



"Show me your way, Lord teach me your paths." Psalms (25.4)

SPECIAL EDUCATIONAL NEEDS POLICY

RATIONALE:

Almondsbury CE VC Primary School endeavours to be an inclusive school recognising and supporting the statutory rights of all pupils to equal opportunities in educational provision and expertise. All children should receive a broad and balanced curriculum relevant to their individual needs and with access to the 2014 National Curriculum.

The following assumptions are fundamental to the school's policy:

- A recognition of and respect for the uniqueness of everyone and their individual learning needs.
- The right of access for all, to equivalent learning opportunities regardless of race, gender, disability, class, religion, creed, age, stage of development, or personal circumstances.
- Every single person will be helped to reach or achieve their full potential.
- That children learn more effectively and develop more fully when parents and professionals work in partnership upon a basis of equality.
- We foster a caring environment where all can share the responsibility for integration.

This policy needs to be read in conjunction with the school's SEND Local Offer, which can be found: <https://www.almondsburyprimary.co.uk/page/?title=SEN&pid=30> along with the school DES, Safeguarding and all relevant policies.

AIMS AND OBJECTIVES:

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To enable all children to have access to all elements of the school curriculum.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process, including the child.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS IN SCHOOL

The SEN Code of Practice defines a child having 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 child has a learning difficulty if he or she:

- a. has a significantly greater difficulty in learning than the majority of children of the

same age

- b. has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream schools

The Code identifies four broad areas of need:

Communication and interaction:

children with speech, language and communication needs who have difficulty in communicating with others; children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction.

Cognition and learning:

children who learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties:

children who experience social and emotional difficulties which may reflect underlying mental health difficulties or disorders such as attention deficit disorder or attachment disorder.

Sensory and/or physical needs:

children with a disability who require specialist support and/or equipment to access their learning.

Other factors may impact on progress and attainment, but these do not themselves constitute SEN: Disability, English as an additional language, being a Looked After Child, attendance and punctuality, health and welfare, being in receipt of Pupil Premium.

PERSONNEL WITHIN SEND

Executive Headteacher: Paul Smith Paul.Smith@almondsburyprimary.co.uk

SENCo: Sam McDowall Samantha.McDowall1@almondsburyprimary.co.uk

SEND Governor: Sue Hewson Sue.Hewson@almondsburyprimary.co.uk

HOW DO WE IDENTIFY AND ASSESS OUR CHILDREN TO SEE IF THEY HAVE A SPECIAL EDUCATIONAL NEED?

- Entry assessment in Reception.
- Discussion with parents at informal meetings and parents' evenings.
- Through links with pre-school groups.
- Ongoing assessment using Age related expectations assessment, national tests (SATs), use of individual provision maps and learning plans.
- Informal class teacher assessments made on a termly basis plus discussion, observation and analysis by the class teacher and/or SENCo.
- Use of an 'Identification and Assessment' criteria checklist.

PROCEDURE

The Almondsbury CE VC Primary School procedure follows the model set out in the 2015 Special Educational Needs Code of Practice. To facilitate this, a graduated response is required ranging from 'Concern' to 'SEN Support' and then, if required to 'EHCP statutory assessment'.

Whole-School Approach to SEN Support

- The responsibility for a child's progress and development lies with their class teacher who will provide high-quality teaching to promote learning. Their planning will take account of the individual needs of children within their class and oversee the work of any support staff or specialist staff.
- The quality of teaching is reviewed regularly by the Senior Leadership Team (SLT).
- All staff meet with the Executive Headteacher and/or the Head of School following teacher assessments to discuss all children in their class. This allows teachers to discuss progress and highlight children who need more support, to ensure interventions and support for the children and teachers are implemented successfully. This includes consideration of

evidence base and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

- This is monitored regularly through discussions with the SENCo and SLT, review of the interventions and analysis of the impact on the child. If a child has received numerous interventions and support the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support. Throughout this process we will look at a range of evidence, the child's academic ability and the progress they are making in line with the end of year objectives. We will monitor behaviour and the way children deal with situations. The school will participate in the planning and preparation for the transition of children to different key phases and settings ie Secondary transfer or to a specialist setting.
- Every child receiving SEN Support has a different profile of needs and we will adopt a personalised approach to ensure that we will meet those needs. Every child at SEN Support has their needs identified. Targets and strategies are planned to address these concerns. The table below shows how we plan and support children with SEN at Almondsbury CE VC Primary School.

1st stage	2nd stage	3rd stage
Concerns	SEN Support	EHC Plan
Teachers identify concerns about a child which cannot be addressed by quality wave one teaching. Interventions and support are planned and recorded on provision mapping documents. Parents are kept informed through all stages.	Children receive some interventions and support, but impact has been limited. They will have an Individual Passport to support their difficulty and record strategies, provision, resources and outcomes. This would be used when requesting an assessment for an EHC Plan	Children with ongoing, significant and/or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan. (EHCP)

Where a child has more significant SEN, there may be several specialist services involved with the child and their family. As a result of the monitoring cycle of, Assess, Plan, Do, Review, it may be felt that they are not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to meet their needs. If this is the case, a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and through an annual review, where the outcomes on the EHCP will be considered.

INCLUSION

- At Almondsbury CE VC Primary School we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.
- Whenever possible, we do not withdraw children from the classroom situation. However, there are times, when to maximise learning, we ask the children to work in small groups or in one-to-one situations outside the classroom with a Teaching assistant or other appropriate adult.
- At Almondsbury CE VC Primary School we value the 'team around the child' approach to support. This means that a small team of adults will engage and support the children at various times throughout the week, directed by the SENCo and Class Teacher.
- At Almondsbury CE VC Primary School there is an extensive 'universal offer' of support and provisions that all pupils are able to access enabling them to be fully included in learning with adaptations. Please see appendix A for more details.

This universal offer is a menu of support that may be and could be available for pupils. This support can be accessed in class and in small groups or individually when it is deemed necessary to be provided. Where there are outside agencies involved this will be provided after professional dialogue between staff and parents.

MONITORING AND EVALUATING

- The SENCo will monitor the movement of children within the SEN system. The SENCo will also produce regular provision maps to ensure children are receiving the most appropriate level and type of support required.
- The class teacher will monitor the progress of individual children towards learning plan targets either daily, weekly, or at least monthly.
- TAs working with individual children on specific learning plan targets will monitor progress daily or weekly.
- The SENCo will provide the staff and governors with an annual summary of the impact of the policy on the practice of the school.
- The Headteacher and the SENCo will hold termly meetings to review the work of the school in this area.
- The SENCo and the named governor with responsibility for SEN will also hold termly meetings.
- The named governor will report annually to the full Governing Body and the parents, on the effectiveness of the SEN policy and any amendments required.

CONCLUSION

It is recognised that, at any time during their education a significant proportion of children will experience an additional educational need. For many the need will only be for a short time, for others it may be for all of their educational career.

At Almondsbury CE VC Primary School, it is felt that early support within school for such needs is essential and ensures that children can progress quickly into the situation of normal provision.

FURTHER INFORMATION ROLES AND RESPONSIBILITIES

GENERAL GUIDELINES

- At Almondsbury CE VC Primary School the Special Educational Needs Co-ordinator is Mrs Sam McDowall and she is supported by Mr Paul Smith, the Executive Headteacher, to whom all issues should be reported. It is essential that the Executive Headteacher is informed of any concerns at the earliest opportunity.
- It is the responsibility of all staff to convey concerns about individual pupils to the SENCo. Concerns should be voiced as soon as they are noticed, to ensure an early intervention and a discussion carried out.
- All curriculum policy documents, schemes of work and resources should indicate how SEN needs will be met.
- Partnership and communication between the pupil, the parents and the school will always be a priority.
- The school plays an active part in the Cluster SEND group and is well supported through training, resources and services that can be accessed to support pupils, staff and parents.

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

The designated governor for Special Educational Needs shall:

- In cooperation with the Headteacher, determine:

- i the school's general policy and approach to provision for children with special educational needs
- ii appropriate staffing
- iii appropriate funding
- Monitor the implementation of the school's Special Educational Needs policy, ensuring the necessary provision is made for any child with SEN.
- Liaise with the SEN Coordinator.
- Report annually on the school's policy for special educational needs.
- Ensure all children are totally integrated within the school.
- Be informed on legislation relating to special educational needs and attend relevant training sessions.
- Ensure that all SEN pupils are involved in all areas and aspects of learning throughout the curriculum.

THE SEN COORDINATOR (SENCo) is responsible for:

- developing the SEN policy and its day-to-day operation.
- regularly monitoring and reviewing the SEN policy, record keeping and other relevant documentation.
- coordinating provision for pupils with Special Educational Needs.
- liaising with the Executive Headteacher, external agencies and the SEN governor.
- liaising with the parents of children with Special Educational Needs.
- contributing to INSET on SEN.
- maintaining a central resource area for SEN and its appropriate development.
- representing the school at local SEN Cluster group meetings.
- keeping abreast of current local and national documentation and attending any SEN courses/training sessions.
- liaising with other SENCos from the Cluster SEND group for advice, support and to access training and resources.

The HEADTEACHER is responsibility for:

- overseeing the day-to-day management of the SEN policy.
- keeping the Governing Body informed.
- working closely with the SENCo.
- allocating funds for staffing and resources.
- contacting the LA.
- liaising with support services alongside the SENCo.
- identifying through individual appraisals, where teaching staff and teaching assistants would benefit from undertaking relevant training.
- liaising with the SEND Cluster group to access vital resources, training and funds to support the pupils, staff and parents.

CLASS TEACHERS will:

- implement the school's procedures for identifying, assessing and making provision for pupils with SEN and disability through appropriate planning, organisation and differentiation.
- plan appropriate tasks to ensure that all children can access the National Curriculum.
- liaise with the SENCo to compile PPs and work with TAs and outside agencies to implement targets and strategies.
- meet regularly with the SENCo, parents/carers and children to review PPs.

Initial identification of a child with special educational needs lies with the class teacher.

TEACHING ASSISTANTS will:

- implement the school's procedures for identifying, assessing and making provision for pupils with SEN.

- assist class teachers and the SENCo to carry out their programmes for individual children.
- help with preparation of any relevant teaching materials.
- where necessary, inform parents of daily incidences.

CURRICULUM LEADERS will:

- liaise with the Headteacher, staff and the SENCo when preparing policies and schemes of work and when budgeting for resources to ensure that the provision for SEN and disabled pupils is met in all areas of the curriculum.

SUPPORT TEACHERS will:

- liaise with relevant members of staff and the SENCo.
- be involved with reviews, future planning and target setting for those children with PPs.
- be aware of SEN school procedures.

SPECIALIST TEACHING ASSISTANTS

Specialist Teaching Assistants may be funded:

- specifically to assist a child with an Education and Health Care Plan.
- from the school's budget to work alongside the SENCo and class teachers to assist children.

SPECIALIST TEACHING ASSISTANTS will:

- implement the school's procedures for identifying, assessing and making provision for pupils with SEN.
- liaise closely with relevant members of staff, the SENCo and any support services.
- work closely with children on an individual basis and in a group situation, to promote effective learning and the achievement of learning plan targets.
- participate in the preparation of learning plans and relevant reports.
- attend support meetings, including learning plan reviews and Annual reviews when appropriate.
- establish a supportive relationship with all pupils to promote the acceptance and integration of pupils with special educational needs.

PARENTS

It is expected that parents will fulfil their roles and responsibilities by:

- sharing with their child's class teacher or the SENCo any concerns they have about their child's progress.
- attending meetings regarding their child's progress and by contributing towards and supporting any targets/programmes devised.
- recognising that children with SEN, progress most effectively when encouraged and praised even for very small improvements.
- understanding that the more closely they work with the school, the more successful the outcomes are likely to be.

THE CHILD

- each individual child will be continually encouraged to actively participate in their own learning and development.

OUTSIDE SUPPORT SERVICES

- 0-25 Team Assessment Coordinator
- The Educational Psychology Service
- Inclusion Support Service
- Behavioural Support Service
- Doctor/School Nurse/Local Clinic/Paediatrician

- Speech and Language Therapy Department
- Peripatetic Support Staff for Hearing and Visually Impaired Pupils
- Occupational Therapy Department
- Pupil Referral Service
- SENDIAS – Supportive Parents South Gloucestershire

COORDINATION OF PROVISION WITH OUTSIDE AGENCIES

- Implementing Individual Support Plans
- Review meeting with members of staff to inform the Headteacher and the SENCo of all Special Educational Needs children
- Organising in-class support or withdrawal as appropriate
- Disseminating information about pupils to relevant members of staff
- Receiving information from and communicating information to parents
- Organising multi-disciplinary assessment procedures

ADMISSION

Almondsbury CE VC Primary School operates a system of open enrolment for all eligible children within the standard admission number advised by the local authority.

SPECIAL FACILITIES

- The school does have a disabled person's toilet with showering facilities
- Wheelchair access

INFORMATION ON IDENTIFICATION, ASSESSMENT AND PROVISION

ALLOCATION OF RESOURCES

- Annual allocation from budget to SEN Coordinator
- Appointment of SEN Coordinator
- Attendance by SEN Coordinator at inset training, cluster meetings and training courses
- Funds to purchase specific resources
- Appointment of Teaching Assistants to meet requirements
- Liaise with staff/Headteacher/SENCo to determine resource and purchases
- Central resources base where SEN games/teaching materials/equipment and computer are located

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Reviewed annually***