North Cerney C of E Primary School

Special Education Needs and Disability Policy 2020/2021

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SENCO:	Mrs Rebecca Gray
	National Award for SEN Co-ordination, Feb 2017
Designated SEN Governor:	Mrs Sophie McCracken
Contact Details:	E-Mail: senco@northcerney.gloucs.sch.uk

This policy will be reviewed annually.

This policy is pending approval from the Governors.

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Compliance

This policy should be read and implemented in conjunction with the guidance set out in our Safeguarding and Child Protection Policy. This policy has been written in accordance to guidance from the Gloucestershire Safeguarding Children Board, www. gscb.org.uk.

This policy complies with the statutory requirements laid out in the SEND code of Practice (2015) and has been written with reference to the Equality Act 2010: advice for schools D of E Feb 2013, Schools SEN Information Report Regulations (2014) and updated following version 2 of the Gloucestershire Guidance for Professionals Working with Children and Young People (2016).

Introduction

North Cerney Primary Academy is committed to provide an appropriate and high quality education to all children living in our local area. It seeks to raise achievement and remove barriers to learning and increase physical and curricular access for all. All children with Special Educational Needs (SEN) are valued and respected as equal members of the school. We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. Provision for pupils with SEN is a matter for the school as a whole. All teachers are teachers of pupils with SEN.

Definition of Special Educational Needs

Children have special educational needs if they have a difficulty with their cognition and learning, hearing, visual and / or physical needs which calls for special educational provision to be made.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than most others of the same age, or.
- Have 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.

Aims

To ensure compliance and effective implementation with the aforementioned policies, SEN and Disability Act (2001) relevant Codes of Practice and the Gloucestershire Guidance.

To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN.

To enable pupils with SEN to maximise their achievements, regardless of gender, race, ability, social circumstances or grouping within the school.

To ensure that the needs of pupils with SEN are identified, assessed and appropriately provided for at an early stage, and regularly reviewed.

To work in partnership with parents, to enable them to make an active contribution to the education of their child.

To take the views and wishes of the child into account.

To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.

To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.

To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of learning and school life.

Roles and Responsibilities

Head Teacher	Take responsibility for Policy budget and resourcing Liaise with Governors Liaise with SENCO regarding children who have SEND and are in receipt of pupil premium.
SENCO	Ensure the day-to-day operation of SEND policy Identify pupils' special educational need Liaise with, advise and support classroom teachers and teaching assistants. Coordinate SEND provision across the school Inform and liaise with parents Liaise with Head teacher and Governing Body Coordinate in-service training Maintain necessary records Monitor the progress of children with a MyPlan, MyPlan Plus, Education, Health and Care Plan (EHCP) and evaluate the effectiveness of special education provision for each child Monitor within the school all MyPlans, MyPlan Plus, EHCP and MyAssessments Secure relevant services and referrals Liaise with external agencies and other SENCOs within the local cluster Direct the work of teaching assistants delivering wave 3 interventions.
Classroom Teachers	Ensure Quality First Teaching including the differentiating the curriculum to include pupils with SEND can access the full curriculum Identify pupils' special educational needs in liaison with SENCO Develop, implement, and review MyPlans in liaison with parents and SENCO Write and review provision maps each term to show the three waves of support provided for the children within their class and send these electronically to the SENCO Direct the work of TAs to support pupils with special educational needs for all wave 2 interventions.

Governing Body SEN Governor is Mrs Sophie McCracken	Ensure SENCO appointment and training meets statutory requirements Determine key responsibilities for SENCO Monitor effectiveness of SENCO in undertaking key responsibilities Monitor effectiveness of SEND provision within the school through meetings with the SENCO Keep informed about SEND systems and practices in school through meetings and school visits Understand the national and local context of SEND support Ensure that the views of children with SEND and their parents are being sought.
SEN Teaching assistants and those delivering wave 3 interventions	Liaise with and support teaching assistants (TAs) with SEND provision Track SEND progress Liaise with SENCO Monitor and review MyPlans and provision maps with class teachers.

Specialised Provision

In addition to the provision outlined above we can also support specialised provision, we have a variety of policies in place to support children at North Cerney Primary Academy who need this type of provision.

Admission Arrangements

The Governing Body is responsible for the admission arrangements which accord with those laid down by the local authority (LA). The school fully acknowledges its responsibility to admit pupils with already identified SEND, as well as identifying and providing for those not previously identified as having SEND.

Identification, Assessment, Provision and Review

The process of identification, assessment, provision and review has been revised following the updated version of Gloucestershire's guidance in October 2016 laying out the new graduated pathway, which may or may not lead to an Education Health and Care Plan (EHCP).

Note: The Code of Practice applies to a wide range of difficulties, including learning, behaviour and medical. There is provision for children with behavioural difficulties within the School Curriculum through activities designed to build self-esteem. There is a

Behaviour policy for all parents, pupils, staff and Governors that deals specifically with expectations, rewards and sanctions.

If a class teacher is concerned about a child or their lack of progress then a consultation between staff and SENCO will take place and this is likely to result in a child having a MySupport plan which is designed to offer immediate and short-term support for a child. This support may be enough to bridge any gaps. If on review the concern remains, then the SENCO will do more observations and assessments which may lead to the child being placed on a MyPlan.

Identification and Assessment Process

Staff seek to identify at an early stage those children with a range of special educational and other needs. At all stages, parents and children are closely involved through discussion, consultation and reports on progress. Full use is made of records and information from previous schools, educational establishments, outside agencies and parents. Before entering school, children and parents are invited to an induction meeting at which children's needs may be identified and parents can alert the Head and the class teacher to any difficulties.

Early identification will be through various means which may include:

- Observation
- Discussion with parents
- Class teacher referral to SENCO
- SEN Descriptors produced by Glos LA in the Audit Manual
- Previously reported difficulties
- Early Years Foundation Stage Profile (EYFSP)
- Hearing and sight checks
- SATs and ongoing assessments
- Reading tests
- Letters and Sounds assessments

The Graduated Pathway - explained

As mentioned previously a child may have referred to the SENCO by way of a consulation with class teacher and have been in receipt of short term MySupport within the classroom. Information concerning any support should have been shared with the parents along with ideas of how to support the child at home.

If a child's needs continue and are deemed to be beyond the remit of a short term MySupport plan then in accordance with the Gloucestershire guidance and moderated examples within the local cluster of primary schools the child will continue onto the graduated pathway their needs will then be met through a MyPlan. A MyPlan will be necessary when a child's specific needs cannot be met with Universal approaches to improve learning and they need more specific targeted or specialist approaches.

A MyPlan will outline provision including small group and 1:1 support that may take place outside the classroom and the child is placed on the SEN register.

A MyPlan is written in consultation with the parents and the child. The child's views are obtained using a MyProfile and parents are also requested to sign a 'permission to share' consent form. The child's record on SIMS is also updated to show that they are on a MyPlan and this information is gathered at future census dates.

A list of children with special needs is kept by the SENCO and updated regularly in consultation with the staff and parents. The local authority is informed of who the school holds a MyPlan for and when reviews are due.

A MyPlan is reviewed at least three times a year and parents and children are involved in this process, along with the class teacher and SENCO. The aim of the MyPlan is that 3-4 achievable targets are prepared and reviewed as part of this cycle.

The class teacher writes the MyPlans and shares these with the parents, SENCO and teaching assistants as working documents.

For some children additional provision at MyPlan level may not be sufficient and advice from outside the school such as an advisory teacher, an educational phycologist or medical professional may be sought in to form part of a MyAssessment. This will lead to the child having a MyPlan Plus level. Parental permission for an outside agency to work with a child is always sought before working with a child.

Some children may need to be considered for a statutory Education Health Care Plan. Whether a child meets the threshold for this provision is decided at a local authority panel.

SEN records

All SEN records are kept by the SENCO and these are passed to receiving schools. The SENCO has good links with preschools, secondary school and other local primaries. If you are aware that your child is moving school or when you know which secondary your child is moving onto then please inform the SENCO and she will ensure that records are passed on quickly so that a smooth transition occurs and additional visits to the new school can be arranged. If a child with SEN joins North Cerney Primary Academy from another school then the SENCO will phone the previous school to obtain any additional information to ensure a smooth transition.

Provision for Children with Special Needs

Staff and Governors seek to include children with special needs, and as far as possible support takes place within the child's normal class group. If groups of children need to work in a quiet environment, this will be arranged in a way that does not undermine children's confidence or self-esteem.

The provision for children with special needs comes through a differentiated curriculum with modified or extended tasks so that each child progresses at his/her own rate, also Wave 2 support occurs when a small group receives additional in class support and Wave 3 programmes which are short duration and have measurable targets. Information about Waves of intervention can be found in **Appendix B.** Children with an EHC plan receive support based on their Educational, Care and Health Plan Needs.

Each teacher has responsibility for implementing the MyPlans of the children with special needs in his/her class, with support of the SENCO and TAs.

The SENCO also meets regularly with a network of support providers.

Access to the Curriculum

Class teachers teach all pupils with SEN for most of the week with their peers in mainstream classes. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment.
- Narrow/close any gap in attainment between SEN and non-SEN pupils.

The school and Teachers regularly review and evaluate issues related to pupils with SEN and then classroom organisation, teaching styles and methods, materials and tasks are adapted/ modified accordingly.

For access to statutory assessments (SATS) the relevant class teacher in conjunction with the SENCO and the Head teacher will ensure that any additional provision that is needed such as a scribe or additional time is requested and recording in accordance to the Assessment and reporting arrangements for that year.

Access to the Wider Curriculum

Pupils with SEN are actively encouraged and supported to join in and benefit from extra-curricular activities.

Monitoring/Evaluating the Success of Education Provision for Pupils with SEN

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs many ways of monitoring success which include:

- Meetings plus regular discussion of teaching methods between the SENCO and class teacher
- Analysis of the attainment/achievement of different groups of pupils with SEN
- Scrutiny of pupils' work
- Views of parents and the pupils
- Regular meetings between the SENCO and the SEN Governor
- Assessment records (e.g. reading ages) that illustrate progress over time.
- SEN children's data and teachers comments also form part of the pupil progress meeting and the head teacher and SENCO attend all of these.

As a result of the above, the school identifies aspects for future development, which are updated on the teaching and learning section in the School Development Plan.

Role Played by Parents of Pupils with SEN

In accordance with the SEN Code of Practice 2015, the school believes that all parents of children with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Arrangements for Dealing with Concerns of Parents

Most concerns of parents are communicated directly to the class teacher in the first instance, then to the SENCO or Head teacher. Parents can contact the SENCO directly and have informal discussions and/or appointments can be made. The email address is senco@northcerney.gloucs.sch.uk

Resources

There is an allocated budget to provide additional resources suitable for children with SEN. Additional Resources are available that are specifically bought for children with special needs, these are purchased on a needs basis and budget spends are approved by the head teacher.

SEN and Inclusion Training

Teacher and support staff training needs are identified through the School Development Plan, and at their performance management.

The SENCO attends local courses, cluster groups and conferences throughout the year. TAs have regular meetings which the SENCO attends to provide any training and answer any questions. Training for teaching staff is ongoing.

Other information for SEN can be found in our Local Offer leaflet or in the school's SEN Information Report.