

SEND Policy & Information Report

Ashchurch Primary



Last reviewed: E Bushell & M Wiseman

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Approved by: R Gibson & S Rickaby

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1. Aims

Our SEND policy and information report aims to:

Enable all pupils with Special Educational Needs to reach their full potential in a supportive environment that prepares them well for adult life enabling them to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution

We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with special education need, receive a curriculum relevant to their needs and ability and still fulfil the requirements of the national curriculum.

We aim to do this through:

- promoting equal opportunities for all children
- early identification of SEND
- establishing and maintaining an efficient and consistent approach to identify needs providing an appropriate learning environment for all children
- early consultation with teachers and where necessary actively involving them in implementing My Plans
- enabling parents to take a supportive role in their child's learning
- establishing an SEND register and a record keeping system
- providing a differentiated curriculum where necessary
- providing training for the SENDCO, class teachers and teaching assistants, and opportunities for dissemination of information related to SEND.
- having regard to the Code of Practice

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1

The SENDCO is Mrs Emma Bushell

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- At present our SENDCo is a part-time teacher. In the absence of the SENDCo the point of contact is the Headteacher.
- At Ashchurch we aim to optimise the human resources so the children in most need of support, are given the maximum time available. This is reviewed on a termly basis, as we have found that children very often learn in spurts; provision needs to be flexible, reduced or increased as necessary.

4.2 The SEND governor (Angela Goodwin)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- Initial identification of needs
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
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5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We are aware that slower progress and lower attainment do not necessarily mean that a child has SEND. We also look for pupils who may achieve in line with expectations for their age but who could have SEND. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEND. These include disability*, attendance at school, health, English as an additional language, being a looked after child, being in receipt of pupil premium or being the child of service personnel.

Where unacceptable or unusual behaviour is a concern we will investigate the underlying causes of the child's actions to discover the reason for their actions. Behaviour is not a need but a likely response to a need.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils have an induction session at their new school.

As Ashchurch School takes children from a variety of preschool placements, we realise the importance of close liaison with all our feeder establishments. Similarly, if asked to take a child from a specialist centre, we would wish to become involved at an early stage and to attend the case conference.

Our Reception teacher will visit the pre-school to build relationships with reception children prior to them starting school. The children will visit the reception class for stay and play sessions in the summer term. The pre-school will pass on relevant information on the child's physical, intellectual, emotional and social development to the reception class teacher. The assessment profile will also be started in Pre-School and passed on with the children.

In order to ease the transfer of our children to the secondary school, or to any other establishment we will continue to keep detailed records of referrals, My Plans, review meetings, assessments and reports completed by outside agencies, and liaise with the SENDCO in the term before transfer. This will be the responsibility of the SENDCO and the class teacher.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Wave1: High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Wave2: However, there are times when despite high quality class teaching, some pupils do not make adequate progress towards the desired level of outcome for that pupil. These could be pupils who are underachieving and need to make accelerated progress but will not necessarily be pupils with special educational needs. At this point the class teacher will review the possible barriers preventing the pupil's progress. Parents, and where it is felt appropriate pupils themselves, will be invited to be involved in this process. Once the possible barriers to learning have been identified, appropriate short term interventions will begin. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

Wave 3: If a pupil is still not making expected progress in any area despite high quality class teaching and Wave 2 support it is possible they will have SEND. The class teacher and inclusion manager will review all of the information gathered on the pupil and discuss the next steps with the parents/carers. The four stage process of: assess, plan, do, review described in the Code of Practice (see below) will be used to support the intervention program for each pupil. At this stage the pupil will be recorded on the SEND register under the category of SEND Support. Parents/carers will already be aware of the difficulties their child is experiencing through earlier involvement but they will be met with and informed that their child is on the SEND register.

We will also provide the following interventions:

- Write from the start handwriting program
- Trugs phonics
- Twinkl phonics approved scheme
- Smart moves physical development
- Resources made in school tailored to children's needs
- Social and emotional skills development (ELSA) provided by trained TA
- In class teacher assistant support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
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5.8 Additional support for learning

We have 9 teaching assistants who are trained to deliver interventions such as those listed above

Teaching assistants will support pupils on a 1:1 basis where possible

Teaching assistants will support pupils in small groups where possible

We work with the following agencies to provide support for pupils with SEND:

Hearing Impairment team
Visual Impairment team
Educational Psychologist Service
Physical and Disability Support Service
Health and Social Services
School Nurse
Children and Young Person Services
Advisory Teaching Service
Speech and Language
Occupational Therapy

5.9 Expertise and training of staff

Our SENDCO is an experienced teacher. They are allocated ½ day a week to manage SEND provision.

We have a team of teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We use specialist staff for PE, some Maths interventions and some Music provision.

5.10 Securing equipment and facilities

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The National SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Little Canada/wilderness centre

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.
- ELSA sessions with trained TA

5.14 Working with other agencies

As a school, we have built good working relationships with a wide range of people who provide services to children with SEND and their families. This is particularly important when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists we work with include:

- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and Disability Support Service
- Health and Social Services
- School Nurse
- Children and Young Person Services
- Advisory Teaching Service
- Speech and Language
- Occupational Therapy

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. The class teacher may then refer to the SENDCO and/or Deputy Headteacher/ Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) Gloucestershire (<http://sendiassglos.org.uk>)

Glos Families Directory <http://www.glosfamiliesdirectory.org.uk>

5.17 Contact details for raising concerns

Mrs Emma Bushell	SENDCO	ebushell@ashchurch.gloucs.sch.uk
Mr Richard Gibson	Headteacher	head@ashchurch.gloucs.sch.uk
Mrs Angela Goodwin	SEND Governor	agoodwin@ashchurch.gloucs.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/advice.page?id=ktZYX6uM08s>

6. Monitoring arrangements

This policy and information report will be reviewed by Emma Bushell **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions