

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

This policy sits alongside the SEND policy for Nursery

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

1 Introduction

- 1.1 Springmead School welcomes all children who can benefit from the opportunities we offer and who can flourish in the caring environment we have established. Treating every child as an individual is very important and all pupils are welcome, including those with special educational needs or physical disabilities, provided we can make the reasonable adjustments necessary to meet their needs. At Springmead, we value the individuality of all our children, and we are committed to providing an inclusive environment in which all pupils are enabled to realise their potential.
- 1.2 Our approach to teaching and learning recognises that all pupils' needs are dynamic and that children may have special educational needs at any time, and for any length of time during their school career. We recognise that every teacher is a teacher of every child, including those with Special Educational Needs.
- 1.3 Teachers take account of individual additional needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

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 progress and continued good physical and mental health and well-being;
- to ensure that lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement;
- to ensure open, effective and regular communication between the school and parents/carers of pupils with SEND;
- to ensure good communication within the school about the pupils' needs and effective provision;
- to access support from outside agencies when necessary
- to be guided by the 0-25 SEND Code of Practice 2015

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 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 The role of the SENDCo

- to manage the day-to-day operation of the policy;
- to coordinate provision and ensure that relevant information about individual pupils with SEND is collected, recorded and updated (e.g. SEND register);
- coordinate provision of pupil passports, provision maps and individual target sheets where appropriate;
- ensure all practitioners in the setting understand their responsibilities to children with SEND and the school's approach to identifying and meeting needs;
- develop and disseminate good practice;
- support and advise colleagues;
- act as the link with parents;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- act as a link with external agencies and other support agencies;
- manage the completion of documentation required by outside agencies;
- monitor and evaluate the SEND provision and report to the Headteacher;
- work with the Headteacher on the strategic development of the policy and provision

5 The role of the Headteacher

- 5.1 The Headteacher aims to secure the necessary provision for any pupil identified as having special educational needs. The Headteacher ensures that all teachers are aware of the importance of providing for these children.
- 5.2 The Headteacher 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 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 Headteacher.
- 6.2 The Headteacher and the SENDCO meet to discuss budgeting issues related to Special Educational Needs.

7 Identification of pupils needs – A Graduated Approach

- 7.1 For some children SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.
- 7.2 Class teachers, supported by the leadership team and SENDCo make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances.
- 7.3 This can be characterised by progress which:
- is significantly slower than that of their peers starting from the same baseline;
 - fails to match or better the child's previous rate of progress;
 - fails to close the attainment gap between the pupils and their peers;
 - widens the attainment gap
- 7.4 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 will be completed by the class teacher and shared with the SENDCo.

8. Quality Teaching First (wave 1)

- 8.1 High quality teaching, adapted for individual pupils, is the first step in responding to pupils who may have SEND. The class teacher will take steps to provide adapted and/or differentiated learning opportunities to aid the pupil's progress. A Quality Teaching First (QTF) map will be completed to record the adaptations being made.
- 8.2 The SENDCo will be consulted as needed for support and advice.

- 8.3 The class teacher will keep parents informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school.
- 8.4 Pupil progress meetings between the class teacher and SENDCo 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.
- 8.5 Summative and formative assessments will be carried out as appropriate.

9. School Support (wave 2 and wave 3)

This recognises pupils who are identified as ***requiring additional and different*** help in addition to QTF (Wave 1 support). This level of support takes the form of a four-part cycle (Assess, Plan, Do, Review)

9.1 Areas of Need There are 4 main areas of need:

- Communication and interaction – including speech and language needs, social interaction, ASD;
- Cognition and Learning – including specific learning difficulties such as dyslexia, dyspraxia and dyscalculia;
- Social, Emotional and Mental Well-being – including ADD, ADHD and disruptive behaviour;
- Sensory and Physical needs – including vision and hearing difficulties, fine and gross motor developmental delays and other physical disabilities

9.2 Assess

Earlier decisions and actions are revisited, refined and revised. Further diagnostic and standardised tests may be carried out. Parents' views and experiences are sought. Assessments from external agencies may be sought.

9.3 Plan

Where it is decided to provide additional SEND support, the class teacher, SENDCo and parents will agree the outcomes they are seeking, interventions and support to be put in place, the expected impact on progress, development or behaviour and set a date for review. An individual pupil profile may be written to inform teachers of additional needs and suggest strategies to support the pupil.

9.4 Do

In Class Support/Specific Booster Support (Wave 2 support)

Where needed and appropriate, individual in-class support and/or small group support will be put in place. This support may occur outside of whole class lessons or be built into mainstream lessons. Class teachers will review strategies used and record them in their planning.

Specialist individual provisions (Wave 3 support)

At Springmead, 1-1 intervention is considered where a pupil is not making progress despite QTF and in-class support and/or is around 2 years or more below their peers in a particular learning area. Target sheets are drawn up which will assist the pupil to progress in their learning. They are on-going, working documents. As targets are achieved, new ones are added. Children contribute to the target-setting process.

9.5 This level of support is charged as an extra.

9.6 Where it is decided that additional SEND provision is necessary, the pupil will be recorded on the SEND Register.

9.7 Review

The progress of students with SEND is measured and monitored through:

- My Voice (class teacher and pupil)
- class teacher and SENDCo discussion
- parent meetings (at least twice a year)
- weekly whole staff meeting
- GL assessments
- End of year standardised assessments
- teacher assessment
- individual pupil target sheets

10 Education, Health and Care (EHCP) Plans issued by the Local Authority

EHCPs can be requested for pupils who demonstrate severe, long-term and/or complex needs and have had considerable input from school and other educational professionals to meet their needs. There needs to be substantial levels of evidence for a Local Authority to agree to issue an EHCP. If issued, the Local Authority are responsible for the SEND provision detailed in the EHCP.

11. Access to the curriculum

11.1 All children have an entitlement to a broad and balanced curriculum, which is adapted 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

11.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we adapt and differentiate work appropriately, and we use assessment to inform the next stage of learning.

- 11.3 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.

12 Partnership with parents

- 12.1 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.
- 12.2 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 this is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.
- 12.3 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.
- 12.4 Parents are required to declare any learning difficulties/disabilities their child may have on registration. Further details regarding admissions to the school can be found in the Admissions Policy.

13 Monitoring and evaluation

- 13.1 The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides the staff and Headteacher with a review of the impact of the SEND provision on the school.

14 SEND & Safeguarding

- 14.1 As a school and staff we recognise the barriers that may exist to identifying safeguarding concerns in children with SEND. Our SENDCo, Class Teachers and DSL work together to show extra vigilance, offer support to parents and give training to all staff.

15 Monitoring and review

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