

Graham James Primary Academy



Special Educational Needs and Disability Policy



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Special Educational Needs and Disability (SEND) Policy



Introduction

1.1

At Graham James Primary Academy we are committed to making our school inclusive and accessible to all children and in making sure that children are able to reach their full potential and to become confident with a growing ability to communicate their own views and needs. We invite families to work with us to achieve enjoyment, success and independence.

1.2

We believe that all children should have an education appropriate to their needs, which promotes high standards and enables them to:

- achieve their best
- become confident individual living fulfilling lives, and
- make a successful transition into adulthood.

(SEND Code of Practice Jan 2015 6.1 P.92)

1.3

High quality provision of a broad and balanced curriculum is intended to meet the specific needs of individuals and groups of children. When planning, teachers set a variety of challenges and provide resources to respond to individual children's diverse learning needs while ensuring that they maintain high expectations for all irrespective of prior attainment. A minority of children with needs that could become barriers to learning, may require interventions, additional support and/or individually tailored approaches to enable them to participate effectively and reach their potential.

Aims and Objectives

2.1

The aims of this policy and our view towards supporting children with Special educational Needs and disabilities are:

- to create a positive and nurturing whole school environment that meets the needs of children with Special educational needs through removing barriers to learning as effectively as possible;
- to ensure that special educational needs are promptly and consistently identified, assessed and provided for throughout the school;
- to make clear the expectations of all partners (children, parents, carers, staff and governors) and to encourage participation and engagement within the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum

Definition of SEND

3.1

A child has special educational needs if:

- they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- has a significantly greater difficulty in learning than the majority of others the same age, or
- has 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.

(SEND CoP 2015 P.16)

3.2

Children are not regarded as having a learning difficulty solely because their first language is not English.

Identification

4.1

The benefits of early identification are widely recognised; identifying need at the earliest point possible and making effective provision improves long term outcomes for children.

4.2

Class teachers, alongside the senior leadership team can identify those making less than expected progress given their age and individual circumstances. 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 child and their peers
- widens the attainment gap

SEND CoP 2015 P.95

4.3

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

SEND CoP 2015 P.95

4.4

Examples of ways that we identify children that may have SEN are:

- ongoing assessment including learning, marking and feedback
- Tracking of attainment outcomes
- Baseline screening of children as they join us in Reception
- Screening of all children's speech and language as they join us in Reception

- Changes in behaviour or concern that an emotional difficulty is affecting progress
- Liaison with external agencies
- Health diagnosis from an external professional e.g. a paediatrician

4.5

These are the broad areas of need:

- Communication and Interaction – this includes children who have speech and language delay, hearing disorders and those that can find it challenging to interact with others appropriately due to their own needs.
- Cognition and learning – this includes children who have moderate, severe or profound learning difficulties or have specific learning difficulties that impact their learning such as Dyslexia, Dyscalculia and those with needs that have impacted upon their learning.
- Social, mental and Emotional Health – this includes children who may be withdrawn, have difficulty interacting appropriately with others, self-harm, or have needs that impact their ability to mix appropriately with peers or adults.
- Sensory and/or Physical – this includes children that display sensory or physical difficulties.

Provision

5.1

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. (SEND CoP P.99) To assist in strategies within High quality teaching teachers refer to the 'Provision Guidance Toolkit' provided by the Essex Educational Psychology Service.

5.2

The class teacher informs the parent at the earliest opportunity of any concerns to develop a good understanding of the pupil's strengths and difficulties, if the parents has any concerns and there should be agreement on next steps.

5.3

If high quality provision do not remove barriers effectively, a range of techniques, resources or interventions may be provided as part of the graduated approach.

5.4

The inclusion manager works closely with parents, pupils, teachers, learning support assistants, senior leaders and outside agencies to plan an appropriate programme of intervention and support. This forms the child's own Provision Map, sharing the child's strengths, needs, effective strategies in the class and provision required.

5.5

The assessment of children reflects as far as possible their participation in the whole curriculum. The class teacher and the Inclusion Manager can break down the assessment into smaller assessment in order to aid progress and provide detailed and accurate indicators.

5.6

The school follows the SEND code of practice 2015 model to respond to children's special educational needs:

Monitoring: The class teacher identifies and monitors progress, applying strategies from the Provision Toolkit as appropriate.

SEN Support 1: Children identified with Special Educational Needs and require further in class strategies in addition to High Quality Provision. The class teacher remains responsible for working with the child on a daily basis and delivering an individualised programme. An Individual Provision Map will be formed.

SEN Support 2: Children identified with Special Educational Needs that require provision from outside agencies and participate in interventions to support in closing gaps. The class teacher remains responsible for working with the child on a daily basis and delivering an individualised programme which will require further in class strategies in addition to High Quality Provision. An Individual Provision Map will be formed and outcomes recorded and reported to parents for all interventions three times a year.

Education, Health and Care Plans (EHCPs): Children may require an Education, Health and Care Plan when following the graduated approach, the child has not made progress and requires in excess of fifteen hours of SEN support per week. The Local Authority seeks a range of advice before providing an EHC plan. In forming an EHCP a range of professionals will be involved, and this will be reviewed annually. Additional provision will be provided whole class, within small groups, and for specific targets on an individual basis. We believe this promotes good attitudes to learning, social skills, communication and is for the benefit of the child, as well as enables children to develop skills of independence, resilience and is in preparation for future stages of life.

Access to the curriculum

6.1

All children have an entitlement to a broad and balanced curriculum, which is differentiated and enables all children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that brings feelings of success and achievement

6.2

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we differentiate work appropriately, use ongoing assessment to inform future learning, and use appropriate models and resources to support understanding. Clear success criteria are provided to ensure children are motivated and engaged.

6.3

Individual provision maps demonstrate attainment, strengths, needs, targets and support, these also reflect input from any outside agencies. This shows a record of interventions and outcomes. These are reviewed three times a year.

6.4

Support is delivered by class teachers, learning support assistants and the SEN support team in a range of contexts. This enables children to access curriculum content and achieve targets, this can be delivered within an individual or small group setting.

Partnership with Parents

7.1

All teachers are more than happy to meet with parents to discuss children's needs. We believe that working in partnership with parents allows us to support children more effectively and we appreciate the information that parents can share with us. Class teachers are responsible for the progress and development of the children in their class and parents should liaise with them first.

7.2

A local offer 'Parents questionnaire' is published on our website, this reflects practice within the school.

7.3

A named governor takes a special interest in special needs and is always willing to talk to parents, by appointment.

7.4

The school keeps parents fully involved at all stages of the special needs process. We discuss with parents the use of interventions that require the removal of the child from the classroom. We take account of the wishes, feelings, and knowledge of parents at all stages. We encourage parents to take an active contribution to their child's education. We welcome parents to meet with us if they feel that they have additional concerns about their child's progress or general well-being.

7.5

The class teacher and/or Inclusion leader will review progress with parents/carers of children with an Educational Health Care plan once per term. One of these meetings will be a full 'one planning' person centred meeting to which all professionals are invited. The child is also invited to take an active role within with meeting and planning process as far as possible to ensure they know they are listened to and that their views are valued.

7.6

The Parent Advisory Team Thurrock (PATT) is available to support parents, this service works in partnership with schools and can provide information to schools and parents. The PATT service can support parents in preparing for EHC plans or planning meetings, support families in regards to school transition, and can further support families in finding SEND solutions and in relation to SEND.

The PATT service can be contacted at:

01375 389894

info@patt.org.uk

www.patt.org.uk

Pupil Voice

8.1

At Graham James Primary Academy we consider pupils at the centre of our curriculum. We have whole school topics that engage the children and these are chosen following on from Pupil voice assemblies and current themes that are topical.

8.2

Pupil's share their views during fortnightly buddy assemblies where they are able to share their thoughts upon curriculum, current learning, world topics, future topics.

8.3

Children play an active part in sharing their strengths and next steps. This allows children to be active learners and to be proud of their achievements. This is regularly built into lessons as success criteria but also in our approach to supporting children with SEND.

Transition arrangements for children with SEND

9.1

The Inclusion Manager and/or class teachers will discuss strengths and needs of children with special educational needs with the previous setting and new educational providers to ensure smooth transitions for the child.

9.2

At the end of each academic year children will spend the final two weeks of the summer term in their new class with their future staff, this includes children within the Early years and Year Six, who spend one week within Secondary school.

9.3

Children with complex SEND may need additional visits to support transition to a future setting, this is encouraged as appropriate.

9.4

Parents/ Carers of children with an EHCP transitioning to secondary education will receive a separate application process from the Local Authority SEN team, information regarding secondary schools provision can be found on the Thurrock Local Offer, the Inclusion Manager is available to support families in their decision making. PATT team can also support with this process and provision available in local schools.

The Local Authority Offer (Thurrock Council)

10.1

The Local Authority (Thurrock) supports children and families through the services they offer. Please follow the link for more information:

<http://www.askthurrock.org.uk/kb5/thurrock/fis/family.page?familychannel=2676>

Supporting Children with Medical Conditions

11.1

Graham James Primary Academy recognises that pupils at our academy with medical conditions/ disabilities should be properly supported so that they have full access to education, including school trips and Physical Education (PE). When attending school trips, reasonable adjustments will be made to enable the child to attend and careful consideration will be given at the planning stage to ensure that school visits are accessible to all children. However, in some circumstances health and safety risks arising from a child's needs may impact on a child's ability to participate safely in an event. Parents and carers will be fully involved in reaching this decision.

The Role of the Teacher

12.1

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access 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 SEN.

SEND CoP 2015 P. 99

12.2

Examples of the role of the teacher includes:

- Teachers should liaise with parents of children with SEND
- Seek advice from the Inclusion Manager when they have concerns after they have planned appropriate adjustments, interventions, support and learning strategies
- Planning work that progresses children from their starting point
- Review the impact of interventions
- Review children's provision maps termly alongside the inclusion Manager to identify children's attainment, strengths and needs within the classroom and to discuss strategies

The Inclusion Manager

13.1

The role of the Inclusion Manager in our school:

- manages the day to day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains and supports SEND support group register and provision maps in liaison with teachers;
- contributes to and manages the records of all children with special educational needs;
- reviews school-based assessment and completes documentation required by outside agencies and the local authority;
- acts as a link with parents where necessary;
- maintains 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;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs;
- contributes to or arranges training to ensure appropriate provision in regards to special educational needs

The role of the Governing Body

14.1

- The governing body has delegated the responsibility for day to day implementation of the policy to the Inclusion manager.
- The Governor with special responsibility for SEND will monitor the SEND policy through visits to school, discussion and observation of pupils. They will have access to the SEN register and information on staff training. He/ she will be able to confer with the Inclusion manager/ headteacher regularly. This will be reported back to governors at least once per year.
- The Governing Body, through its Annual Report, will inform parents as to the effectiveness of the Special Needs Policy.

Complaints

15.1

- Where a parent has a concern, they should first raise it with the class teacher, giving an opportunity for the matter to be resolved. Should the concern continue, the procedure should be followed in line within our complaints policy, which can be found on the school website. If the matter relates to SEND the next step would be a meeting with the Inclusion leader.

Responsible Persons

16.1

Our Inclusion manager/ SENCO is: **Marianne Cartwright**

The SEN Governor is: **Steve Mansfield**