

Box CE VC Primary School Special Educational Needs and Disability (SEND) Policy

This policy document has been developed through consultation involving the staff and governors of Box Primary School. It complies with Government Legislation and to reflect and comply with the information included in the DfE Code of Practice dated January 2015 on the identification and assessment of children with Special Educational Needs or Disabilities (SEND).

It should be read in conjunction with the following documents:

- Box CE VC Primary School Aims
- Assessment and Record Keeping Policy
- Equal Opportunities
- Disability Access
- Health and Safety Policy / Procedure
- Child Protection
- SEND Code of Practice 2015
- Wiltshire Graduated Response to SEND documents
- Wiltshire Local Offer
- Box Primary School SEND information report

Philosophy

At Box Primary School, we believe in providing every possible opportunity to develop the full potential of all children. There is a commitment to providing all children with SEND a broad and balanced curriculum which is differentiated accordingly and includes extra-curricular activities where appropriate. All children are valued and are encouraged to take a full and active part in the life of the school. We work in close partnership with parents/carers who we believe play an active and valued role in their child's education.

Definition of Special Educational Needs and Disability (SEND)

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:-

- Has a significantly greater difficulty in learning than the majority of children of the same age
or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

(See p 15 of Special Educational Needs and Disability Code of Practise : 0 - 25 years).

There is a wide spectrum of special educational needs that are frequently inter-related. The SEND 0-25 Code of Practice 2015 describes difficulties under four headings. Children and young people may have needs in the areas of:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical.

Aims

The aims of this policy are:

- To ensure that the needs of pupils with SEND are met and that they make progress according to targets set.
- To identify children's individual needs at the earliest possible stage so that their attainment is raised.
- To monitor and evaluate the progress of children with SEND.
- To plan an effective curriculum to meet the needs of children with SEND and ensure that the targets set on their individual education plans (IEPs), Wiltshire My Support Plan and statutory My Plans (Education Health Care Plan) are specific, measurable, achievable, realistic and time related.
- To ensure that we put the learner at the centre of all teaching and learning.
- To work in close partnership with parents/carers of children who have special educational needs and ensure that their views are collected and meaningfully listened to.
- To work closely with children and their parents in the identification and review of targets identified.
- To raise the self-esteem of children who have special educational needs or disabilities, acknowledging the progress they have made.
- To ensure that all staff who are working with children at Box Primary School are aware of the procedures for identifying SEND and have received appropriate training to meet their needs to raise achievement.
- To ensure that all staff are aware of their responsibilities they have towards children with SEND.

Roles and Responsibilities

The governing body, working with the headteacher and inclusion manager, need to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The governing body will:

- Ensure that the necessary provision is made for any pupil with SEND
- Ensure that where the 'responsible person' - the headteacher or the appropriate governor- has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have a SEND.

- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with SEND has access to the full curriculum so far as is reasonably practical and compatible with their needs and the resources available.
- Report annually to parents on the implementation of the school's policy for children with SEND, any significant changes that have been made and how any resources have been allocated.
- Have regard to the special educational needs Code of Practice (2015) when carrying out its duties toward all children with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

SEND Link Governor

Rob Price is the named governor responsible for SEND and is accountable to the governing body. He will meet on a regular basis with the inclusion manager to discuss provision within the school, overall progress and be involved in the strategic development of SEND policy and procedure within our school.

Inclusion Manager

The inclusion manager is Ms Cathy Clack (contactable on 01225 742663 or admin@box.wilts.sch.uk). She is responsible for co-ordinating the provision for SEND throughout the school. This will involve:

- Overseeing the day to day operation of the special educational needs policy.
- Liaising with the Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Liaising with early year providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being the key point of contact with external agencies, especially the local authority and its support services.
- Liaising, in conjunction with class teachers, with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Liaising with class teachers and teaching assistants, to ensure that the school keeps the records of all pupils with SEND up to date.
- Compiling and maintaining the SEND register.
- Carrying out regular SEND monitoring, including IEP, My Support Plan and My Plan scrutinies, scrutinies of work, intervention group drop-ins and pupil interviews.
- Completing an overall provision map for the school and ensuring that class teachers are evaluating the effectiveness of the interventions being run.
- Working alongside staff in assessing children's needs and ensuring that children make progress.
- Contributing to the in-service training of staff.
- Monitoring, evaluating and reporting on provision to the governing body

- Liaising with parents of children with special educational needs or disabilities.
- Monitoring of expertise and training needs within the school - where a need is identified, the inclusion manager and headteacher will arrange training or support.
- Attending CMAP (Corsham and Melksham Multi-Agency Partnership) and Mini-CMAP meetings on a termly basis.

Arranging for Co-ordinating Provision for Children with SEND

In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved, whilst maintaining high expectations. Teachers are expected to make every effort to ensure that adaptations are made to fully involve children with SEND in learning across the curriculum. In addition, where judged to be necessary targeted intervention will be planned with specific targets and timescales. Where possible these will be delivered by the teacher but may also be led by a teaching assistant and will ensure that skills, knowledge and understanding will be transferred back in to the classroom. The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil, either one to one or with a group, the class teacher remains responsible for overseeing the planning and assessment of the intervention. This will be part of the school's coordinated arrangements which appear in the class provision maps. These provision maps detail the various programmes and arrangements that we operate to meet identified needs. The inclusion manager will oversee this provision to ensure it meets the objectives of this policy.

Partnership with parents and children

Parents are vital partners in raising their child's attainment. They are fully involved in identifying, assessing and supporting their child's needs and targets. Parents' contribution to their child's education is highly valued by the staff. We encourage children to share successes and concerns and to take ownership of their learning by discussing their targets and what they can do to improve.

Supporting children's social development

Support is given through class PSHE lessons. Where a need is identified that is additional to the support given in class, social skills groups are set up or individual support is provided. We have one member of staff who is a trained Emotional Literacy Support Assistant (ELSAs) who runs these groups.

Pupil Premium and Vulnerable Learners

The progress of children who are in receipt of Pupil Premium funding, along with those who are identified as being vulnerable learners, is monitored closely by class teachers and the inclusion manager. Pupils' needs are met through quality first teaching and the school's core offer. Where additional needs are identified, appropriate support and interventions are put in place.

A Graduated Approach to Identification and Assessment Arrangements and Review Procedures

Where a pupil is identified as having a SEN, we will take action to remove barriers to learning and put effective provision in place. This SEN support will take the form of a four-part cycle, known as the graduated approach. These four parts are:

- Assess,
- Plan,
- Do
- and Review.

Initially, if a child is not progressing well and/or there is a noticeable gap between the child and his/her peer group necessitating increased differentiation with the child's normal classroom work, the class teacher should use initial assessments to help identify the specific nature of the difficulty. The class teacher and the inclusion manager will consider information from the following sources:

- Class records including any from other schools, which the child has attended in the previous year.
- Monitoring of the Wiltshire tracker for writing, assessment data from NFER progress tests for reading and maths.
- Foundation Profile results and EYFS baseline
- Standardised test results including any of the following as appropriate: end of key stage 1 and 2 tests, phonics screening test, NFER maths and reading comprehension, White Rose Maths Yr 1, Letters and Sounds assessments
- York Assessment of Reading for Comprehension (YARC), Sandwell Maths Test, Vernon's Graded Word Spelling Test and WESforD assessments.
- Wiltshire Graduated Response to SEND document.
- Observations of the child.
- Behaviour Logs.
- Parent views on:
 - Their child's health and development, including medical checks.
 - Their child's performance, progress and behaviour at school and at home.
 - Factors contributing to any difficulty.
- Any reports from external agencies
- The views of the child of any difficulties and how they might be addressed.
- Any specific areas of difficulty or concern either academic or social.

Children who are consistently not progressing well are entered on to the SEND register as a **Record of Concern**. A provision map highlights and monitors progress on any additional provision provided, linked to their specific need.

Children that have significantly greater difficulty in learning than the majority of children of the same age are identified as **SEN Support**. They will receive additional support in class and/or in intervention groups. An **IEP** sets out the specific targets set for children at **SEN support** as well as providing a record of their progress towards these targets. Outside agencies may be consulted to provide additional support.

The effectiveness of the support and the impact on progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupils needs and inform the revised support in light of the pupil's progress. All IEPs are constantly monitored but are officially reviewed 3 times a year with parents.

Where a child has more complex needs, for example involving multiple external agencies, a Wiltshire My Support Plan will be put in place.

The information from this process will be used if a statutory Education Health Care Plan (EHCP) is requested.

Requesting an Education Health Care Plan (My Plan)

If a child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the local authority to request a statutory assessment for an Education, Health and Care Plan (EHCP) also known in Wiltshire as a My Plan. This may or may not result in the local authority issuing an EHCP. Where a child has an EHCP we will carry out an annual review which parents, child, the Local Authority, outside agencies, headteacher, inclusion manager and the class teacher will be invited to attend.

The school's provision for pupils with SEND is set out in the school's **SEND Information Report** which is on our website.

Continuing Professional Development (CPD)

Continuing professional development involves all members of staff to ensure that they work efficiently and effectively with children who have a special educational need. Staff who attend courses will feed back to staff in meetings; the effectiveness of such training will be evaluated by the headteacher and/or inclusion manager.

Links and Use of Outside Agencies (see Appendix 1)

Close links are maintained with the local authority support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the class teacher will discuss the need for a referral with parents and together complete the required paperwork. Once a referral has been accepted, the inclusion manager will then make the necessary arrangements for an assessment visit to take place and inform parents and staff accordingly. These agencies normally include the local education team including the educational psychologist, learning support service, visual impairment, physical impairment, hearing impairment service, speech and language therapist, behaviour support service, social services, health, and Local Authority personnel. Any of these agencies may be involved in the construction, delivery or review of targets set in children's My Plans in order to ensure children's attainment is raised.

Links with other schools

Links are maintained to ensure transfer on school entry and exit through liaison and visits to local Early Years Settings and secondary schools, where inclusion managers and class teachers discuss the children's needs. Children are invited to visit us for induction visits in the term before they start school. When a child transfers to another mainstream school, SEND information will be included along with other records.

Admission Arrangements

All children, either with or without identified SEND will be admitted to the school subject to the local authority's admission policy. Liaison meetings will be set up and communication established with Early Years Providers and any other agencies involved before, or as soon after, admission as possible. Where a child is transferring into the school with an EHCP, or has been receiving extra support in their previous setting/school, the continuation of this support will be negotiated with the local authority to ensure their needs can be met.

Disability Access (see also Disability Access Plan)

We comply with the regulations in the Disability Act 2002, including and providing for the needs of children with particular physical or medical needs as far as we are reasonably able. We seek the assistance of appropriate outside agencies, acting upon advice given. A Disability Access Plan outlines strategies to address improved access over a period of time. The original school building is on two levels, but it is possible to have access to these by using external routes, although a step at the end of the corridor has to be overcome. We have a disabled toilet in the extension and sloped access to the outside of all KS2 classrooms as well as a wheel chair friendly gradient to the path in the garden.

Allocation of Resources:

A percentage of the school's budget is dedicated to SEND to be used for:

- Support staff and teaching staff who may be targeted to work with identified children under the guidance of the teacher, in consultation with the inclusion manager.
- Books/ materials as required (these are ordered and managed by the inclusion manager and mostly stored in the inclusion manager's cupboard, although available for use in classrooms.)
- In-service training is purchased from the Local Authority or other training providers as appropriate. The headteacher will co-ordinate this training in consultation with the inclusion manager.
- Supply for non-contact time for the inclusion manager.

Complaints Procedure

If parents have a complaint concerning provision for their child they should follow the school's complaints procedure. The policy is on the school website or please ask or email the office for the procedure.

Wiltshire Local Offer

Wiltshire have compiled a local offer which details all the services and support available for children and young people with SEND. The link is as below, but is also available on our website.

<https://www.wiltshirelocaloffer.org.uk>