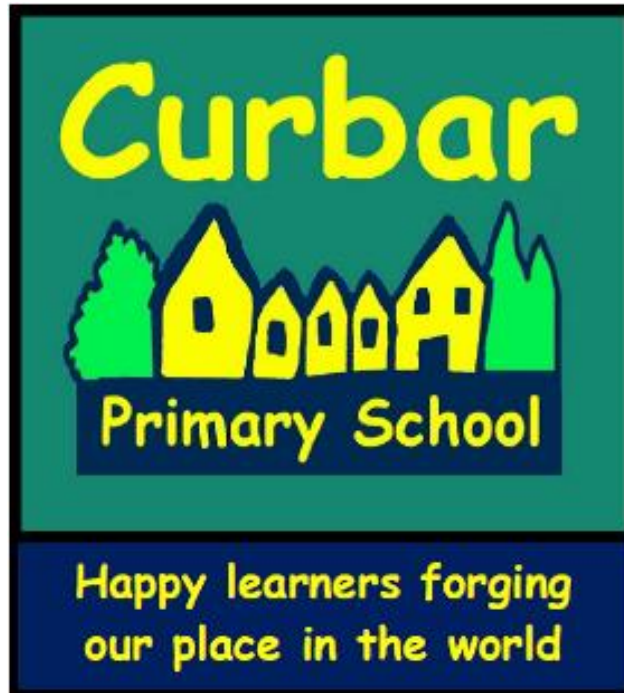

SEND POLICY



Reviewed/Adopted:	October 2023
Next Review Date:	October 2024
Review Frequency:	Every year
Reviewed By:	FGB

Every teacher is a teacher of every child or young person, including those with SEND

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the school's headteacher, in liaison with the SENCo, and the school governors.

Introduction

The named person for managing the settings response to ensuring that the provision we make for children and young people with SEND at Curbar Primary School is Mrs Linda Berry (SENCO)

Special Educational Provision

At Curbar Primary School, we believe that all pupils are entitled to high quality, well-planned and well-organised teaching, which will enable them to participate in a broad and balanced curriculum and to be part of the social life of the school. All members of staff, in conjunction with the governors and local authority, have a responsibility to ensure that every child and young person has an opportunity to attain their maximum potential. We work very closely to ensure that we take positive action to ensure that our settings make appropriate provision for children with differing abilities, alongside encouraging children to take responsibility for their own learning.

At Curbar Primary School, we believe that a pupil has special educational needs if they have a difficulty which calls for special educational provision to be made for them that is **'additional to and different from'** that provided within the differentiated curriculum. Curbar Primary School regards pupils to have SEND if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA;
- A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Curbar Primary School recognises that high achieving children are recognised as having a 'special educational need' and provision will be made to meet these needs. (See Higher Attaining Policy).

The four areas of need identified in the new Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

(New Code of Practice September 2014) (See Appendices for definitions)

Aims and Objectives

At Curbar Primary School, we aim:

- To identify and provide for pupils who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy
- To provide support and advice for all staff working with special educational needs pupils
- To create an environment that meets the special educational needs of each child to engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children’s special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Provision at Curbar Primary School is characterised by:

- early identification and intervention
- removing barriers to learning
- the early and close involvement of parents
- good communication
- tracking and monitoring of pupil's progress
- focus on outcomes for children and not just hours of provision/support
- raised aspirations of and expectations for all pupils with SEN
- close working relationships with outside professionals
- class teachers retain responsibility for pupils with SEN and their provision
- smooth transition for all pupils with SEN

Whole School Graduated Approach to SEND Support

Curbar Primary School takes a whole school approach to the provision for pupils with SEN through assessing, planning, delivering, reviewing and recording of information, to ensure that all children achieve their potential.

1. Identification of Needs

At Curbar Primary School, it is the role of the class teacher in the first instance, to identify any pupil who may have SEN.

‘Slow progress and low attainment do not necessarily mean the child has SEN. The class teacher working with the SENCO should assess whether the child has SEN’.

SEN COD 0-25(2014).

Before identifying a child as needing SEND support, the class teacher will have discussed the concerns with both the SENCO and head teacher. School leadership will initially ensure quality first teaching is delivered then the child will be reassessed if necessary. Should there still be a concern, the school will establish a clear analysis of the pupils needs and any external agency advice sought.

2. Analysis of Needs

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Curbar Primary School providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and gaps in learning and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs. Where current rates of progress for individual pupils are inadequate, arrangements for appropriate screening and support will be made through the school's graduated approach to SEND. Members of staff consult with the SENCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil. The school also holds regular meetings where the progress of every child is looked at and talked through. Where there are initial concerns about a child's progress, the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENCO and the child will be monitored.

Quality First Teaching by all teaching staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN
- Additional intervention and support cannot compensate for a lack of good quality teaching. School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered

The next stage is initiated where pupils have failed to make adequate progress despite quality first teaching as identified through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to SEN Support will be agreed and the pupil will be entered onto the schools SEN register.

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include;

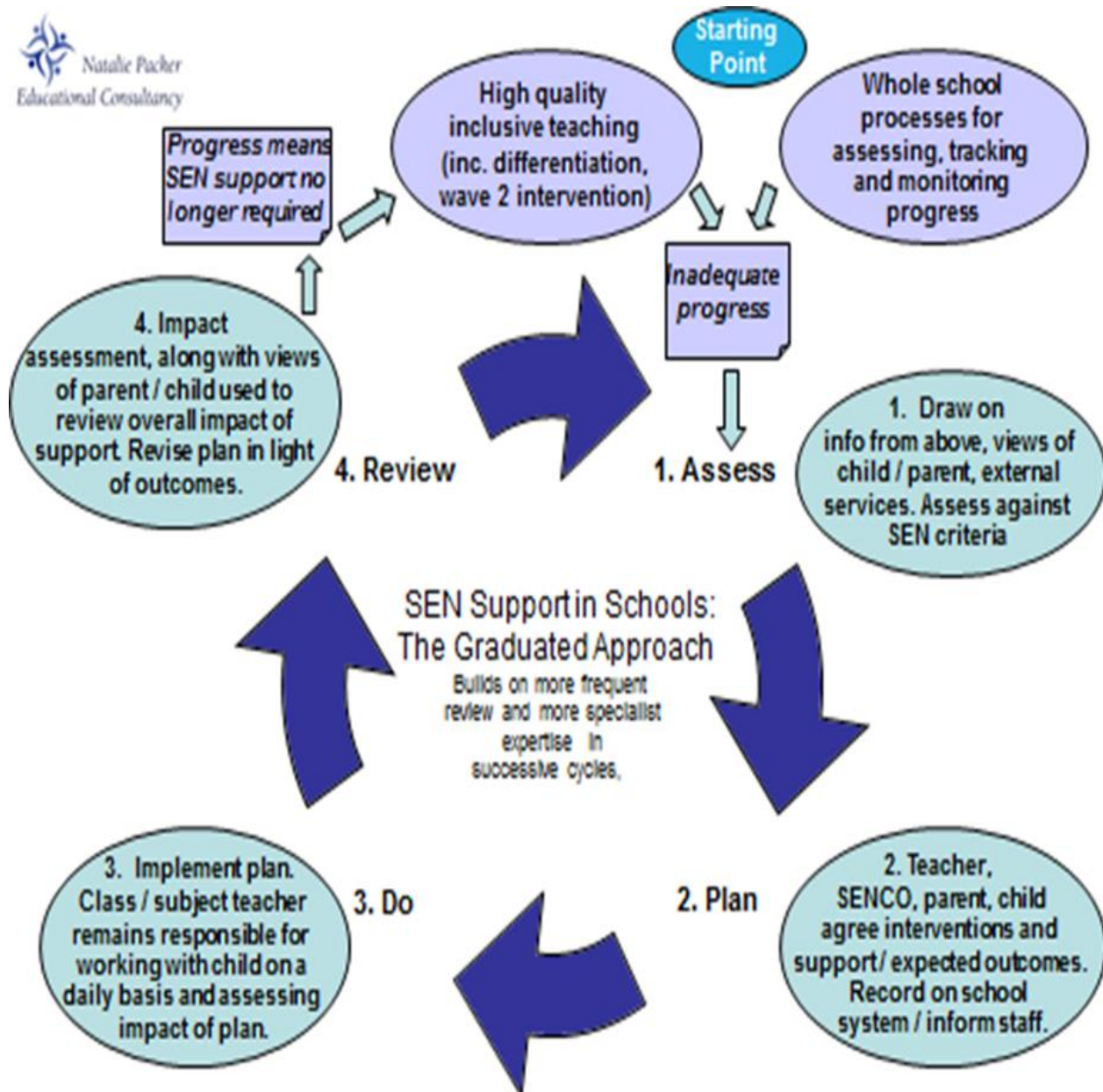
- additional learning programmes in areas such as English and Maths
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate
- emotional support
- additional staff training
- One Page Profiles/Person Centred Planning tools
- Pupil Friendly 'My Plans'

When a child is placed on the SEND register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual pupil. These review cycle will follow the '**assess, plan, do and review**' cycle.

Raising a Concern - Procedure

- **Assess:** The class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs
- **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The SENCO will support the main class/subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the implementation of support
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly; the impact and quality of the support and interventions is evaluated regularly by the SENCO along

with the views of the pupil and their parents; the support is revised in light of the pupil's progress and development in consultation with the pupil and parents.



Students with a Statement of Educational Need, an Education, Health and Care Plan or those who have received GRIP funding have set short term targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the statement of SEND. These targets will be set out in the 'My Plan' and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All statements will be reviewed annually with the statement review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a pupil's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly.

Where pupils fail to make adequate progress (See Appendices), despite additional provision, the school will seek advice and involvement from external support services. These external **support services** can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

Support Services are welcomed to support a child with SEN, if the child:

- continues to make 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 literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of the peer group

Monitoring progress and Evaluating Success

The school will establish the extent to which standards (measured by a range of formative and summative assessments e.g. SATs, PIRA/PUMA, NFER reading, spelling tests etc.) have improved across groups of pupils with identified SEN by:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction in the total number of pupils requiring SEND provision
- noting how well pupils with SEND have access to the whole curriculum of the school
- observing an increase in independence of individual pupils with SEND
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

Criteria for exiting the SEND Register

Where pupils make sufficient progress based on the 'assess, plan, do and review' cycle it may be agreed that a pupil needs no further additional support and may exit the SEND register. Further additional support can be requested again at any point. All children who have been identified as having a SEND at any point in their school careers are recorded on the schools 'target support group' which is kept updated by the SENCO and shared at the start of each new school year so that all teaching staff are familiar with the needs (past or present) that their current pupils have. This information is also shared when a child moves school.

The Role of the SENCO

Responsibilities include:

- Compiling and managing the SEND Register
- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for pupils with SEND
- Overseeing the records of all pupils with SEND
- Ensuring that 'My Plans' are produced, completed and reviewed each term
- Reading / summarising / disseminating information regarding educational reports
- Liaising with the named co-ordinators to discuss transition
- Advising / liaising / managing the deployment of TAs
- Screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- Organising / attending review meetings

- Liaising with external agencies
- Identifying, order and utilise the resources available from other agencies
- Contributing to the development of curriculum policies to ensure that the provision for pupils with SEN is considered
- Supporting and advising teachers in planning appropriate programmes of work
- Monitoring progress and provide additional support to SEND pupils working in class
- Continuing CPD
- Liaising, advising and supporting parents of pupils with SEND
- In consultation with the school leadership, review the quality of teaching including supporting teachers' understanding of strategies to identify and support pupils with SEND through appropriate training.

The Role of the Class Teacher

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving
- Ensure SEND/PP children are receiving tailored homework (where appropriate)
- Update intervention records termly
- Update 'My Plans' termly and hand to parents/SENCO
- Attend termly SEND reviews with SENCO and parents
- Complete pupil progress record sheets before PPM
- Identify individual children not making progress and inform SENCO/Headteacher
- Update TA timetables, class provision map and 'My Plan' (where appropriate) after PPM
- Ensure any changes to timetables/updated IEP's etc. are given to the SENCO

The Role of the Headteacher

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENCO has sufficient time and resources to carry out their functions
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered

The Role of the Governing Body

The governing body, in cooperation with the head teacher, monitors the schools general policy and approach to the provision for children with SEN, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

The governing body:

- Does its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensures that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs

- Ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs class for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Has regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEND
- Ensures that parents are notified of a decision by the school that SEN provision is being made for the child

Storage and Managing Information

The school will record the steps taken to meet the needs of individual pupils. The SENCO is responsible for ensuring that records are kept and available when needed. These are available to share with parents on request.

Diaries are completed for pupils whose difficulties affect their day to day performance in the classroom. The aim of these is to target specific areas of learning or behaviour.

Targets should be in addition to the normal learning targets and should be:

- CSMART – challenging; specific; measurable; achievable; realistic; time-bound
- Only three or four in number
- Relate to the area of need for the child: communication, English, Maths, behaviour and social skills.

All staff members have access to individual information collated by the SENCO in the school office.

SEND Register and Educational Reports

The SEND register and Reports written by other professionals are managed by the SENCO and kept in the school office.

Training and Resources

In normal circumstances, SEND is funded through the school budget. Additional funding can be applied for in exceptional circumstances. Derbyshire's Graduated Response for Individual Pupil (GRIP) initiative is for pupils with significant special educational needs in mainstream Primary and Secondary schools. GRIP gives pupils access to specialist services, as appropriate, such as SSEN (Support Service for Special Educational Needs), at this earlier stage and gives schools the earlier opportunity to reduce barriers to learning for pupils. If an application is successful, schools will receive GRIP funding straight away, without the 20 week assessment period for an education, health and care needs assessment (EHCNA). Schools will be able to submit documentation directly to show that a pupil's needs and barriers to learning require additional funding, above the resources normally available to them. The GRIP funding will give schools and parents/carers the opportunity to be more flexible in how pupil support is best delivered and a range of interventions can be considered. Parents/carers must be fully involved and agree the GRIP Plan in partnership with school.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils. The school's SENCO can attend LA and Cluster School network meetings in order to keep up to date with local and national updates in SEND.

Valuing Parents

Curbar Primary School welcomes parental involvement and seek to gain as much information as possible about the child from the parents/carers; all staff read any paperwork submitted. All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils with special educational needs will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At all stages of the SEN process, the school keeps parents fully informed and involved at all stages. We encourage parents to make an active contribution to their pupil's education and hold regular meetings to share progress in addition to regular parent/pupil achievement meetings. A record is kept of any formal communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality.

Considering the Pupil's Views and Opinions

The pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources. A judgement is made and discussed with colleagues and parents. Though we accept that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

Pupils with English as an Additional Language

Pupils whose first language is not English, or who may not speak English regularly at home, are supported by an L.S.A. within the classroom setting or may be withdrawn for individual support if required. Work within the class will be differentiated according to the pupil's language abilities and needs.

Other Considerations

When organising trips and carrying out disciplinary procedures the specific needs of pupils are always considered so that individual pupils can participate fully in the event. Where appropriate risk assessments are carried out to ensure the wellbeing of the child, staff and peers. Where parents alert the school to SEN prior to entry, this is accounted for during familiarisation procedures. (See Appendices)

Disability Discrimination Act

Though we acknowledge that not all children with a disability have a special educational need, we have regard for the Disability Discrimination Act (1995) and will make **reasonable adjustments** to include all children and their families.

Pupils with Medical Conditions

We recognise that pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education.

Admissions

Our inclusive approach is reflected in our admissions policy.

Procedures for Resolving Complaints about SEND Provision

This follows the school complaints procedure.

Review and Change

The policy will be reviewed annually or as necessary.

Appendix

Communication and interaction

Pupils and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties.

Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Other considerations

Other considerations need to be taken into account as these may also impact on the progress and attainment of our pupils:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child/Adopted from Care
- Being a pupil of Serviceman/woman

Adequate progress

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the pupil and his peers from widening
- Closes the attainment gap between the pupil and his peers
- Shows an increased rate of progress than previously
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour