



Carclaze Community SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Review Date: November 2018

This policy accepts the definition of SEND as set out in the special educational needs and disability code of practice: 0 to 25 years, 2014

- a) Children who have significantly greater difficulty in learning than the majority of pupils of the same age, and need additional and different provision in order to facilitate learning.
- b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice 2015)

Carclaze School prides itself on being an inclusive environment which celebrates the uniqueness and diversity of all its pupils. Every member of staff is committed to providing for the needs of all children and ensuring all pupils feel valued, included and are able to fully participate in the life of the school.

Aim

To ensure that all pupils with special educational needs and/or disabilities have the opportunity to fulfil their potential, are aware of their own skills and strengths and feel a valued part of the school community and are able to enter into and enjoy all aspects of school life.

Objectives

- The Governing Body and teaching staff will use their best endeavours to ensure that the necessary and appropriate provision is made for any pupil who has special educational needs, additional needs or disabilities and ensure that, where the Head Teacher or the appropriate governor has been informed by the LEA that a pupil has additional needs, those needs will be made known to all who are likely to teach them.
- The staff and governors in the school are aware of the importance of identifying and providing provision and support for those pupils who have additional needs or a disability
- To ensure progress and provision for children with additional needs is rigorously monitored to ensure provision is appropriate and effective.
- For teaching staff and the Special Educational Needs and Disabilities Coordinator to work closely with parents/carers and pupils to ensure a joint approach to setting targets, maximising the impact of provision and celebrating success.
- Staff aim to identify special educational needs early and provide appropriately targeted support for children who have additional needs. This process is based on a cycle of Plan, Do, Review which includes both parents and pupils.

- Reasonable adjustments will be made to ensure that pupils with special educational needs will have opportunities to access all areas of school life alongside their peers.
- Transition procedures into reception, in year admissions, between year groups, and between primary and secondary schools are planned to ensure a smooth flow of information, minimise pupil anxiety and to ensure a successful transition
- The Head Teacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- Staff training and development is planned to ensure so that all adults working with children with special educational needs or medical needs have the skills and knowledge needed to support the pupils effectively.

Responsible Persons

- The 'responsible person' for co-ordinating the day to day provision of education for pupils with special educational needs is **Janet Bond**.
- The Governor appointed to SEND is **Kevin Johns** with responsibility to Inform the full Governing Body of current SEND practice in the school and to have regard for the SEND Code of Practice, Equality Act and the Disability Discrimination Act.
- All the teachers in the school are teachers of children with special educational needs and disabilities have undertaken additional training in order to extend their skills and knowledge of special educational needs and disabilities (SEND). Support staff have also undertaken specialist training in areas such as ASD, Dyslexia, Behaviour Management, Motor Co-ordination, Speech & Language, Team Teach, social skills, Draw and Talk.

Admission and Inclusion

- All the teachers at Carclaze school are teachers of children with Special Educational Needs & Disabilities. All staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. This involves teachers providing high quality universal teaching which enables every pupil to access the curriculum and progress appropriately.
- The school operates an equal opportunities policy, which means all children within school, whatever their physical or educational needs, are entitled to the same rights and opportunities as other children. We recognise where participation is not proportionate that we need to positively discriminate in order to address the in balance.

Access to the Curriculum

The National Curriculum will be made available for all pupils. If pupils have special educational needs or a physical disability a graduated response will be adopted. For the majority of pupils differentiation will meet the pupil's needs within Universal 'whole class' provision. The school will make full use of school resources before drawing on external or more intensive support.

The school will adapt provision and adopt a flexible approach to helping children with special educational needs overcome their barriers to learning. This may involve

physical aids, differentiating learning objectives and tasks, chunking tasks into smaller steps, providing additional adult support, providing a range of methods of recording learning, grouping pupils flexibly, using resources including ICT to support learning, emotional, or physical aids and equipment.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The school (class teachers and SENDCo) will work with parents/carers and pupils and in some cases outside professionals to identify targets, implement provision and track progress of pupils with special educational needs or disabilities in a termly plan, do review cycle.

Any Interventions will be specifically targeted to support pupils' additional needs. Interventions may take place within the classroom or outside the classroom. Any interventions will be closely linked to classroom teaching and learning to maximise effectiveness. Interventions will be monitored and their impact reviewed.

Implementing a whole school graduated response to identification and provision of SEND

Identification and 'On Alert'

When a pupil fails to make progress for a sustained period after good quality teaching and targeted intervention the class teacher will raise their concerns with the SENDCo and these will be shared and discussed with parents/carers. Parents/carers are welcome to discuss any concerns with the class teacher or SENDCo at any time. Pupil progress data is discussed termly with staff and the Head Teacher to ensure that all pupils' progress is being closely monitored. Staff are encouraged to raise concerns regarding pupils' progress, social skills, physical needs or mental wellbeing at any time.

The above concerns may result in the pupil being added to the school register of need at 'On Alert'. A pupil who has been placed 'On Alert' will have barriers to learning linked to one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical needs.

These pupils may require additional support and will be monitored for a period of time. Pupils will not remain 'On Alert' for more than two terms.

As part of routine assessment children may be observed or assessed to identify strengths and areas of specific difficulty in order for us to be able to meet the pupil's need ineffectively. Routine screening such as dyslexia screening may be implemented.

Parents will be informed as soon as a child is identified as being 'On Alert'. Parents will be invited to a meeting to discuss and plan targets, provision and to share their thoughts about their child's needs.

Providing a graduated response at 'SEN Support'

If a pupil still fails to make sufficient progress after two terms 'On Alert' then the pupil will be designated SEN support and additional intervention will be planned.

The SENDCo may request specialist advice from an outside professionals (such as an Educational Psychologist, Speech and language Therapist, Child Adolescent Mental Health Services, Occupational Therapist, Vision Support Worker). This specialist input would then be incorporated into provision outlined on the pupils' Learning Passports (Individual Education Plan).

Pupils at SEN support will need provision which is additional or different in order for them to access learning and make appropriate progress. This will be planned in conjunction with parents and the pupil and short term targets and provision will be recorded in either a 'Next Steps', Dyslexia or behaviour plan which will be reviewed through termly meetings. Provision may be differentiated by:

- Classroom organisation and management
- Differentiated Curriculum
- In-class individual or group support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Alternative teaching strategies
- Alternative ways of recording learning
- Use of specialist equipment such as sloped desks, weighted pencils or lap weights
- Use of visuals such as now and next boards, spot timers, task boards and countons.
- Behaviour Strategies such as behaviour plans, reward charts, timers, take a break cards, fidget manipulatives.
- Anger management groups
- Social Skills Groups
- Access to counselling or mentoring
- Thrive plans and intervention
- Speech & Language Therapy
- Physiotherapy
- Fun Fit
- Use of ICT
- Please refer to our SEND school offer.

Providing a graduated response: Education and Health Care Plans

If progress is not achieved at 'SEN Support' and the pupil experiences significant and complex barriers to learning, participation and achievement the school may apply for an Educational Health Care Plan assessment. This can take place after two cycles of intervention showing implementation of professionals', advice and with the support of specialists. An education, health care needs assessment is completed and forwarded to the SEND assessment team.

Reviewing and Assessing Progress

Class Teachers are responsible for monitoring the progress of children with additional needs. Records are developed through a process of continuous assessment of progress towards 'Next Steps' objectives, progress towards teaching objectives, progress towards age related expectations or P levels, statutory and non-statutory assessment and testing and teacher observations.

Pupil progress meetings are held termly and inform 'Next Steps' documents and provision. Next Steps are reviewed with the pupil and in consultation with parents/carers termly. The SENDCo works closely with teachers, parents/carers and pupils as part of the Plan, Do, Review process.

In addition, the progress of children with an Education Health Care Plan (EHCP) will be reviewed annually (or bi-annually for children under five) at an annual review meeting. Pupils with a Pastoral Support Plan or Personal Behaviour Plan meet with the SENDCo and class teacher regularly in order to review progress towards targets.

Resources

The school may receive 'top up' funding for children with an Education Health Care Plan in order to address their statement targets. We also use general budgets to provide additional support for pupils on the Record of Need. The nature of this support varies dependent upon the changing need of the pupils. Resources and training are reviewed and updated using the SEND budget.

Liaison Parents/Carers

- The school will actively seek the involvement of parents/carers in the education of
 - their children. The school recognises parental expertise and knows that
 - working closely with parents/carers can often be the crucial factor which facilitates
 - a pupil's success. We welcome parents seeking to share information and actively support their children's progress and teachers and the schoolSENDCo are always willing to arrange appointments to meet with parents.
- Parents/carers will be informed as soon as their child is identified as being at On Alert and will be engaged in the target setting and review process through termly
 - Meetings. Communication between parents and the school will be consistently maintained.
- A discussion will always take place with parents/carers before support from external professionals is requested. Parents/carers will receive feedback about any external assessments, advice or recommendations from specialists.

Pupils

- The school will work to ensure that pupils are fully aware of their barriers to learning,
 - strengths and targets. Pupils' views will be sort and opportunities will be provided for pupils to reflect upon their learning, support and progress.
- Pupils with Education and Health Care Plans are invited to share their views both prior to the review meeting and by attending the review meeting.
- Pupils views are gathered through pupil conferencing carried out annually with
 - children of differing ages and needs
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Liaising External Agencies

The SENDCo and teaching staff will work cooperatively with external agencies to ensure information is shared with parents/carers and teaching staff. Any external advice will be implemented to support pupils and their families and monitored so we can provide appropriate feedback.

The school has links with local Secondary Schools and pre-schools and liaison is maintained particularly with regard to transitions procedures. We aim to support pupils at times of transition by implementing if needed additional transition visits, transition booklets, and making any reasonable adjustments deemed necessary.

Equal Opportunities

Equal Opportunities are reflected in our School's Vision, Values and Aims. We aim to provide opportunities for all individuals to reach their full potential within a context of mutual respect, justice and fairness in an environment that challenges any form of discrimination.

Complaints Procedure

Class teachers, are always available to discuss any specific concerns or worries. We will respond as soon as possible to any questions or problems. However, we may need to collect information to provide a comprehensive answer or plan so a second appointment may be necessary.

Any complaints regarding SEND matters should initially be made to the class teacher at the earliest time possible. If the concern remains unresolved the next step is to report the problem to the SENDCo: Janet Bond or the Head teacher: Simon Pollard. The complaint will be fully investigated within three weeks.

Should any party be unsatisfied with the outcome, the Chair of Governors should be informed of the complaint.

Further information is available in the complaints policy which is available from the school office on request.

Staff Development

Training is planned to reflect the skills needed to support the children currently on the school's record of need. Training aims to develop staff's knowledge, skills, confidence and abilities to support children with a wide range of specific learning, social, emotional and health, physical or communication needs.

Success Criteria

- Staff awareness of and confidence to meet pupils' individual needs
- Early identification and appropriate provision for pupils with SEND.
- Children with special or additional needs make appropriate progress.

- Children with special or additional needs have good self-esteem and are aware of their targets and achievements.
- Parents/carers and pupils feel informed and included in the plan, do, review cycle.
- Children with special or additional needs enjoy school and are confident to tackle new learning.
- Children with special or additional needs participate in all aspects of school life.
- Attendance and exclusion data for children with special or additional needs reflects the fact they have a positive attitude to school.

Measuring Success

Success will be evaluated and information collated to develop and improve the provision for children with special and educational needs. The following factors will be used to evaluate effectiveness and success.

- Attainment and progress data
- Attendance data
- Exclusion data
- Attendance at SEND review meetings
- Evidence from observations and drop ins
- Learning walks
- Participation in extra-curricular activities
- Pupil conferencing and pupil trails
- Feedback from parents
- The school meets the statutory requirements of the SEND Code of Practice 2014.

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