special Educational Needs.

Parents are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/ friend to meetings if they wish to do so.

For more information please see Shropshire Councils Local Offer and Condover School's Information Report on the website.

Other information for families can be found in the reception area of school.

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Information for admission for children with SEND is contained in the Admissions Policy. Special arrangements would need to be discussed with the Head teacher/SENDCo/SEND Governor.

We welcome all children (including those with SEND) to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parent/carers are always informed.

Pupils with Education Health and Care Plans are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENDCo and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional 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

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 and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points 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 identify any learning difficulties.

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- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

7. Supporting Pupils at School with Medical Conditions

We recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (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. See separate policy.

8. Monitoring and Evaluation of SEND

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Child Centred Plans for children. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENDCo and the named governor with responsibility for special needs also hold regular meetings, at least termly.

- The governors are involved with monitoring the quality of SEND provision
- The children are actively involved in setting their own targets
- Parents are involved with the provision made for their children
- The Child Centered Plan of children with SEND is regularly monitored and updated, at least termly
- The partnership between LSAT, other outside agencies and the school promotes a good working relationship which enables the targets and programmes for children with SEND to be successful
- Teachers track progress of SEND pupils and discuss impact of interventions with SENDCo and Headteacher through pupil progress meetings.
- The SEND policy is subject to a regular cycle of monitoring evaluation and review.
- Children are assessed against their targets on their Child Centered Plan at the end of each term. The information is then used by the teacher with the parents, TA and SENDCo to set new outcomes for the following term.

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•Regular and detailed liaison with SEND departments of local secondary schools ensures smooth transition into year 7 with appropriate support beginning during the induction programme.

The following are reviewed regularly (at least annually):

- policy and implementation
- SEND budget
- Liaison between all parties
- Number of children with SEND
- Outcomes for the child are reviewed with parents and children
- Action plan which is kept by SENDCo and shared with staff
- Pupil progress
- Targets from baseline assessments for expected pupil progress

9. Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCo regularly attends the LAs SEND network meetings in order to keep up to date with local and national updates in SEND.
- The school has firmly established links with the Condoover Pre School, Farm Friends Day Care, the SDG, the church of St. Mary and St. Andrew, Church Stretton Secondary School, school nurse, extended schools, Travellers advisory teacher, multi-cultural development service, Severndale Outreach Service, CAMHs and Karen Mitchell (dyslexia specialist).

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. By reporting annually at a full Governing Body Meeting.

The headteacher and the SENDCo meet annually to agree on how to use funds directly related to statements or Education, Health and Care Plans.

10. Roles and Responsibilities

The named Governor with the responsibility for SEND is Mrs. Lisa Peters

The SENDCo is Mrs. Kate Varley.

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The designated teacher for safeguarding, Pupil Premium, Looked After Children and meeting the medical needs of pupils is Mrs. Kerrie Lewis

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

The Special Educational Needs Co-ordinator's [SENDCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools and preschool settings so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children with SEND
- Coordinating provision for children with SEND
- Liaising regularly with class teachers and support staff- at least one formal meeting per term
- Ensuring that appropriate child centered plans are in place and being acted upon and reviewed each term
- Ensuring that suitable resources are available
- Ensuring that information about children with SEND is collected, recorded and updated
- Liaising with SEND Governor

11. Storing and Managing Information

This is in line with the school's policy on Information Management and confidentiality policy - see separate policies

12. Accessibility

This is in line with the school's policy on Accessibility - see separate policy

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13. Reviewing the Policy

It is the overall responsibility of the *Governors* of the school to ensure the implementation of this policy. It will be reviewed annually.

14. Dealing with Complaints

We would hope that problems and complaints could be resolved through discussion with class teacher, in the first instance, informing the Head and SENDCo of any outcome. Any necessary further action would be the responsibility of the Head, then the named *Governor*. If concerns remain the SEND *Governor* will bring the matter to the attention of the *Governing* body. If the parent still remains dissatisfied the school has an official complaints procedure. This is available on the School website.

15. Bullying

This is in line with the school's *Anti-Bullying Policy* - see separate policy