

SEND Policy



Acresfield Primary School

Last updated: November 2017

Date of Governing Body approval: 21.11.2017

Committee Responsible for Review: Teaching and Learning

Signed: [Chair of Governors] -

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Signed: [Headteacher] -

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Acresfield Primary School
Special Educational Needs & Disability Policy

To be read in conjunction with the following: The School Local Offer (SEND Information Report) and the Accessibility Plan. Both are available via the school's website.

Introduction

At Acresfield primary school we aim to provide a broad and balanced curriculum that is appropriate to the needs and abilities of all of our children. Teaching and learning is planned to enable each child to reach for the highest level of personal achievement.

This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as having an additional need, which could relate to their learning or general access to the curriculum, meaning they require additional provision. This may be throughout or at any point during their time at our school.

We respect the right of all children at our school, irrespective of difference in ability to access all areas of learning and to develop the knowledge, skills, understanding and attitudes that are necessary for them to reach their potential and develop into active, successful and responsible adults.

The ethos at Acresfield is one of valuing the individuality of all our children and our vision for the school makes specific reference to challenging all of the children in our care in order to promote attainment. Staff are committed to giving all children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for children with Special Educational Needs and /or Disability.

The Equality Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Definition

The SEND Code of Practice (2014) states that:

‘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 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 schools.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision is:

- Educational provision, for children and young people from 0 -25, which is additional to, or otherwise different from, the educational provision made generally for children of their age in settings maintained by the LA, other than special schools, in the area.

At Acresfield we ensure the following is central to our practice:

- We believe that **all** practitioners are teachers of pupils with SEND and should therefore differentiate according to the needs of the children in their care.
- We ensure that the special educational needs of children are identified as early as possible, assessed and provided for, in line with our Equal Opportunities Policy.
- Pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children.
- Staff carefully monitor all pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction, cognition and learning, social, mental and emotional health, and sensory and/or physical development.
- We work closely with our families as we know that parent/carer involvement and support is vital to the success of the education of all of the children in our school.
- We ensure, as far as possible, that our children have a voice in the process.

Identification and support of children with SEND at Acresfield

At Acresfield, we use a wide range of strategies for the early identification and intervention of children who may have SEND. Recommendations from the SEND Code of Practice (2014) and the Graduated Response documents support this.

- All children receive **QFT – (Quality First Teaching)**
- If a child is identified as making less than expected progress, fails to close or widens the attainment gap between themselves and their peers, the first response at Acresfield is high quality targeted teaching for areas of weakness. Discussions with parents/carers and the child about areas of strength and weakness will be undertaken and next steps discussed.
- If it is felt that an intervention (additional provision) is required, a four part cycle (**Assess, Plan, Do, Review**) will begin, to support the child, which clearly sets out their needs.

Assess

This involves analysing the child's needs, using teacher assessment and experience of working with the child, details of previous progress and the views of the parents or carers. Regular reviews will ensure that the support and intervention is matched to the child's need and that barriers to learning are identified and overcome.

Plan

Planning will involve discussions between the head teacher, teacher, SENDCo and parents/carers, where agreed targets, interventions and support will be decided. Other members of staff working with the child will be informed of the plan, any teaching strategies required and the outcomes being targeted.

Do

The class teacher is responsible for the plan and working with the child on a daily basis. Teachers will liaise with teaching assistants to plan and assess the impact of support and interventions. SENDCo can help with assessment and advising the implementation of the support.

Review

Regular reviews of progress will be made, evaluating the impact of the support plan and interventions. It will also take into account the child's views and those of parents or carers. Amendments can be made based on progress and new targets set.

- The review will be shared with the child and his or her parents/carers, enabling them to be involved in planning next steps.
- Further advice and professional support from outside agencies may be necessary.
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Education, Health and Care Plan can be written, (EHC plan is for children with lifelong or significant difficulties where multi-agency colleagues are involved in assessing and planning provision or resources for a child). Following an application, a decision whether an EHCP is required or not will be made by the LA. Individual Pupil Funding may be issued by the LA.

SEND funding at Acresfield

Funding is determined by using a local funding formula, with an overall amount allocated to the SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of it's budget. School is expected to provide support for a child with SEND to the nationally prescribed threshold per pupil, per year.

Responsibilities

Adults at Acresfield who have responsibility for SEND are:

Headteacher: Mr Mike Dixon

Governor: Mrs Lindsey Jones

SENDCo: Mrs Kate Roberts

Class teachers

Support teachers

The class teacher should:

- Deliver Quality First Teaching to all children, through a broad, balanced and relevant curriculum.
- Take steps to identify children within their class who may have a special educational need or disability.
- Gather evidence to support this identification.
- Liaise with SENDCo.
- Record termly individual targets and support for identified children.
- Review provision and targets termly.
- Work closely with parents in the support of those children with special educational needs. Parents are informed of any intervention and progress reported.

The SENDCo should:

- Oversee the day-to-day operation of the SEND policy and the School Local Offer.
- Co-ordinate provision for children with SEND.
- Ensure there is liaison with parents and other professionals in respect of children with SEND.
- Advise and support other practitioners in the school.
- Contribute to the continued professional development, (CPD) of the staff.
- Ensure that an appropriate Child Profile is in place for each child with an EHC plan
- Ensure that relevant background and assessment information about children with SEND is collected, recorded and updated.
- Liaise with external agencies.
- Ensure that the SEND Code of Practice and Cheshire Graduated Response to SEND are followed.
- Ensure that transition procedures to other primary or secondary schools are suitable for each child.

The SEND governor should:

- Ensure that provision is made for pupils who have SEND.
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing a high quality curriculum for those children with SEND.
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure inclusive practice for all pupils, so far as is reasonably possible.
- Report to parents on the implementation of the school's policy for pupils with SEND and the School Offer.
- Have regard to the Code of Practice when carrying out duties for pupils with SEND.
- Ensure that parents are notified of the decision of any extra provision being made for their child.
- Ensure that the quality of SEND provision is continually monitored, evaluated and reviewed.
- See that SEND provision is an integral part of the School Development Plan.
- Liaise with the SENDCo termly.
- Feed back to the full governing body to ensure that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.