



Abbas and Templecombe Church of England Primary School

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Special Educational Needs and/or Disabilities Policy

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Consultation	This Policy has been prepared in line with National and Somerset Council Guidelines for SEND. Staff, governors, parents and pupils were consulted to ensure consistency of provision.	

Rationale:

This policy should be read in conjunction with the following documents as appropriate:

- SEND Information Report for parents
- Annual SEND Report to Governors
- Pupil support identification criteria
- Somerset Core Standards
- Accessibility Plan
- Behaviour Policy
- Equalities and Diversity Policy
- Safeguarding Policy
- Medical Needs Policy

Abbas & Templecombe Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and/or disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We are committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- learners who need support to learn English as an additional language (EAL)

- learners with special educational needs and/ or disabilities (SEND)
- those who are more able and talented (also known as Gifted and Talented)
- those who are looked after by the local authority (CLA)
- children in receipt of pupil premium funding
- children in receipt of the free school meals entitlement
- children with a low level of attendance in school
- Learners with medical needs

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement; including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We strive to work together with pupils and their parents/carers and are mindful of the need to consider the 'whole child.'

We see the inclusion of children identified as having special educational needs as equal opportunities issues, and we will also aim to model inclusion in our staffing policies and relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion and Intervention will be undertaken by the SLT (Senior Leadership Team) and the SENCo (Special Educational Needs Co-coordinator) which meets regularly.

The SEND Coordinator is Mrs Maxine Mewett who is part time. Please see the SEND Information report for parents for contact information.

The SEND Governor is Mr Greg Hissey. Please see the SEND Information report for parents for contact information.

The Senior Leadership Team, Class teachers and the SENCo are responsible for co-ordinating the day to day running of support staff and the monitoring of Intervention Packages, bespoke programmes of work designed to fill gaps in a child's knowledge or understanding. Please see the SEND Information report for parents for contact information.

Objectives:

In order for a child to be placed on the Special Educational Needs and Disabilities (SEND) register they must have one or more of the following needs which means they make significantly less progress than is expected:

- a learning difficulty;
- social, emotional and/or mental health needs;
- speech, language and communication needs;
- a medical, physical and/or sensory disability.

Therefore, provision must be made in order for them to make expected progress alongside their peers.

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for all children at Abbas & Templecombe Primary and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to

provide support as early as possible. Any additional support needed is planned for using a ASSESS-PLAN-DO-REVIEW cycle and follows a graduated approach to allocation of support.

4. To provide full access to the curriculum through differentiated planning by class teachers and support staff as appropriate.
5. To provide specific input, matched to individual needs, for those pupils recorded as having SEND.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that the SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable children to move on from primary school well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
8. To value and appreciate positive relationships between child, home and school. It is recognised that such links may have a significant beneficial effect on a child's progress.
9. To actively seek pupils' views on school life/procedures, involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision:

It is recognised that some pupils may have special educational needs during the course of their educational career, and that these may be mild, transitory, specific, severe or complex. Some pupils may have a range of difficulties. The aims and objectives of this policy are that the needs of these children should be met, within the context of the following, and in line with the SEN Code of Practice 2014.

1. The SENCo will meet with each class teacher, each term, to discuss additional needs/concerns and to review plans. This is the ASSESS-PLAN-DO-REVIEW cycle.
2. At other times, the SENCo will be alerted to newly arising concerns as and when they arise as well as at pupil progress meetings which are held termly.
3. Learning goals/ outcomes arising from meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g.: wave 1 differentiation, varied teaching styles.
4. The SENCo monitors planning for SEND and supports staff with appropriate curriculum planning.
5. The Senior Leadership Team with the SENCo monitors the quality and effectiveness of provision for pupils with SEND through classroom observation. The SENCo monitors the effectiveness of provision by monitoring pupil's progress.
6. A child must not be considered as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.
7. Special Educational Provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.
8. Learning support can generally be defined as anything which is needed to enable the learning process to take place. Learning support is the combination of the process of supporting learning, and the resources required to enable that process to be accomplished effectively and efficiently.

This school policy reflects the consensus of opinion of the whole teaching staff, and has the full agreement of the governing body and school staff.

9. Every teacher is a teacher of special needs. The implementation of this policy is the responsibility of all the staff.
10. Early identification is essential, with appropriate support planned for using the ASSESS-PLAN-DO-REVIEW cycle and given from the earliest identification of pupil need.
11. All confidential SEND paperwork is stored in locked cupboards and the SENCo and Head Teacher hold keys. At transition relevant documents are transferred to the pupil's next educational placement and any additional information not needing to be passed on will be destroyed securely.
12. The SENCo coordinates the SEND register which is a list of pupils who have SEND in school and who are supported at a high level. The SENCo also coordinates a SENCo Involvement List which is a list of pupils with whom she has any involvement in school. Pupils

move on or off these lists according to their presenting need. Parents or carers of pupils on the SEND register meet with class teaching staff and the SENCo at least termly and these meetings are minuted.

13. The school will work closely with other professionals to develop best practice in SEND. Such links may include:

- Learning Support Services (LSS)
- Social, Emotional and Mental Health Service (SEMHS)
- Educational Psychologists (EP)
- Integrated Therapy Services - Occupational Therapy (OT), Speech & Language therapy (SLT), Physiotherapy (P)
- Physical, Impairment, Medical Support Team (PIMST)
- Parent and Family Support advisors (PFSA)

Identification and Assessment Arrangements, Monitoring and Review Procedures:

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs:

- Early Years Foundation Stage Profile assessments
- Teacher assessments
- National End of Key Stage testing
- Progress measured against the Pre-Key Stage Standards
- Standardised screening and assessment tools
- Observations/assessments of behaviour, emotional and social development
- An existing Educational and Health care Plan
- Assessments by a specialist service, identifying additional needs.

The School's Arrangements for SEND and Inclusion In-Service Training:

- The SENCo attends regular local area meetings (meetings with other SENCos from local schools) to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals through the School Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house additional needs and Inclusion training is provided either through staff meetings by the SENCo or support services visits and courses.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the head teacher or SENCo will attempt to provide training where this is appropriate.

Access to Information:

- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- The use of technology and alternative methods of recording are part of normal practice. Communication is also supported via signing, visual materials and using objects of reference.
- We use a range of assessment procedures within lessons to ensure children with additional needs are able to demonstrate their achievement appropriately.

Enriching and Extending Learning:

In addition to the curriculum, the school has a comprehensive programme of enrichment activities.

These include:

- Residential trips
- A programme of day trips, visits and visitors for every class each year

- A varied programme of clubs after school which are different every half term
- Small group or individual music lessons
- Themed weeks and days
- Inter school sporting activities
- Activities linked to learning experiences

Admission arrangements:

Children with additional needs are considered for admission to the school on exactly the same basis as for children without additional needs. The school liaises with Somerset County Council where prospective pupils have an existing EHCP.

The school aims to ensure that good liaison is fostered with the Early Years Centre providers, in the light of the DFE guidance for the Foundation Stage and with secondary schools before entry and at transfer.

Evaluating the success of the Schools SEND and Inclusion Policy:

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision.

At the same time, we set new targets for the year ahead, aiming for:

- a reduction in the percentage of children with very low attainment;
 - an increase in the percentage of children recorded as having special educational needs attaining targets in year 2 at the end of KS1 and attaining targets in Year 6 at the end of KS2;
 - progress made;
 - a reduction in behaviour incidents and exclusions.
- We report progress against these targets to the governing body.
 - The SENCo will provide information to the governing body as to the numbers of pupils receiving special educational provision. The Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
 - The SENCo meets with the SEND governor to discuss Inclusion and current SEND issues. The SEND governor will lead governor monitoring of the SEND policy through procedures to be agreed annually.
 - The policy itself will be reviewed regularly, at least every 3 years.

Dealing with complaints:

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.
- If the issue cannot be resolved, the parent can submit a formal complaint to the Head Teacher in writing or any other accessible format. The Head Teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy.

