

Ashbourne Primary School

Special Educational Needs and Disability (SEND) Policy



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Signature _____ Chair of TLC

Signature _____ Headteacher

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Ashbourne Primary School

Special Educational Needs and Disability (SEND) Policy

This policy is a statement of the aims, principles and strategies used in making provision for children with Special Educational Needs, based on the code of practice, at Ashbourne Primary School.

This policy should be read in conjunction with the school's policies for:

- Belonging, diversity and community cohesion (our equal opportunities policy)
- Equality Policy
- Behaviour

The SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The definition of SEN

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream school.

Taken from 2014 SEND Code of Practice: 0-25 years; introduction xiii and xiv

The definition of a disability

A person has a disability if there is a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.

Taken from 2014 SEND Code of Practice: 0-25 years; introduction xviii

There are four broad areas of SEND:

- Communication and interaction (such as autistic spectrum and language disorders)
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia or moderate learning difficulties and global development delay)
- Social, emotional and mental health (such as ADHD, ADD, attachment disorders, emotional difficulties and mental health difficulties)
- Physical and sensory (such as hearing or vision impairment)

Ashbourne Primary School is an inclusive school. We welcome all children to our school and ensure that appropriate provision is made to cater for their needs. At Ashbourne Primary

School, we have children in all four of the broad areas of SEND, and some may have needs in more than one category.

Ashbourne Primary School is committed to providing:

- An inclusive, aspirational and friendly learning environment.
- Encouragement for all children to be active in the learning process.
- Support to promote a strong positive sense of self-worth and respect for others.
- Experiences both in and out of the classroom to consolidate and extend learning, enabling children to achieve their full potential.
- Good quality resources to enhance the delivery of the curriculum.

Our aims are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure all children have high aspirations for themselves
- To ensure all children succeed and are challenged in their learning
- To enable children to fulfil their potential
- To collaborate closely with parents
- To liaise with external support services to support individual needs
- To ensure that all children with SEND have full access to all activities, so far as is reasonably practical
- To ensure all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure all children have support to recognise and build positive relationships throughout their lives
- To ensure all children feel safe and equipped with strategies and support to deal with issues of prejudice or intimidation

Identification and assessment

At Ashbourne Primary School, we are committed to the early identification and intervention of children who may have SEN.

On arrival to our school, more detailed observations are made of the children in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools or nurseries the children may have attended.

A graduated response is adopted in the school, as we recognise that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the Local Authority policy.

The progress of every child is monitored at pupil progress meetings. Where children are identified as not making progress, they are targeted with Quality First Teaching, increased parental support and intervention programmes. Otherwise, a graduated response is implemented by school. This may mean that a child is placed on the SEND register under further investigation at SEN support level. However, slow progress and low attainment does

not necessarily mean that a child has SEN. Equally, it is not assumed that a child who is attaining in line with their chronological age means that there is no learning difficulty or disability.

Monitoring

We closely monitor all pupils who are not making adequate progress in the four broad areas of SEN outlined in the Code of Practice 2014.

We work closely with parents and children and listen to their views and aspirations so we can develop a personalised curriculum. Teachers build on the children's interests to engage, motivate and stimulate the pupils to become active learners.

We work collaboratively with families to ensure that we take into account the child's own views and aspirations and the families' hopes for their child. Families are invited to be involved at every stage of the planning, monitoring and reviewing of SEN provision for their child.

We believe all practitioners are teachers of pupils with SEN and differentiate according to the needs of the child in their care. All children at Ashbourne Primary School benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all the children at the level that allows them to make progress in their learning. In addition, we implement focused interventions to target particular skills. Class teachers and the SENCO work closely with the interventions leaders to develop personalised and targeted provision.

Monitoring the progress of all children is an ongoing process. This enables the school to identify pupils who may require additional or different provision.

Ashbourne Primary School is an inclusive school and all children are fully included. We recognise the strengths of every individual as well as areas for development. We ensure all children contribute to the social and cultural activities of the school.

Parents are encouraged to discuss any issues or concerns with the class teacher, SENCO, Deputy Head teacher/Head teacher.

SEN Support

If a teacher identifies a child who may have SEN, our first response is to implement high quality teaching targeted at the child's areas for development. We put in place extra teaching or other rigorous interventions designed to secure better progress. Where progress continues to be less than expected the class teacher, working with the SENCO, assess whether the child has SEN.

Where a pupil is identified as having SEN, we take the necessary actions to remove barriers to learning and put effective special educational provision in place. SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and

actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

It may be necessary to devise a support plan that sets out personalised arrangements that are additional to, or different from the usual curriculum. The teacher liaises with the SENCO, parents/carers and child and discusses targets. These targets are personalised specifically to the child's needs and are reviewed termly, or as appropriate.

If adequate progress is not made after a substantial period of intervention and review (e.g. 6 months), the teacher in consultation with parents/carers may conclude that further support and advice is needed. In some cases, outside professionals from educational, health or care are contacted to offer specialist support. These support services may include:

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Autism Outreach
- School Nurse
- Educational Psychology service
- Paediatrician
- Clinical Psychologist

Once support services have offered advice, the child's plan is updated and reviewed to ensure that the appropriate targets are set to enable the child to make progress. Families and children are always involved in these processes.

Graduated Response for Individual Pupil (GRIP)

A GRIP is for pupils with significant Special Educational Needs, when their current needs are not evident as complex Education, Health and Care and are not necessarily long term.

A GRIP will give access to specialist services, such as Support Services for Special education needs (SSSEN), at an earlier stage and it gives schools an earlier opportunity to reduce barriers to learning for pupils.

Education Health and Care Plan (EHC Plan)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child and the individual has not made expected progress, school or parents can consider requesting an Education, Health and Care needs assessment.

The EHC Plan assessment pathway is a very detailed investigation to find out exactly what a child's special educational, health and care needs are. If, in rare cases, the child's needs are considered to be severe and complex, a EHC Plan may be issued by LA.

The LA will produce a child's EHC Plan, following a detailed consultation with families and professionals. The EHC Plan will outline the child's strengths, their dreams and aspirations as well as the barriers they face. The plan will be reviewed at least annually and school will invite families and agencies involved with the child. This is called an Annual Review meeting.

Having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Teaching and learning

We have an inclusive curriculum and ethos at Ashbourne Primary School. We have high expectations for all children and set ambitious yet achievable targets. We aim to put in sufficient support to enable children to reach their challenging targets, but without developing a learned dependence on an adult. Targets for SEN children are deliberately challenging in an attempt to close the attainment gap between the children and their peers.

All children are entitled to a broad and balanced curriculum, including the National Curriculum. At Ashbourne Primary we believe there is no limit on a child's learning and we encourage SEN pupils to achieve the school's PRAISE aims. These include: Perseverance, Respect, Attention, Independence, Self motivated and Explain your learning. We teach in a way that will support all children to succeed and become PRAISE learners.

Progress is continually monitored using a range of assessments including:

- Teacher observation
- Teacher assessments termly
- Pupil progress meetings
- SENCO tracking and data analysis
- Head teacher, SENCO, CWFL (Child and Family Wellbeing Leader) and IM half termly progress meetings
- End of key stage SATs

All our children have access to extracurricular activities, which develop engagement with the wider curriculum. Class/whole school trips are part of our curriculum and all children enjoy and benefit from them.

At Ashbourne Primary we promote the social and emotional wellbeing of all pupils and recognise that pupils with SEN may be additionally vulnerable. Pupils with SEN have the same opportunities as other pupils and participate in PSHE, Cyber-Safety and Anti-Bullying learning and events. Planning, teaching, adult and peer support is carefully structured to ensure meaningful engagement for all pupils.

Partnership with parents

- Parents/carers are notified as soon as possible if we have any concerns. We are always willing to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to meet with the class teacher to discuss the child's new IEP and review progress made.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEN to achieve their full potential.

Pupil participation

- Children have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- We encourage pupils to participate in their learning by discussing their new targets with either the class teacher and/or teaching assistant, ensuring a child centred approach.
- SEN pupils have equal opportunities to have their opinions and concerns valued and to represent themselves and their classmates through being a part of the Eco-Council, Student Council and by training and taking on Peer Buddy responsibilities.

Pupil Premium

Pupil Premium will be used to support any SEN child who has been on free school meals in order that they can make at least expected progress.

Transition

At Year 6, children from Ashbourne Primary School usually transfer to Queen Elizabeth's Grammar School. The school liaises with year 7 teachers in the summer term passing on records for all children. At this time, children who have Special Educational Needs will be discussed and copies of plans and interventions are sent on.

For some children special arrangements will be made so that a teacher from the next school can attend the annual review when the children are in year 5. At the review in Year 5, clear recommendations are given as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school will be invited to attend the final annual review, so that an effective and supportive transfer will occur. Some children may transfer from a mainstream setting to a special school setting. If this is the case, then Ashbourne Primary will devise a transition package that meets the need of the pupil. We will liaise closely with the receiving school to ensure the child is prepared fully for the transition.

Before the children start in Reception, key members of staff such as the head and class teacher, visit the children for 'Reception new starter visits.' During these meetings, staff have the opportunity to observe the children in their current setting and discuss any additional needs. We understand how difficult it is for children and parents as they move into a new class or a new school. Before transition periods we discuss plan and prepare with staff, parents/carers and children to make transitions as smooth as possible. Together we devise an action plan. All transition arrangements are adapted and tailored to meet the needs of the individual.

Co-ordination of SEN Provision

The SENCO, (Special Educational Needs Co-ordinator) for our school is Heather Davis.

The SENCO is responsible for:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating provision for children with SEN
- Ensuring there is liaison with parents and other professionals in respect of children with SEN,
- Managing teaching assistants,
- Advising and supporting other practitioners in the school,
- Ensuring that appropriate IEPs are in place, that relevant background information about children with SEN is collected, recorded and updated
- Liaising with external agencies including the LA's and educational psychology services, health and social services.
- Attending review meetings of statemented/EHC plan children.
- Updating and maintaining a school list of children who have a special educational need.
- Monitoring plans and writing new IEPs for statemented/EHC Plan pupils in conjunction with parents and teaching staff.

The role of the governing body

The governor with responsibility for SEN is Perry Moon.

The governing body should:

- Ensure that provision is made for pupils who have SEN
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Ensure that a pupil with SEN joins in the activities of the school, so far as is reasonably practical and compatible with the child's SEN provision and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Assess the impact of Pupil Premium for SEN pupils who are eligible for FSM through Resources for Learning.
- Monitor the progress made by SEN pupils against national data.
- Governors are involved in developing and monitoring the policy. They are kept up to date about the provision, deployment of funding, equipment and personnel resources.

Review and evaluation of procedures

- The SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- All of our school policies are interlinked and this policy should be read and informed by all other policies.

- The SENCO ensures that all the appropriate records are kept and are available when needed. These are always available for parents/carers and professionals that work with the child.
- The governing body will on an annual basis, consider and report on the effectiveness of the work and if any amendments need to be made to the SEND policy.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Derbyshire Local Offer

The purpose of the Local Offer is to enable families to see more clearly the services that are available in their area and how to access them. It includes provision from birth up to age 25, across education, health and care. The Local Offer is available from this website.

<http://www.derbyshiresendlocaloffer.org/>

Complaints

Parents with concerns regarding the school's SEN provision should raise their concerns initially with either the class teacher, SENCO (Heather Davis) or Headteacher (Paula Whysall). The school's Complaints Policy should be followed for any concerns which parents may have.