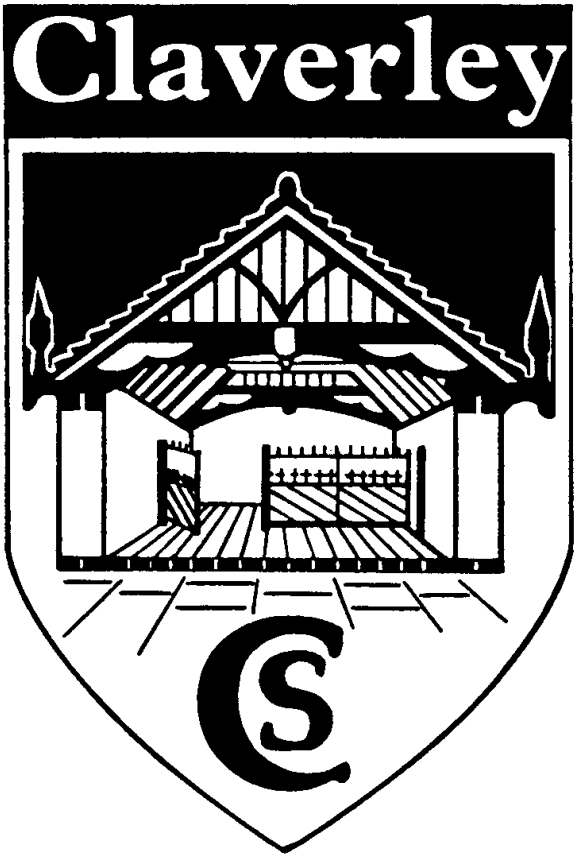



# SEND Policy

Reviewed Spring 2019

To be reviewed Spring 2020

Introduction

At Claverley School we are committed to helping all children release their potential. The teaching staff and teaching assistants work hard to provide equality of opportunity and high achievement for all children.

The new Special Educational Needs and Disabilities Code of Practice helps us to deliver this commitment by promoting a consistency of approach to meeting children's special educational needs. The focus is on preventative intervention to ensure that children's special educational needs and disabilities are identified quickly and that early action is taken to meet those needs.

The Code of Practice sets out a framework for effective school based support with an emphasis on monitoring the progress of children with special educational needs towards identified goals set out in their child centred plans or in their Education, Health and care plans.

Pupils with special educational needs and disabilities will include any pupil who has, at some time during their years at Claverley, experienced a significant difficulty in learning or behaving appropriately, and who requires some planned intervention into their learning over and above the usual classroom procedures. Special educational needs and disabilities may also apply to provision for children recognised as very able, whose needs must be met by appropriate planning of different tasks in order that their learning is extended.

It is expected that up to 50% of children will need planned intervention in their learning at some time during their school career. For some children this will be short term, very specific intervention, for other children the need for special intervention will be a long-term feature of their education. Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## Aims of the Policy

* To ensure that the special educational needs of any pupil are met by planned intervention and evaluation at the appropriate level of the assessment process which is clearly set out in the Code of Practice and is a legal obligation upon the school.

* To provide a framework within which the work of children with special educational needs may be assessed.

* To provide guidelines for teaching and non-teaching staff working at Claverley Primary School so that children receive a consistent and high quality level of intervention.

* To provide information to parents and governors of the systems and strategies being used in the provision for children with special educational needs and disabilities.

* To involve the children and their parents with the child's learning every step of the way.

## Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance be progress which:

* closes the attainment gap between the child and their peers

* prevents the attainment gap growing wider

* is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers

* matches or betters the child's previous rate of progress

* ensures access to the full curriculum

* demonstrates an improvement in self-help, social or personal skills

* demonstrates improvements in the child's behaviour

Levels of Special educational needs and disabilities

SEN Support

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher provides interventions that are *additional to* or *different from* those provided as part of the school's usual differentiated curriculum offer and strategies.

**Triggers for SEN Support**

The triggers of intervention through SEN Support could be the teachers or others concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- 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 English or mathematics skills which result in poor attainment in some curriculum areas

- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school

- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

If it is necessary, a request for help from external services is likely to follow a decision taken by SENCO and colleagues, in consultation with parents, at a meeting to review the child's child centred plan (CCP). At Claverley we always consult specialists when we take action on behalf of a child through SEN Support.

The external support services are provided by the local authority and by outside agencies and will usually see the child in school, if that is appropriate so that they can:

* advise teachers on new child centred plans with fresh targets and accompanying strategies

* provide more specialist assessment that can inform planning and the measurement of a pupil's progress

* give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities

**Triggers for external support for SEN Support**

The triggers could be that, despite receiving an individualised programme and/or concentrated support under SEN Support, the child:

* continues to make a 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 English and mathematics skills

* has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme

* has sensory or physical needs, and required additional specialist equipment or regular advice on visits by a specialist service

* has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Child centred Plans (CCP)

A child centred plan is used to plan interventions for individual pupils working through SEN Support or who have been assessed as needing an Education, health care plan for Special Educational Needs. The child centred plan is the structured planning documentation of the differentiated steps and teaching requirements needed to help the pupil achieve identified targets. It is a working document for all teaching staff. A child centred plan will include a one page document detailing things which the child is proud of, things which are important to them

and ways in which they can be supported in school. As well as this one page document, an individual education plan will be attached detailing specific targets for the child and details of how these can be achieved through support from adults and resources in school.

All teaching staff have blank master copies of the child centred plans. Child centred plans are written and reviewed three times a year (once a term) and will be discussed with parents before and after they are written so that they have a role in reviewing their child's progress and help set new targets.

The SENCO monitors the writing and use of child centred plans three times a year, ensuring that documentation is appropriately completed and adhered to.

## The Annual Review for Education, Health and Care plans

An annual review takes place when a child has an Education, health and care plan. It is an opportunity for parents, the pupil, the local authority, the school and all the professionals involved, to monitor and evaluate the continued effectiveness and relevance of the provision set out in the plan.

## Support for Children with Special Educational Needs and disabilities

It is the policy of the school to offer a variety of methods for supporting children with special educational needs, some of which take place in the classroom and some of which requires children to be withdrawn from the class. The class teacher makes the decision to offer in-class or withdrawn support based on the specific needs of each child. For example, a child with low levels of concentration may benefit from working in a room away from other children for short periods; a child with low self-esteem may be better supported in the class as they may look upon withdrawal as a punishment which removes them from the class group. In determining arrangements for withdrawal support teachers seek to ensure that a broad and balanced curriculum is maintained. Therefore, children who need help with Maths would not, for example, always be withdrawn from a P.E lesson for special Maths work, but would instead be given extra support at a time when the rest of the class are also working on Maths.

Support given to children with special educational needs is the responsibility of the class teacher who plans carefully for individual children's needs. However, the support is often delivered by teaching assistants who work under the direction of the class teacher. In order for teaching assistants to deliver effective support, teachers work to ensure that teaching assistants are fully involved in the planning, delivery and evaluation of the learning of children with special educational needs.

Involvement may be through discussion before or after a session of support, through use of a notebook in which the teacher and teaching assistant record observations, or through specific

meetings arranged to plan future learning. Teachers value the expertise and commitment of the teaching assistants and recognise them as an integral part of the team.

The provision of support for children with special educational needs is very dependent upon the school's financial position and may vary from year to year. Therefore, it is necessary to have clear guidelines regarding the allocation of learning support to children with special educational needs.

The allocation of teaching assistants is based upon the following priorities:

* children who have Education, health care plans for Special Educational Needs

* the number of pupils who are on the Special educational needs and disabilities register

* children whose achievement in basic skills is giving cause for concern

* children who have sensory impairment which affects progress

* children highlighted by baseline assessment as attaining below average scores

* children who need behavioural, emotional and social support

* Children with specific learning difficulties which have been formally identified and assessed

The school has a number of identified staff who play important and specific roles within the provision for children with special educational needs and disabilities. Some staff are employed within the school, whilst others are employed by the local authority and are allocated to our school at various times during the school year.

It is a statutory requirement for the school to identify a member of staff who takes responsibility for co-ordinating special educational needs provision. They must be a qualified teacher and have completed the National Award for Special Educational Needs Coordinator. The SENCO for Claverley Primary School is Helen Harper-Jones and can be contacted on (01746) 710636.

<u>The Role of the Special Needs Co-ordinator (SENCO)</u>

* to provide support for class teachers and teaching assistants

* to monitor the progress of children with special educational needs against the school's special educational needs targets

* to liaise with class teachers over strategies and resources

* to support the writing of specific and appropriate child centred plans throughout the school

* to monitor the work of the teaching assistants by acting as a source of information about children's special educational needs, suggesting strategies for intervention with children, listening to comments and concerns.

* to provide information and support for parents of children with special educational needs

## The Role of the Headteacher

The Headteacher takes responsibility for ensuring that the school meets its statutory responsibility to provide for children with special educational needs. In order to fulfil this responsibility the headteacher

* ensures that a SENCO is appointed and that a clear job description exists to inform the SENCO of their role

* works with the governing body to plan the association of finances for teaching assistants

* ensures that finance is available from the Standards Fund monies in order for staff to receive training

## The Role of the Governor with Responsibility for Special Educational Needs and Disabilities

The governing body nominates a governor who has a special interest in the education of pupils with special educational needs and disabilities. The role of this governor is:

* to be aware of the school's Policy for dealing with special educational needs and disabilities

* to liaise with the SENCO and Headteacher over any issues regarding special educational needs and disabilities

* to remain aware of new developments in special needs education to report to the governing body on issues concerning special educational needs evaluation procedures

The broad principles and objectives set in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENCO and subject co-ordinators analyse pupil tracking data and test results as well as identifying value added data for pupils with Special educational needs and disabilities.

Procedures for concerns:

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance by arranging a meeting with the school administrator for a mutually convenient time. There is also the SENCO, the Headteacher or the SEND Governor to speak with as well if you have any concerns and a response will be made as soon as possible.

* Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

Parent Partnership Services

Parent Partnership Services (PPS) is statutory for every Local authority. They are designed to ensure that parents and carers of children with Special educational needs and disabilities have access to information, advice and guidance on Special educational needs matters to allow them to make appropriate informed decisions about their children's education. Please see the SENCO for further information.

Admissions

* Provision for children with Special educational needs and disabilities is a matter for the school as a whole.

* We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs

* Children with Special educational needs and disabilities 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

* A file is kept for each of the children whose names appear on the special educational needs and disabilities register. The file contains all existing paperwork, records, and child centred plans concerning the child.