



Scalford C of E Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

2018

Please also refer to Child Protection and Safeguarding Policy, Complaints Policy.

Headteacher: Mrs M Waring

November 6th 2018

Approved by Governors: Mrs S Britton (Chair of Governors)

Reviewed annually or in accordance with Government guidance.

This policy is in accordance with: Leicestershire's Local Offer for Educational settings

Revised in line with the Children and Families Act 2014 and SEND Code of Practice: for 0 to 25 (2014)

Written by **Mrs M WARING**

Approved by **Governors**

Reviewed: **November 2018**

Next review date: **The Governing Body of Scalford C E Primary School reviews this policy annually**

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School: **Scalford Church of England Primary School**

Address: **School Lane, Scalford, Melton Mowbray, Leics, LE14 4DT**

Telephone Number: **01664 444282**

Name of Headteacher: **Mrs Marie Waring**

Head teacher contact details: **office@scalford.leics.sch.uk**

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Age Range of pupils : **4 – 11 Years**

Date of Last Inspection: **23rd October 2018**

Outcome of last inspection: **Good**

Scalford School does not have a specialist designated unit of additional learning support department.

Total number of pupils receiving additional learning support: This number varies (not all children who receive additional support are on the SEND register)

The name of SEND co-ordinator: *Mrs Marie Waring*

Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Overview

This policy complies with the guidance given in the 2014 document “Special Educational Needs and Disability Code of Practice: 0 to 25 years” (DFE Ref 00205-2013 available online at www.gov.uk/government/consultations) It has been written with reference to the following guidance and documents.

Children and Families Act
DfE 2014

Disability and Discrimination Act
DfES 2005

Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being)
DfES 2004

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
DfES 2001

National Curriculum Statutory Statement on Including All Pupils
DfES 2000

SEN and Disability Reform: Update and advice for Early Years Settings, Schools and FE Colleges (LCC)

Links with the Leicestershire Local Offer

Our local offer is placed within that of the local authority and as such, we work with existing partnerships but are willing to forge new ones in order to enable us to continue to provide for every pupil who wishes to attend our school. For more information about Leicestershire’s local offer please visit

http://www.leics.gov.uk/special_education_needs

SEND provision

Scalford C E Primary School’s uses the Leicestershire Local Authority (LA) admissions policy for its admission arrangements. We are a rural mainstream setting which strives to be a fully inclusive school.

All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA’s admissions policy.

How accessible is the setting both indoors and outdoors?

Our school dates back to 1860. We have three classrooms on the ground floor, with two sets of stairs in the corridor. We also have an office on the first floor. This school is suitable for pupils with physical disabilities. However, due to the entrance to the school and the layout of the building and various steps/stairs, modification would be required to enable access by wheelchair users.

We have a small playground at the front of the school. The local village hall is used for all of our PE lessons, school dinners and some whole school events. We also use the local church for regular whole school and small group events. These sites are fully accessible for pupils with physical disabilities.

- We have experience in the education of pupils with learning difficulties.
- We have experience in the education of pupils with emotional and behavioural difficulties.
- We have experience in the education of pupils with specific learning difficulties such as; dyslexia, visual impairment, autism and attachment difficulties (this list is not exhaustive).

Resources/staffing for SEN

Support is put in place where appropriate depending on the pupils' individual needs. These resources are allocated to the SEN budget. The principle informing SEN resource deployment is one of ensuring access to the curriculum and therefore taking account of the pupils' individual need.

Resources include:

- A wide range of books, materials and tasks to suit students/pupils of differing abilities.
- Specific intervention programmes and resources.
- An appropriately stocked SEN ICT resource base that includes kindles, ipads and laptops with appropriate software programmes.

Organisation of support

We make every effort to achieve maximum integration of pupils with SEND and their peers, while meeting pupils' individual needs. In our school pupils are taught in classes of mixed ability. It may be appropriate for some children to move classes due to academic, personal and social reasons which may enable them to have a greater potential to succeed.

Teachers provide learning opportunities for all pupils within our environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils (including those with SEND) have a full access to the National Curriculum. The structures and systems in place are:

- Individual and small group tuition to raise attainment in English and Mathematics.
- Classroom support to increase curriculum access and pupil achievement.
- Differentiated provision within a mixed ability setting.
- A range of clubs activities for all pupils.
- Individual and small group tuition to help support Social and Emotional development.
- An equal opportunities policy.
- Clear guidelines following our behaviour policy.

External Support

The school has a school nurse within the District Health Authority to whom references are made in accordance with the Staged Procedure for assessment.

Similarly, contact is made with the Social Care Department and Education Welfare Service as appropriate. We also work with the following services (some of which are provided centrally by the Local Authority and the Health Authority and some which we have to buy in):

- School Nursing
- Educational Psychology Service
- Child Guidance Services

- Special Needs Teaching Team - staff specialising in supporting pupils/students with:
 - Hearing impairment
 - Visual impairment
 - Autism
 - Learning difficulties
 - Specific learning difficulties
 - Speech and language difficulties
 - Emotional, well-being difficulties

How do we identify and assess pupils with special educational needs?

Scafford School uses a system of monitoring for identification, assessment and provision of all pupils about whom issues of concern have been raised. This approach recognises that there is a continuum of SEND and that some pupils, who do not fall within the criteria of need as set out by LA, may, nevertheless, need monitoring at some stage during their school life to ensure their progress and/or well-being. From these pupils will be drawn those children who fulfil the criteria of Special Need as laid down by the LA following Government guidelines and these will be placed on the Register Of Special Educational Need and Disability.

Regular meetings are held to discuss all children throughout the school who are on the monitoring file, in line with progress towards their personal targets. These are convened by the Headteacher and attended by representatives from the relevant teachers, learning support assistants, SEND Governor (where appropriate). Written comments can be submitted by class teachers and support staff. Parents (presence or comments) are invited and included in the progress review meetings.

If the class teachers, or parents, have concerns about a pupil’s SEND the class teacher gathers information and takes initial action to address those needs. There is discussion with parents at this stage and the pupil is included on the monitoring file. Once concerns have been expressed that a pupil may have some special need, a monitoring review form will be generated on which these concerns will be noted. These forms are kept by the class teacher and contain basic information.

Pupils who fulfil the criteria of Special Need will be entered on the Register of Special Educational Need and Disability and additional information will be recorded about provision and progress. Termly monitoring meetings will aid the function of assessing provision and informing the allocation of resources.

Where it has been decided that the provision already in place has not succeeded in resolving the pupil’s needs, the SEND Coordinator (SENDCo) becomes involved in reviewing the provision and progress of the pupil in consultation with the class teacher and parents. At this point the pupil is noted as being at the stage of School Support.

For Pupils with Educational Healthcare plan (EHC) (formally known as a Statement) a detailed plan will be put together with the support of all stake holders to help support their progress in all areas of learning.

Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

Requesting an Education, Health and Care Assessment (formally known as a statement) – In exceptional circumstances, where a child demonstrates significant SEND, complex health care and/or significant social care needs, the school or parents may request the Local Authority (LA) to carry out an Education, Health and Care Needs assessment. The LA will examine evidence from the school and outside agencies to decide whether this is necessary and inform parents of their decision.

Education, Health and Care Plan (EHC plan)

Once all of the advice for the assessment has been received, the LA will decide whether to draw up an EHC plan to determine a child's special educational provision.

How do we evaluate the effectiveness of our provision for pupils with special education needs?

We carefully monitor and track pupil progress and hold regular meetings with relevant staff, parents and the pupil. Children who are recognised as having a special education need have an individual education plan. Targets are set with the child and agreed with parents. They are Specific, Measurable, Achievable, Realistic and Time driven (SMART).

We focus on closing the gap and through careful monitoring we are able to identify progress accurately. This also means that support can be adjusted accordingly if progress is not being made. Personal targets are reviewed regularly but at least once each term. Pupils will be fully involved in the whole process to ensure that they understand how they can meet their goals.

Regular (termly or more frequently if required) meetings with the class teacher, support staff, parents and the pupil (where appropriate) will be held. At these meetings parents will be informed of how their child will be supported, either by staff within the school or by using outreach support specialist teachers.

If appropriate a home school diary will be used to ensure parents are fully aware of what is happening during the school day.

How will we approach individual needs?

Class teachers and learning support assistants work collaboratively to provide lessons which are differentiated to meet the needs of children. Pupils are supported both within the classroom and with 1-1 intervention programmes where appropriate to ensure they meet their individual goals.

- Wherever possible pupils with special educational needs will work within the classroom setting with support being specifically tailored to suit the individual child.

Parental involvement with their children

The school values highly and responds positively to parents' views. Parents will be informed about their child's learning and encouraged to participate fully in their child's education at all times. Children will also be encouraged to take an active part in setting targets and working towards these. School support will be reviewed regularly and the views of parents and pupils will be invited. Parents are actively encouraged to attend reviews. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff and the pupil's parents.

How do we support pupils on educational trips?

Pupils will be supported appropriately in accordance with their specific needs. Parents will be involved in care plans for those pupils that require them to ensure their child can maximise their enjoyment of visits and residential activities. All relevant risk assessment will be carried out.

What should you do if you have a complaint?

First of all talk your concern over with your child's class teacher. If you are still unhappy please talk to the Headteacher. If you feel the issue is still not resolved please contact the chair of governors. Guidance is set out in our Concerns and Complaints Procedure.

Our intervention programmes include:

English intervention: Toe by Toe, Five minute Box, Read Write Inc, Talk Boost.

Maths Intervention: The Number Box: Numicon, Plus 1, Power of 2, Five Minute Box, ICT and APPs/games.

One to one teaching is also provided by a qualified teacher where appropriate.

How do we support emotional and social development of pupils with special educational needs?

Through small group self-esteem intervention and general support throughout their whole school day. As a small school one of our strengths is that every member of staff gets to know every child very well.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

We have a range of specialist support that we can call upon when required. This ranges from supporting children with Dyslexia to those with social and emotional difficulties if and when required.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

This support is provided through school budget or pupil premium if appropriate.

The arrangements for consulting parents/carers of children with special educational needs and disability (SEND) about, and involving such parents/carers in, the education of their child.

We hold regular termly review meetings with parents of children with SEND. Parents and children are involved in the process of setting achievable and measurable targets. Parental contributions are included in the progress review meetings.

Involvement of pupils in their education

Pupils are involved in the assessment of their progress. They are also included in setting targets. Their opinions are taken into consideration and as part of the target setting process they are fully involved in their next steps in learning.

If parents or carers should have any concerns

Parents are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way. But if this does not happen, parents may raise concerns with the Headteacher.

If the issue is still unresolved parents may take their concern to the governors and, if they are still dissatisfied, may take their complaint to the LA. The LA has a Parent Officer who can give impartial advice and mediate on the parent's behalf and can be contacted through the school or directly.

Arrangements for supporting pupils with special educational needs in transferring between Primary Schools or when they move onto Secondary School

Discussion between both schools would take place. If appropriate a visit to the school would be arranged. SENDCos from both schools would communicate to ensure that relevant information is fully shared. This provision is personally tailored to the individual pupils needs and in direct consultation with parents.