

Special Educational Needs and Disability (SEND) Policy – Main School

This policy sits alongside the SEND policy for Nursery

A risk assessment has been completed to take into account government guidelines and statutory requirements regarding Covid 19. With this in mind changes to teaching, procedures and resourcing may occur due to identified risks.

This policy follows the principles of SEND Code of Practice 0 to 25 years (July 2014).

1 Introduction

- 1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. When planning, teachers aim to set suitable learning challenges, respond to pupil's diverse learning needs and overcome potential barriers to learning and assessments.
- 1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.4 Statements are being replaced with EHC plans (Educational Health and Care)

2 Aims and objectives

- 2.1 The aims of this policy are:
 - to create an environment that meets the special educational needs of each child;
 - to ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to ensure all children can access a balanced curriculum differentiated where appropriate

3 Educational inclusion (see also inclusion policy, equal opportunities policy and accessibility plan)

- 3.1 Through appropriate curricular provision, we respect the fact that children:
 - have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.

3.2 All the teachers in the school are teachers of children with special educational needs. They respond to childrens' needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

4.2 In our school the Special Educational Needs and Disabilities Co-ordinator (SENDCO):

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- maintain the school's SEND registers;
- contribute to and manage the records of all children with special educational needs;
- Co-ordinate production of provision maps and IEPs where appropriate;
- manage the school-based assessment and complete the documentation required by outside agencies;
- act as the link with parents;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- act as link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision and report to the Principal;
- are involved in the strategic development of the policy and provision along with the Principal.

5 The role of the Principal

5.1 The Principal does her best to secure the necessary provision for any pupil identified as having special educational needs. The Principal ensures that all teachers are aware of the importance of providing for these children.

5.2 The Principal has decided that children with special educational needs will be admitted to the school in line with the school's agreed Terms and Conditions of Admission provided that we can meet their physical, educational, emotional and behavioural needs at the school.

6 Allocation of resources

6.1 The SENDCO is responsible for the operational management of the specified and agreed

resourcing for special needs provision within the school in discussion with the Principal.

- 6.2 The Principal and the SENDCO meet to discuss budgeting issues related to Special Educational Needs.

7 Identification of pupils needs – a graduated approach

Quality First Teaching (Wave 1 Intervention)

- 7.1 Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by the class teacher.
- 7.2 Once a pupil has been identified as *possibly* having SEND they will be closely monitored by the class teacher in order to gauge their level of learning and possible difficulties. A record of concern sheet will be completed by the class teacher (copy to SENDCO as well as a copy kept by the class teacher).
- 7.3 The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. A Quality Teaching First map will be completed to record the differentiated approach. *This is a Wave 1 intervention. A copy of the QTF map will be kept by the class teacher*
- 7.3 The SENDCO will be consulted as needed for support and advice.
- 7.4 Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- 7.5 The child is recorded by the school SENDCO as being under observation due to concern by parent or teacher but this does not place the child on the SEND register. It is recorded by the school as an aid to further progression and for future reference.
- 7.6 Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- 7.7 Summative and formative assessments will be carried out as appropriate. Advice from external agencies may be sought.

School Action

- 7.8 This recognises pupils who are identified as requiring *additional and different* help as well as the regular differentiated curriculum provided by Quality Teaching First provision. It will also include pupils who have received differentiated support under Quality Teaching first but have not made the expected progress in the agreed time frame.
- 7.9 Class/subject teachers collaborate with the SENDCO on evidence gathering and identification. Action that has already been taken is reviewed and altered in line with the new findings.

- 7.10** The SENDCO works closely with teachers and parents to plan an appropriate programme of intervention and support.
- 7.11** External professionals may be called upon to make their own assessments and provide support and revised action points.
- 7.12** Interventions are at two levels.

Wave 2 interventions are designed to increase rates of progress and secure learning for groups of pupils that puts them back on course to meet or exceed national expectations by the end of the key stage. The support is carefully targeted according to the pupils' needs. The support may occur outside (but in addition to) whole class lessons or be built into mainstream lessons. It often takes the form of tightly structured small group programmes. All Wave 2 interventions are time limited with a date for review built into the programme.

Wave 3 interventions are increasingly individualised programmes designed to accelerate and maximise progress and to minimise performance gaps. They may involve support from a specialised teacher or trained teaching assistant delivered one-to-one to support learners toward the achievement of very specific targets. These targets are recorded on an individual target sheet drawn up by the SENDCO and/or class teacher as appropriate.

- 7.13** If a child is receiving support under School Action an individual provision map will be drawn up detailing the extra interventions and support. This is *in addition* to Quality Teaching First. A copy of this provision map will be kept by the class teacher.
- 7.14** Children receiving Wave 2 or Wave 3 interventions will be placed on the school SEND register.

8 Access to the curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Every effort will be made to educate pupils with SEND alongside their peers in the classroom setting. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1** The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.
- 9.2** At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.
- 9.3** We have regular meetings to share the progress of special needs children with their parents. Parents are fully involved in any decision to seek outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Monitoring and evaluation

- 10.1** The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides the staff and Principal with a review of the impact of the SEND provision on the school.

11 Monitoring and review

This policy is the Principal's ongoing responsibility and its effectiveness is reviewed annually in consultation with the staff.

SENDCO is: Caroline Miller

Signed Headteacher: *Sally Cox*

Date: 4.8.21