



NETHERAVON ALL SAINTS C of E PRIMARY SCHOOL

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Salisbury
Wiltshire
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SEND Policy

Date Approved:	
Date of Review:	May 2018
Signed:	File copy signed
Position:	Chair of Governors

Netheravon All Saints C of E Primary School

Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014). It is written with reference to the Equality Act 2010, Statutory Guidance on Supporting pupils at school with medical conditions (April 2014), Mental Health and Behaviour in schools advice (June 2014) and Teachers Standards 2012. It should be read in conjunction with our SEND Information Report and alongside our Child Protection Policy and Accessibility Plan.

Definition of Special Educational Needs

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. A child has a learning difficulty or disability if he or she:

- “has a significantly greater difficulty in learning than the majority of children of the same age
- or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school”

(Special Educational Needs and Disability Code of Practice 2014 page 15)

Children’s needs may fall into one or more of the four categories identified in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

We recognise that children should not be regarded as having learning difficulties solely because of their limitations in English as an additional language. We also recognise that not all children with a disability are classified as having special educational needs.

We also recognise that behaviour difficulties do not necessarily mean that a child has a special educational need or a possible mental health problem. In line with the SEND Code of Practice (July 2014) and the Mental Health and Behaviour in Schools advice (June 2014) we ensure, through our continual assessment and monitoring procedures, any concerns about a child’s behaviour are investigated to determine whether there are any causal factors, such as learning difficulties, speech and language difficulties or mental health issues.

Special Educational provision means:

“Support and interventions (additional to and different from that provided by high quality teaching)...selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness...provided by staff with sufficient skills and knowledge”.

(Special Educational Needs and Disability Code of Practice 2014 page 101)

Our Aims

At Netheravon All Saints we believe in providing every possible opportunity to develop the full potential of all children. We celebrate their successes and promote their self-esteem. Every teacher is a teacher of every child including those with SEND. All children have the right to a broad and balanced curriculum including extra-curricular activities, where appropriate, and full access to the National Curriculum. In line with the new SEND Code of Practice, we focus on outcomes which raise the aspirations of and expectations for all our pupils with SEND. We work in close partnership with parents and carers who play an active and valued role in their child's education.

Our Objectives:

At Netheravon All Saints we meet the needs of children with SEND by providing high quality provision. The objectives of our policy are:

- To carry out our duties within the guidance provided in the SEND Code of Practice 2014.
- To ensure all pupils have access to a broad and balanced curriculum through a fully inclusive learning environment.
- To have high expectations for all children and to raise children's aspirations of their individual potential achievements.
- To identify children's individual needs from the earliest possible stage in their education, to ensure appropriate provision can be made to raise their attainment. We recognise that for some children this additional support may be for a short period of time. For some children support will be ongoing.
- To work in close partnership with parents and carers, involving them in decisions regarding their child's provision and ensuring they are kept fully up-to-date with their child's progress and attainment. This will apply, regardless on which tier of SEND support the child is placed.
- To involve the child, as far as is practicable, in setting and reviewing their individual targets and in decisions regarding their provision and progress.
- To carry out holistic assessments to identify children's needs, including those relating to their personal and social development, to ensure positive outcomes.
- To provide appropriate and effective interventions to meet the desired outcomes.
- To ensure all support and interventions are continually monitored and impact evaluated so that the best possible provision is being offered.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To draw up and continually monitor children's progress through our class provision maps.
- To draw up and continually monitor children's progress through SEND support plans for tiers 2 and 3 of our provision.
- To ensure that SEND pupils take as full a part as possible in all school activities, including extra-curricular activities.
- To work closely with outside agencies, in order to support the needs and provision of the children with SEND.
- To ensure smooth and carefully planned transitions for children moving classes and schools.

Roles and Responsibilities

Governors' roles

The Governing Body will:

- Do its best to ensure the necessary provision is made for any child who has special educational needs.
- Ensure that where the Headteacher has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying and providing for those children who have special educational needs.
- Consult with the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Have regard to the Special Educational Needs and Disability Code of Practice (2014) when carrying out its duties toward all children with special educational needs.
- Report to parents on the implementation of the school's policy for children with special educational needs.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- The SEND policy is reviewed regularly and that parents are consulted when any changes are made.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed. This is achieved through termly meetings between the SENCo and SEND Governor, governor committees and an annual report to governors.
- SEND provision is an integral part of the School Improvement Plan. (The SIP is reviewed annually.)
- The quality of SEND provision is continually monitored through reviews of effectiveness.
- The SEND policy is monitored through the Governor with SEND responsibility.
- They take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school.

Equality information, published on the school website, contains information about disability and SEN on a national, Wiltshire and school level. The school has also published an Equality Objective,

for the period up to 1 January 2018, to raise attainment for pupils with special educational needs and/or disabilities by ensuring that interventions are carefully selected, delivery is monitored and analysis of impact (through both qualitative and quantitative methods) shows most pupils (80-96%) make accelerated progress, ie better than the expected progress for that child.

SENCo's Role

The SENCo is Mrs Lynda Meynell who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- The day to day implementation of the SEND policy
- Coordinating provision for children with SEND in order to meet their needs effectively.
- Meeting regularly with class teachers through SEND meetings to discuss the needs of children on the SEND register, to identify vulnerable children and to help them to identify appropriate strategies and resources
- Evaluating the effectiveness of interventions
- Assessing and identifying children's needs
- Working in partnership with class teachers in the formulation and review of Tier 2 Support Plans and any recommended actions from external agencies
- Working with class teachers, SEND pupils and parents/carers of those pupils in the formulation of a 'My Support Plan' for some SEND pupils
- Working in partnership with outside agencies connected with children on the SEND register
- Overseeing and maintaining specific resources for special educational needs
- Liaising with the SEND Governor
- Facilitating appropriate training and professional development for staff in the field of SEND

Class teacher

The new Code of Practice clearly acknowledges the importance and accountability allocated to the teacher. Their responsibilities include:

- Providing high quality teaching and effectively differentiating to meet the needs of children with SEND
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Ensuring that all children can access the curriculum and engage in learning, and are fully involved in the life of the class
- Setting and reviewing, with pupils, their individual targets and working with them on a daily basis to help them to achieve them
- Identifying, planning and monitoring progress of SEND pupils
- Planning and monitoring progress of SEND pupils who work with Teaching Assistants outside of the classroom. This work will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.
- Writing and implementing tier 2 Support Plans for SEND children in collaboration with the SENCo
- Writing a 'My Support Plan' for children at tier 3, with the SENCo, SEND pupil and their parents/carers
- Meeting regularly with the SENCo to decide the action required to assist the pupil to progress

- Writing and reviewing termly provision maps, detailing the support for pupils at the three 'Waves of Intervention'. These are:
 - Wave 1 – provision in class, our first quality teaching
 - Wave 2 – provision for those children who are just below expected standards, those children who need a boost
 - Wave 3 – provision for those children who are finding areas of the curriculum or school life difficult and require additional and different support, often on an individual basis. We have close links with external agencies, including Educational Psychology and Speech and Language, where children may require additional assessment and provision

Identification, assessment and provision

The school follows the guidance of the Code of Practice (2014), implementing a staged procedure which identifies the needs of children with SEND in conjunction with Wiltshire's new assessment tool – the Wiltshire Graduated Response to SEND support (GRSS).

Identification and Assessment

All teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. Through their daily lesson planning and evaluations, they consider whether each child is making the expected progress. Any concerns are discussed with parents and also the SENCo. Ongoing assessments are used to inform and improve learning throughout the school.

Completion of the GRSS will provide guidance regarding procedures and strategies and will help to inform decisions as to whether children should be entered on the SEND Register.

The SENCo may carry out further assessments to identify key areas to target and to ensure the effectiveness of any interventions that are put in place. Should there be further concerns the child may be referred to an outside agency for further support.

At Netheravon All Saints, we have a tiered system of support:

- **Tier 1** – child is presenting a concern. The class teacher will complete a Tier 1 form detailing this concern. The parents and child will have been involved in previous discussions.
- **Tier 2** – child is 'falling behind' within the academic curriculum and/or require additional support for their social and emotional development. A Tier 2 School Support form will be completed, detailing support and SMART targets. This is discussed and completed with parents and child as appropriate and reviewed termly.
- **Tier 3** – child is showing greater concern and outside agencies may be involved. A Local Authority My Support Plan will be completed with parents and child as appropriate. One Page Profiles accompany tier 3 provision. These detail the child's

views on their strengths and how they can be supported.

- Tier 4 – child who needs a higher level of support and funding from the Local Authority may have a ‘My Plan’ – a Wiltshire Education, Health and Care Plan. This is completed with the relevant professionals involved to meet the identified learning outcomes. A formal Annual Review meeting is held to review progress and current needs. One Page Profiles accompany tier 4 provision.
- We also have in place a ‘One Page Profile’ for children who may need a different approach within the classroom, but are not necessarily at tier 2 or 3.

Provision

Our SEND provision is detailed in our School Information Report, according to the four categories identified in the Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Within each of these areas we have listed our provision within the three ‘Waves of Intervention’. Please see our School Information Report.

At Netheravon All Saints we use the graduated approach in our SEND provision advocated in the Code of Practice (2014):

- Assess – the needs of children are assessed by class teachers, the SENCo and if necessary external agencies.
- Plan – Barriers to learning are identified. Support and interventions are planned to meet intended outcomes.
- Do – appropriate interventions are put in place, with clear targets.
- Review – the impact of the support is evaluated, and further support is considered.

A useful flow diagram is provided in the School Information Report. Parents are involved in each stage and, where appropriate, the child.

Class provision maps record the support and interventions in place for individual children and these are reviewed. The outcomes of interventions are recorded and evaluated.

Requesting a ‘My Plan’

The Wiltshire ‘My Plan’ replaces the Statement of SEN. Current statements will be changed into ‘My Plans’ gradually over the next three years. A Statutory Assessment from the Local Authority will be requested where a child continues to make inadequate progress despite an individualised programme of sustained support. Recommendations for a Statutory Assessment will also be put forward by external agencies involved with the child.

A ‘My Plan’ may be provided by the Local Authority where the child requires provision beyond that which the school is able to offer. Currently, schools are expected to provide 15 hours of support before additional funding is allocated.

Supporting a child with a medical condition

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 SEND 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 and the SEND Code of Practice (2014) is followed.

Admission arrangements

Normal admission arrangements apply. The admissions policy reflects the latest Admissions Code. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. (Please see Accessibility Plan). If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

No child will be denied admission because of his or her creed, race, physical ability or academic attainment. However, in line with the Academy Trust's Funding Agreement with the Secretary of State for Education, the governing body reserves the right to refuse admission where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility.

Specialist facilities

Our SENCO has undertaken training in the Identification and Assessment of Specific Learning Difficulties (Dyslexia) at Southampton University and gained the Certificate along with the AMBDA award (Associate membership of the BDA). This enables full diagnostic assessment of dyslexia to be undertaken.

Resources

Most of the resources used by children having special educational needs are available within the classroom. Some SEND resources are stored centrally in The Orchard. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCo.

SEND In-service Training (INSET) and Continuing Professional Development

(CPD)

Through the monitoring and evaluating of our provision the SENCo, with the Headteacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. School-based INSET is carried out by the SENCo to develop awareness of resources and to train staff in new interventions. The training needs of the Teaching Assistants will be considered in order to develop the skills required to support pupils' needs. Staff who attend further courses will feedback through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEND provision.

Links and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with SEND. Where it is necessary to contact outside agencies, the SENCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Specialist SEN Service, Behaviour Support Service, Education Welfare Service, Educational Psychology Service, Speech and Language Service and Sensory Impairment Service. Any or all of these agencies may be involved in the provision maps and/or construction, delivery or review of targets set in children's Support Plans in order to ensure children's attainment is raised.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/ carers contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the child's Support Plan. The school will also update parents/carers with relevant information. An Early Help Common Assessment Framework (CAF) meeting may be called as a way of gathering useful information and agencies together to support families as fully and as sensitively as possible.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for success in their Support Plans or individual learning targets. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools and agencies

Links are maintained to ensure a smooth transfer on school entry through liaison with and visits to and from the Early Years Team and Early Years Settings. Close links are maintained with Avon Small Saints Pre-School who share our site. Children from our feeder pre-schools are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCo and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from secondary schools usually visit pupils in Year 6 and specialist staff from special needs departments also maintain close liaison. Pupils in Year 5 attend an 'introduction to secondary school' day at Avon Valley College, a local secondary school. If required, additional transition support can be arranged via the Behaviour Support Service or Educational Psychology Service. Our ELSA's also provide personalised transition support for children who have worries about moving to Secondary School.

The SENCo attends regular SENCo cluster meetings both locally and outside our area.

Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated in the following ways:

- Data analysis is rigorous and robust, informing school priorities, target setting, teaching and learning.
- Monitoring of teaching and learning by Subject Leaders/Headteacher/ SENCo ensures that a differentiated approach is taken to meet the needs of the child.
- Parents/carers are involved throughout in discussing, receiving and having their views recorded.
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own Support Plans.
- Children's' targets are monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bounded targets (SMART).
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the Support Plans and are involved in their development.
- 80% of those children identified and needing SEND Support reach their expected targets as judged through objective testing and/or teachers' professional judgement and/or no longer need additional support. In addition, the success of this policy may be judged by:
 - The School Improvement Plan and School self-evaluation priorities which include the provision for SEND
 - Any external evaluation or inspection

Bullying

We are an all-inclusive school and all children have the right to protection from bullying. Bullying of any kind is unacceptable and will not be tolerated. We recognise the risk of bullying of vulnerable

learners and do our utmost to safeguard the needs of pupils with SEND, promote independence and build resilience in their learning. Please see our Anti-bullying policy.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo. Should the matter still be unresolved the parents/carers should contact the Headteacher. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Secretary of State for Education.

Date of review

This policy will be reviewed in 12 months.

Signed (Chair of Governors)

V1	24 May 2017