Petworth CofE Primary School

SEND Policy

As a Rights Respecting School, all our policies are underpinned by the United Nations Convention on the Rights of the child.

Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.

Article 28: All children have the right to a primary education, which should be free.

Reviewed:	February 2021
Next Review:	February 2022
Person Responsible:	Laura Sandon-Webb

Inspire, nurture and challenge with JOY at the heart in all we do.

As a school we have set ourselves the goal to Inspire, Nurture and Challenge all of the pupils within our care. Our Christian values of Compassion, Peace and Respect, pervade through our culture of inclusivity and ensure that all stakeholders, within the school, are fully committed to providing an environment which:

- Provides high quality teaching for all pupils.
- Sees all stakeholders as learners.
- Belief in growth mind-set.
- Celebrates progress, in all its incarnations.
- Does not regard any child as “unable to learn”.
- Recognises that all learners learn at their own pace.
- Supports and challenges all learners.
- Provides a broad and balanced curriculum.
- Retains a focus on the child as an INDIVIDUAL.
- Provides a range of opportunities, inside and outside of the classroom.

Our staff are fully committed to providing an inclusive environment for all of the children within our care. We aim to work with all stakeholders to provide the best education for all of the children, as we continually strive for excellence.

If you have any concerns please feel free to contact:

Laura Sandon-Webb

SENDCO

Petworth CofE Primary School,

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Last updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Professional Standards for Teaching Assistants (non statutory) June 2016
- Teaching and Learning Policy
- Keeping Children Safe in Education – September 2020
- Mental health and behaviour in schools- November 2018

This policy will be reviewed by the governing body, Head teacher and SENDCO. It will undergo further review by the school staff before final approval.

Petworth CofE Primary School: Our SEND (special educational needs and disability) aims:

Within our school we strive to 'Inspire, Nurture and Challenge' our school community. Our aim is to provide access to a full curriculum for all pupils, who, at any time, might be in need of additional support with regard to their academic, emotional, social or physical and mental health needs.

To ensure consistency, all staff work in accordance with the guidance provided in the SEND Code of Practice 2015. All teachers within our school are teachers of special educational needs and they are supported to meet the needs of all pupils by:

- identifying individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- providing a secure environment to ensure the most effective learning for all children
- supporting individual needs in various ways: quality first; whole class teaching, small groups and one to one teaching.
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- including the voice of the child in monitoring and reviewing processes

- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND.

What is SEND: types of SEN (Special Educational Need?

Within our school we have defined the following stages of support:

- SEND monitoring: children at this stage are managed by their class teacher's quality first provision and are clearly supported on normal class planning.
- SEND supported: children move into this stage when the school and parents/careers feel that outside advice/additional support above normal differentiation is needed to fully support the child. An Individual Learning Plan will be developed, containing specific targets to support progress.

Within the Code of Practice (2015); SEND is divided into 4 categories:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia/dyslexic tendencies, dyscalculia, dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
- Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's/class teacher's usual differentiated curriculum and strategies. A register is kept of pupils with SEND alongside individual profiles which include teacher assessments, reports and advice.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties through quality first provision. This replaces 'School Action' and is now known within the school as 'SEND monitoring'. An assess, plan, do review cycle is completed by the class teacher. At this stage the SENDCo may be approached for support/guidance.

Individual Learning Plans (ILP's) are put in place when a child has a need requiring greater support than that provided by normal class differentiation. It is at this stage that outside agencies (with agreement from parents/careers) maybe contacted for further support. ILP's are reviewed termly in collaboration with the child, parents/carers and class teacher with guidance from the SENDCo. These are used to ensure that the curriculum within the school is fully inclusive for a range of individual needs. This replaces 'School Action Plus'.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this.

How is SEND Managed?

A Graduated Approach to SEND Support

Within our school the first priority is a "quality first teaching" approach. The key characteristics of

quality first teaching have been agreed as:

- highly focused lesson design with sharp objectives and clear differentiation, catering for all learning styles and needs.
- ample opportunities for children to learn in a practical manner.
- differentiated resources which remove barriers to learning
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk
- both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including managing (in collaboration with the SENDCo) support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

Senior Leadership and the SENDCo meet regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, learning searches and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. For example, 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 child and their peers
- widens the attainment gap.

Where a pupil is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place. This support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise than previous cycles in order to match interventions to the SEND of children and young people. The school's ILP's (for any need) are based on this graduated response.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (with parental consent).

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDco should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDco, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months. The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and SENDco
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal.

MANAGING PUPILS' NEEDS WITHIN THE SCHOOL

All children on the SEND Register will have a Pupil Profile, which details important information about the child, including their areas of strengths and weakness. All of the pupils interventions and outside agency support are detailed on our class and school provision maps. The SENDco also keeps records of all internal and external meetings related to pupils on the SEND register.

Formal review meetings will take place three times a year, where teachers and pupils will be involved in reviewing progress and setting new outcomes. Parents are also invited to comment and review the ILP's ,and meetings are set aside to ensure all stakeholders are involved in the process. Class teachers are responsible for evidencing progress according to the outcomes described in the plan

Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Education, Health and Care Needs Assessments:

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Criteria for exiting SEND register:

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be reinstated.

Supporting Pupils and Families:

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Supporting Medical Conditions:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The school has an established procedure for 'supporting pupils at school with medical conditions'.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction which includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

The school's SENDco regularly attends the Rother Valley Inclusion Hub meetings in order to keep up to date with local and national updates in SEND. The school SENDco also attends the Petworth Area meetings to share good practice.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Headteacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. The Governing Body maintains a general overview and has an appointed representative (Lisa Whitby) who takes particular interest in SEND.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND partake in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs
- practice is in accordance with the Code of Practice for Special Educational Needs (2015)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, to inform self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The Head Teacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The special educational needs co-ordinator (SENDCo) is responsible for: overseeing the day to day operation of the school's SEND policy

- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs) and ILP's, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information
- contributing to the in-service training of staff
- liaising with the SENDcos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEND moderation.

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support
- including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress.
- TAs work as part of our teaching teams a teams, they play an important role in implementing Pupil Profiles and monitoring progress.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File in cabinets in the SENDCo's room. SEND records will be passed on to a child's next setting when he or she leaves our school. The school has a Confidentiality policy.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision.

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy
- Intimate Care policy

REVIEWING THE POLICY

This policy will be reviewed by governors on a yearly basis