

Grindleton C.E. Primary School



In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven.'

Matthew 5 v16

SEND Policy 2020

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (1st September) 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 (1st September 2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- 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

This policy was created by the school's SENDCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND

Aims

The school was built in 1838 with modern spacious extensions which allow the premises to be wheel chair friendly. Doorways are wide enough to accommodate wheelchair users and there is a disabled toilet in the school. Furniture is modern and of a suitable height appropriate to the children in the classroom.

The school has a range of ICT programs for pupils for SEN in addition to ipads, computers and interactive whiteboards are installed in every classroom.

Objectives

The aims of the policy are:

- To identify pupils with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- To identify pupils of all ability who are underachieving and to act upon this;
- To support children to make the best progress of which they are capable;
- To maintain appropriate records and to monitor pupil progress;
- To provide full access to the National Curriculum. By providing full participation for pupils with SEN, the promotion of good practice for all pupils will be encouraged;
- To develop partnership with parents in the education of their child;
- To encourage success and participation for all pupils, whatever their level of ability;
- To continue to develop a whole school approach to meeting the needs of pupils.

Good practice for children with special educational needs is good practice for all children.

The SEND co-ordinator will be responsible for the co-ordination of all matters relating to Special Educational Needs and will be the person who liaises with outside agencies as well as overseeing provision within the school

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We feel that early identification is vital and outside agencies are involved when we feel we need help with the provision of intervention strategies. The class teacher informs the parents at the earliest opportunity to alert them to any concerns and enlist their active help and participation in their child's educational programme.

The SENDO works closely with parents and teachers in order to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the school's curriculum. The class teacher and SENDCO break down the assessment into small achievable steps to aid progress and provide detailed and accurate indicators (PIVATS).

If we have specific concerns about a child they would be assessed by a specialist teacher from Lancashire's Specialist Teaching Service.

Staff have received paediatric first aid training; Diabetes and EpiPen training have been received from the School and the Diabetes Nurse.

The SENDCO is SEN accredited and has a diploma in SEN.

Each class has the benefit of at least one teaching assistant.

When sitting examinations, children with SEN can be supported 1:1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN provision map records the type of intervention a child is receiving, the duration, pupils progress throughout the school and records progress individuals make following these interventions.

The school also tracks progress and provides data, monitoring pupils, pupils receiving the Pupil Premium as well as pupils with SEN.

Other factors 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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Any concerns relating to child or young person's behaviour can be described as an additional need which Grindleton Primary School may be able to recognise and identify clearly as we know the child/young person well. This does not necessarily imply that the child or young person has special educational needs.

A Graduated Approach to SEN Support

The PROCESS by which we identify and manage children and young people with SEN is detailed below.

In recording pupils needs on an SEN record or register, our criteria for "entering" a pupil on this record includes;

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The school will decide whether to make special educational provision after involvement of the teacher and SENDCO who will gather all information from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

From external agencies and professionals will be called upon from the local authority for those with a higher level of need.

The school will decide when to place a pupil on the register by applying the *Assess - Plan - Do -Review cycle*.

Parents take part and contribute to annual reviews, receiving all relevant paperwork concerning their child. Pupils are also asked to contribute to the review by completing a child friendly pro forma.

IEP's are produced half termly and the school operates an open door policy.

Pupil's progress is monitored throughout the school and pupils with SEN are monitored also on the provision map.

Support is available in every class but some classes will have additional support if required. However, additional intervention and support cannot compensate for a lack of good quality teaching.

A pupil with a statement of SEN will have additional support in accordance with their statement of SEN.

Parents, families, children and young people are involved throughout the process by regular meetings and IEPs

MANAGING PUPILS NEEDS ON THE SEN REGISTER

Key considerations for managing pupils needs on the SEN register:

- assessing/planning/delivery
- IEP's/ Provision Maps/ Person Centred Plans
- how to remove key barriers to learning effectively i.e. What works; the clear outcomes to be achieved within an agreed time frame, not too long!
- The class teachers in consultation with SENDCO will keep the information relevant and up to date
- It will be reviewed regularly and be reported back to parents via IEP meetings and parents evening

We are able to identify and meet the needs of SEN pupils. We have disabled access throughout and a disabled toilet. We would need to look at this provision based upon the needs of the individual e.g. a hoist or shower facilities may be needed in the future.

If additional support was needed we would contact LCC SEND team/Local Authority. The SLT would produce costs which would be reported to Governors. This would be after consulting with parents and the Local Authority as appropriate.

If the school identifies that additional funding and support are needed from the LA High Needs Block, describe we would contact the Local Authority for information. Based on the needs of the pupil a Single agency referral or a CAF may be appropriate.

CRITERIA FOR EXITING THE SEN REGISTER

Through careful monitoring and tracking of pupil's progress, if it was felt that a child no longer needed to be on the SEN register/record we would meet with parents and all agencies concerned to elicit a consensus of opinion.

SUPPORTING PUPILS AND FAMILIES

Support for pupils and families can be found on our website. More information can be found on the Local Offer including Links with other agencies to support the family and pupil.

Our admission arrangements can be found on the website. When sitting examinations, children with SEN can be supported 1:1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

If required a handover is carried out by the teaching assistant or class teacher to the child's parent/carer. There are parking areas outside the school for pick up and drop off points.

Children are assisted at lunchtimes dependent on their need.

A pupil with an EHCP will have the relevant support put in place in order to meet their needs and outcomes of their EHCP.

Each year pupils visit their chosen secondary school for taster sessions, added to which the head of year 7 from that school visits to help ease the transition from key stage 2 to key stage 3.

The headteacher has regular contact with the head and staff from the local high school which means that any anxieties which a child may have can be communicated immediately.

A copy of the schools policy on managing the medical conditions of pupils can be obtained from the school office.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils 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 or an Educational, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

All medicine is recorded in a medicine book along with dosage and frequency, parents sign to grant authorisation to the school to administer to their child.

All support staff and teaching staff are kept regularly up to date with first aid training.

In addition Epipen and diabetes training has been provided by the school nurse or other health professional to ensure staff are aware of the appropriate action to take.

MONITORING AND EVALUATION OF SEND

This policy and has been developed according to the SEN Code of Practice. All staff have been involved in discussions, the progress of pupils on the register will be reviewed and parents and pupils will be invited to comment. Governors will discuss progress and an annual report will be made available for all parents.

In particular the success of the policy will be measured against the aims and objectives stated at the start of this policy and use will be made of the following indicators:

- Pupils identified as early as possible
- Pupils make good progress against specific targets set for them
- Some pupils move to lower phases on the register, or off the register altogether as a result of intervention;
- Where formal assessment is undertaken, pupils receive an EHCP;
- Pupils enjoy their schooling and are proud of their success;
- Parents express satisfaction with what is provided;
- Support staff are integrated into the school.

TRAINING AND RESOURCES

The needs of pupils requiring SEN provision are discussed and appropriate measures are taken to ensure the needs are met. INSET plans are made and costed for all staff, including non-teaching staff to increase their knowledge, skills and expertise in SEN issues. Key resources, including ICT software to

support SEN are identified and ordered as necessary. Support staff are deployed effectively and flexibly to best meet the needs of all pupils with SEN.

The provision for all SEN is established and shared with parents. The school SENDCO regularly attends the local authority SENDCO cluster meetings, in order to keep up to date with local and national updates.

ACCESSABILITY

The school was built in 1838. Although there are two sets of steps within the school there is disabled access to every level. Doorways are wide enough to accommodate wheelchair users and there is a disabled toilet in the school. Furniture is modern and of a suitable height appropriate to the children in the classroom.

The school has a range of ICT programs for pupils with SEN in addition to iPads. Computers and interactive whiteboards are installed in every classroom.

DEALING WITH COMPLAINTS

If any parent has any concerns regarding the education of their child with SEN they should contact the school immediately and make an appointment to see either Mrs Dewhurst (SENDCO), the class teacher or the headteacher in line with the school's standard complaints procedure as outlined in the prospectus.

BULLYING

In line with the school's anti-bullying policy all appropriate steps will be taken to ensure and mitigate the risk of bullying to vulnerable learners in our school.

ROLES AND RESPONSIBILITIES

- The SEN Governor is encouraged to champion the issue of special educational needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting special educational needs.
- The Headteacher is responsible for Safeguarding.
- The Headteacher is responsible for managing PPG/LAC funding and managing the school's responsibility for meeting the medical needs of pupils.

APPENDICES

- SEN Information Report/or this may be contained with the SEN policy

- Bullying Policy
- *Guide to Parents*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf
- Safeguarding policy
- Medicines Policy
- *School Website:* www.grindletonschool.co.uk