Much Birch C of E Primary School

SEND Policy



'We will flourish and reach our God given potential'

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. **John 15:5**

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations

Updated **2 yearly**

Review date Sept 2027

Head teacher Ms B Davies

Chair of Governors Rev. Mark Johnson

Definition of special educational needs

The SEND Code of Practice (DfE, DofH 2015) says that a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely, provision different from or additional to that normally available to pupils of the same age.

Children have a learning difficulty if they:

a) Have significantly greater difficulty in learning than the majority of children of the same age.
b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
c) Are under compulsory school age and fall within the definition of a) or b) above, or would do so if special educational provision was not made for them.

Definition of Disability

The definition of disability in the Disability Discrimination Act 1995 states
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities. Most disabled children will also have special educational needs although a minority will not".
See the Disability Rights Commission Code of Practice 2002, Appendix 1 for further explanation of disabilities.
Children may have special educational needs either throughout, or at any time during their school career. These needs may impose barriers to learning which will need to be addressed by the school.

Mission statement

All teachers are teachers of pupils with SEND.

We believe that a happy, well-motivated and balanced individual must have been given the opportunity to develop a high self-esteem and self confidence in his or her own capability. This is the foundation upon which the aims of Much Birch School are based.

We endeavour to set our children on the right path to citizenship by developing a reasoned set of Christian values and beliefs.

Much Birch School values its links with the local community, especially with the Church which has always given its support. It is within this framework that staff, parents, governors and friends have established a caring atmosphere in which **all** children can realise their true potential.

At Much Birch we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every child in our care and a safe and fully equipped environment which caters to the needs of every child. We are committed to inclusion within the school curriculum and participation in all aspects of school life. Much Birch adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum, in line with the Special Educational Needs Code of Practice.
Our aims are:

- To ensure that all pupils with SEND have their needs identified as early as possible, in order to support academic progression, continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect, supported to develop a positive self-image and the respect of their peers.

- To ensure that all children can access a balanced curriculum which recognises the National Curriculum entitlement and the individual's needs.
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and removing their barriers to learning.
- To set realistic but aspirational goals, which include increasing levels of independence and ensure that the pupils are active partners in achieving those goals.

At Much Birch the emphasis is on a whole school approach. All staff are responsible for providing **all** children with ambitious, yet realistic learning goals in a broad-based, creative and appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment and this is what we do. Assessment methods are used effectively to inform target setting which are deliberately ambitious.

Barriers to learning or states which may impact on progress or attainment, but may not be a SEND. The school will track and pay attention to a number of issues which may affect a pupil in terms of progress, attainment and general wellbeing. These would include

- 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 a Serviceman/woman

Objectives

1. To pay attention to the 4 broad areas of need which will aid identification of pupils and help to prescribe the strategies and resources the school will need to consider. The 4 broad areas of need are (i) communication and interaction, (ii) cognition and learning, (iii) social, emotional and mental health, (iv) sensory and/or physical need. However, each child is a unique individual and the school will always strive to address the needs of the whole child and make appropriate provision to overcome barriers to learning.
2. To use the school's assessment procedures, recording systems and language screening tools for the early identification of children with special needs. Early identification is supported by gathering information from previous educational/early years settings, parents, health and care services prior to the child's entry into school.
3. To use specialist skills of staff and to access resources to support the child's needs in a range of groupings; individual, small group and whole class.
4. To refer to and liaise with outside agencies and specialists in order to fully meet the needs of the pupil, and identify the training needs of the staff.

In January 2014 there were changes to the existing system of support from the outside agencies purchased via the 'service level agreement' (SLA) with the Local Authority. Behaviour Support can still be accessed via the SLA as can support for pupils with English as a Second Language (EAL). The Learning Team will now be operating privately and can be 'bought in' by the school. The school may choose to access other private providers such as Speech and Language Therapists. When the Local Authority indicate that they are temporarily suspending Educational Psychologist (EP) support work apart from statutory work, then the school may look to buy in other trusted EPs.

5. Develop and maintain partnerships and high level engagement with parents/carers.
6. Create an environment where pupils feel safe to talk about their own needs. This means providing opportunities for children to have conversations with their teacher/SENDCo.
7. To meet with Governor, Senior Managers and SEND Team to review the SEN Policy annually.

Responsibility for the co-ordination of SEND provision
The person responsible for overseeing the provision for children with SEND is the head teacher.
The day to day co-ordinating of provision for pupils with SEND is overseen by the SENDCo, Mrs Alison Rawlings.

Identifying Special Educational Needs
The School is committed to the early identification of Special Educational Needs and recognises the four broad categories of need in the SEND Code of Practice 2015. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. A range of evidence is collected through the school's rigorous assessment and monitoring arrangements. If this indicates that the child is not making the expected progress, the class teacher will consult the SENDCo. There will professional dialogue with other staff who taught or supported that child and discussion with parents/carers.

Management of Pupils with SEND (A Graduated Approach)

<u>School Support</u>
The school follows the "Assess Plan Do Review" cycle, approach to teaching and learning for all pupils.
When the class teacher, SENDCo or SMT, through the use of whole school tracking, identifies that a child is making limited progress, or progress not deemed appropriate to him/her, an intervention will be used and assessed for impact.
Parents/Carers may report an issue which could be affecting a child's receptivity to learning.
If progress following evaluation of support is still not fully appropriate, then that child, with parental permission will be placed on the Register of Special Educational Need. The class teacher, support staff and SENDCo will gather detailed information, using in-house assessments.
The pupil will be in receipt of 'Quality First Teaching', to include appropriate differentiation, as judged by the SMT during the in-house cycle of lesson observation, work scrutiny, marking moderation and pupil progress meetings.
The SENDCo may need to gather information on training strategies and resources to further support individual pupils and up-skill, the teaching and support staff.
If, despite receiving additional support, the child presents any of the following indications-

- Continues to make little progress over a given period of time.
- Continues to work at a National Curriculum level below that expected of children of that age.
- Continues to have difficulty developing literacy and/or numeracy skills which may be the result of cognition and/or learning difficulties
- Has significant social, emotional or mental health difficulties.
- Has significant communication and interaction difficulties.
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from specialist services.

then with parental consent the school will seek the support of the outside agencies, which may include

- an appropriately experienced provider for support with identification and meeting the needs of those children with Learning Difficulties.
- Educational Psychologist for all statutory procedures. To be bought in as required for some more complex difficulties.
- The Behaviour Team, now part of the Schools Effectiveness Team.
- The Advisory Teacher for Social Communication Difficulties if there is a diagnosis of ASD.
- The Physical and Sensory Support Service
- Support through Physiotherapy, or Occupational Therapy.
- The Linden Centre – CAMHS (Child and Adolescent Mental Health Services) a referral may also be sent by the GP.
- The English as an additional language (EAL) Team.
- The Gypsy Roma Traveller (GRT) support team.
- Outreach services from Specialist Settings.
- Where the needs of the child are broader or more complex and/or a family may want to access

specialist schooling a child may be put forward for an Education, Health and Care Plan (EHCP).

Criteria for exiting the SEND register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they should be removed from the SEND register. Careful monitoring will continue.

Person-centred planning and the Individual Education Provision Plan (IEP)

The provision plan is a planning, teaching and reviewing tool developed in conjunction with the pupil, support staff and SENDCo. It is a record which underpins the process of planning intervention for the individual with SEND.

IEPs are teaching and learning plans setting out:

- The needs that have been identified
- How to remove key barriers to learning effectively
- The short-term (smart) targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- A clear outcome to be achieved within an agreed time frame

Review

The class teacher has overall responsibility for maintaining and updating the provision plan and evidencing progress according to the outcomes described.
Targets will be reviewed and reset if applicable each term by the class teacher and pupil.
The IEP will be reviewed with the teacher, SENDCo, teaching assistant and, where appropriate, the pupil each term to measure progress, ensure that interventions and actions remain appropriate and that the provision for the pupil continues to match the nature of their needs.
Parents/carers will be encouraged to participate in the review process during parent-teacher meetings.
Where outside agencies are involved they will be invited to participate in the annual review process, where there is an EHCP.

Pupil Involvement

The provision plan is concerned with understanding the individual needs of the pupil, setting of targets and understanding the support needed to help them move forward with their learning.

Parent Involvement

The involvement of parents in their children's learning is vital to success. Parents need to be informed when concerns arise. Staff should ensure parents are fully aware of their child's additional provision, and are regularly consulted. Parental views are actively sought and recorded at parent evenings twice a year. Copies of the provision plan must be made available for parents.
We offer the Early Help support process where appropriate and signpost to other outside agencies.
On the SEND Team we have a Learning Mentor who supports children with social and emotional aspects of learning.

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. If disabled, the school will comply with its duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care (EHC) Plan.

Monitoring and Evaluation of SEND

To ensure the quality of our SEND provision, the school will conduct regular audits involving the named governor for SEND, and head teacher. This will involve;-

- lesson observation
- book scrutiny
- data analysis of intervention programmes
- pupil progress meetings
- seeking of parent/pupil views
- monitoring staff CPD

The SENDCo will use these strategies in relation to individuals being tracked and assessed.

Training and Resources

SEND provision is funded through notional SEND funding, top-up funding and pupil premium.
Training needs of staff and the school are identified through the School Development Plan, Performance Management Reviews and Individual Pupil Needs.
All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school.
The SENDCo will seek to access CPD as necessary.
The school has links with many agencies, including: Speech and Language Service, Physiotherapy and Occupational Therapy Service and School Health. We can work closely with Blackmarston Primary School which is an outreach school supporting children with additional needs. Hampton Dene is a school who offer outreach for supporting pupils with autism condition where there is a diagnosis and their unit for supporting pupils with speech and language difficulties is a resource for CPD for staff. The school will also refer to learning support advisors, the Behaviour Team and Educational Psychologists. There is a service for supporting families who are part of the GRT community and a service for families who have English as an additional language.

Roles and Responsibilities

Governors

The governing body strives to fulfil its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs.
They are involved in developing and monitoring the School's SEND policy.
Be knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
Ensure that SEND provision is part of the school improvement plan.
Governors may liaises with the SEND Team, and may challenge practice ensuring that the SEND and inclusion agenda remain at the forefront of school thinking.

Headteacher

• The Head teacher will keep the governing body fully informed in all aspects of the school's work, including provision for children with SEND.
• The Head teacher will work closely with the school's SEND Co-ordinator.

Special Needs Co-ordinator

The SENDCo, working closely with the Head teacher, Deputy Head, governors and teachers will:

- Be closely involved in the strategic development of the SEND Policy and provision to raise the achievement of pupils with SEND.
- Have responsibility for the day-to-day operation of the school's SEND policy, and for co-ordinating provision for pupils with SEND, working closely with staff, parents/carers and other agencies.
- Seek to develop effective ways of overcoming barriers to learning.
- Oversee the records on all pupils with SEND.

- Liaise with and advise staff.
- Contribute to the in-service training of staff.
- To contribute to the complex co-ordinated assessment process required for initiating an Education Health and Care Plan (EHCP).
- Liaise with external agencies including the LA Support Services; Educational Psychology Services; Health and Social Care and voluntary bodies.
- To use tracking and data analysis to identify pupils with higher level needs
- Support pupil's provision by assessing additional needs against the High Needs Matrix in order to secure appropriate funding for SEND.
- Assist with and monitor interventions and map progress.
- Monitor, evaluate and report regularly to the named governor for SEND and the Head teacher.

Class Teacher

- All teachers are teachers of all children, including those with SEND.
- The provision of High Quality First Teaching is the cornerstone to effective SEND progress
- Teachers must take a proactive approach in identifying pupils who are not achieving in line with their peers and remove barriers at the first opportunity
- The teacher must fully involve the parents at all stages of the above process.
- Parents need to be aware that their child has difficulties at the earliest opportunity. No action should be taken without informed parental consent.
- The teacher has the responsibility for the provision of work, activities and assessment relating to the targets on the provision plan and also keeping any one-to-one teaching assistants fully informed about the needs and progress of the pupil.
- The teacher has a responsibility to involve the pupil and encourage as much participation as possible in his/her reviews and development targets.

Support Staff

- Some teaching assistants are trained to deliver specific interventions and are monitored by the SEND Team.
- All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND. Training to meet the needs of support staff is arranged according to whole school and individual pupil needs.
- Support staff are encouraged to discuss issues relating to SEND with the SENDCo. Where individual and group training needs are identified for support Staff, the SENDCo or Head teacher will facilitate training. Support staff are usually included in whole school training sessions.
- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEND Code of Practice 2015, the class teacher is the first 'port of call' for the teaching assistant to discuss issues relating to pupils with SEND.
- The SENDCo may be involved where further advice or discussion is needed.

Storing and Managing Information - confidentiality

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head teacher or the SENDCo, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEND is kept in the pupil's SEND file. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.
The class teacher's SEND File will contain copies of the original documents: provision plans, Education and Health Care Plans and Medical Care Plans.
The SENDCo keeps copies of provision plans and records of Intervention Programmes and relevant assessment data electronically.

Accessibility

Much Birch C of E Primary is fully compliant with Herefordshire Council's accessibility strategy. We continue to monitor and seek to enable access for all people regardless of their disabilities. Our accessibility plan outlines areas of concern and where future development is planned.

Complaints

The Head teacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the class teacher. Should this not prove satisfactory the next step is to arrange a meeting with the Head teacher and SENDCo when the issues can be discussed and rectified. If there is still cause for complaint it will be forwarded to the Chair of Governors and the correct procedures will take place in accordance with the Herefordshire School's complaints procedure.