

# **Croscombe and Stoke St Michael Primary Federation** **SEND Policy**

**January 2020.**

**Croscombe is a Church of England Primary School and this policy has been written with reference to its Christian foundation.**

## **1. Introduction.**

- 1.1 The Croscombe and Stoke St Michael Primary Federation is fully inclusive and we are committed to providing the best special educational needs provision to all of our pupils who need this. We believe that all children have the right to reach their potential and that no child should be excluded from their basic educational entitlement due to physical limitations or learning difficulties.
- 1.2 This policy sets out the federation's aims and vision for supporting children with special educational needs and disabilities, and should be read in conjunction with the school's SEN Information Report, which details how these aims are put into practice.
- 1.3 This policy was written on 15<sup>th</sup> January 2020 and reviewed by the school's governing body on 27<sup>th</sup> April 2020. It is due for review in January 2021.
- 1.4 The policy complies with the statutory requirement set out in the SEND Code of Practice 0–25 years, as reviewed in January 2015, and also with the Equality Act 2010: Advice for Schools DfE Feb 2013.

## **2. Objectives.**

- 2.1 The objectives of the SEND Policy are:
  - To ensure that the special educational needs of children are identified in a timely manner, so that effective provision can be identified and put in place.
  - To ensure that all children have full access to all elements of the school curriculum.
  - To create an environment that meets the special educational needs of every child.
  - To use assessment and review as effective tools in planning the educational provision for every child.
  - To identify the roles and responsibilities of all staff in meeting the needs of children with special educational needs and disabilities.
  - To ensure that parents have a clear voice and role in agreeing the provision that is provided to meet their child's needs.
  - To provide the means for each child to have a voice and to be at the centre of any decisions made about their needs and provision.
  - To identify how the school works with external partners to meet children's special educational needs.

## **3. Roles and Responsibilities for the co-ordination of inclusion and SEN provision**

- 3.1 As identified within the SEND Code of Practice, all teachers are teachers of SEND and class teachers are responsible for ensuring that all of the children in their class are able to access the curriculum and make progress. Class teachers remain responsible for a

child's learning even when they may work with another member of staff to receive additional support.

3.2 The Heads of School, Mel Vincent at Stoke St Michael and Bill Moore at Croscombe, are responsible for monitoring the provision and progress of all children within the school, including those with special educational needs.

3.3 The federation's SENCO (Special Educational Needs Co-Ordinator) is Emma Asfaw. She is responsible for the coordination of SEN provision within the school and works closely with class teachers to implement the graduated response to special educational needs (ref. 4.4).

3.4 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

3.5 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents through the Special Educational Needs Report on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the federation that SEN provision is to be made for their child.

3.6 The designated SEN governor is Di Levien, who is involved in the development and monitoring of the federation's SEN Policy and its implementation. She liaises with the SENCO at least 3 times a year and ensures that all of the governors are aware of the school's SEN provision.

#### 4. **Educational Inclusion**

4.1 In our federation, we aim to offer a stimulating environment for all our children, whatever their ability or needs. We have high expectations of all our children and want them to be able to develop their potential educationally, whilst learning to respect themselves, others and their environment. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Our curriculum, therefore, respects the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

4.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

4.3 When children find learning difficult, teachers put in place individual strategies and interventions to support their needs. These strategies are provided as part of the federation's core offer of high-quality teaching and are implemented and reviewed by class teachers, with the support of teaching assistants and other staff.

4.4 The federation's core offer includes strategies that support each area of need, as defined in the SEND Code of Practice: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and / or Physical Needs. These strategies can be found within the school's provision map and will enable the majority of children to make effective progress.

4.5 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **5. Identification and Planning of Special Educational Needs Provision.**

5.1 We recognise that some children have special educational needs and require provision that is additional to, or different from, that provided within our core offer. These requirements are likely to arise as a consequence of a child having special educational needs.

5.2 Children may have special educational needs either throughout or at any time during their school career, and these needs may be mild, or transitional, or specific, severe or complex. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, and that the child's needs and provision are reviewed regularly. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

5.3 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

5.4 Where children have learning difficulties that call for special provision to be made, a graduated response will be adopted. This response follows the Assess, Plan, Do, Review process (APDR) and is overseen by the class teachers, with support from the SENCO.

5.5 All children are assessed when they enter our schools, so that we can build upon their prior learning, and there is a regular cycle of assessment three times a year. We use this data to inform the development of an appropriate curriculum for all our children and to help us identify children who are not making expected progress.

5.6 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

5.7 If assessments, or a child's behaviour in class, show that a child may have a learning difficulty, we provide a graduated response making use of a range of strategies identified in the school's core offer (see 4.4).

- 5.8 Should the child appear to need further support with their learning that is additional to, or different from the school's core provision, this will be identified to parents and to the SENCO. She will carry out further assessments to ascertain whether the child needs to be recorded on the school's SEN register, and work with parents and teachers to plan the specific interventions and strategies that are needed to support the child.
- 5.9 The decision about whether a child needs to be on the SEN register in the school will be based upon their need for additional support to that covered by the school's core offer.
- 5.10 At all stages the class teacher will keep parents informed and draw upon them for additional information (see 7.3 for more details.)
- 5.11 If the pupil does not make progress despite the federation taking the action outlined, advice will be sought from the appropriate educational support services. These are described in the SEN Information Report. Parents will be informed and will be involved in all decisions taken at this stage. External support services will provide information and strategies for inclusion in the child's action plan. Any new strategies in the action plan will, wherever possible, be implemented within the child's normal classroom setting.
- 5.12 If the child continues to demonstrate significant cause for concern, a request for an Education and Health Care Plan (EHCP) may be made to the LA. A range of written evidence about the child will support the request in order to show how the child's needs meet L.A. guidelines for granting an EHCP.

## **6. Allocation of Resources**

- 6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the federation.
- 6.2 The Heads of School inform the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The Heads of School and the SENCO meet annually to agree on how to use funds directly related to SEN.
- 6.4 Higher-needs funding is only provided to those children whom the L.A. has decided meet the eligibility criteria for an Education, Health and Care Plan (EHCP). The SENCO will liaise closely with the Heads of School, class teachers and parents to seek evidence to apply for an EHCP if additional funding is deemed necessary to meet a child's needs in school.

## **7. Partnership with Parents / Carers**

- 7.1 The federation works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents/carers. Parents/Carers have much to contribute to our support for children with special educational needs.
- 7.2 The school websites contain details of our policy for special educational needs, and the SEN Information Reports detail arrangements made for these children in our schools.
- 7.3 When teachers have a concern about a child having possible special educational needs, they share this concern with parents, along with details about what is being done to support

them. If a child is referred to the SENCO for further investigation (see 5.8) parents are informed and given an opportunity to express their views regarding this.

7.4 We have regular meetings each term to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

## **8. Pupil Participation.**

8.1 Children are involved at an appropriate level in the Assess, Plan, Do, Review process (APDR). They work with the SENCO to produce a personalised one-page profile detailing their views and are encouraged to make judgements about their own performance. We recognise success here as we do in any other aspect of school life.

8.2 We strongly believe in the voice of the pupil and children who have Special Needs Support and they are informally interviewed at least twice a year to establish their views on their learning, the support they are given, the things they enjoy, areas that they find tricky and their peer relationships. As a result, those involved in that child's learning can review and plan for the appropriate support in consultation with each child.

## **9. Admissions.**

9.1 Children with special educational needs are subject to the same admissions procedures as other children, as defined in the federation's Admission Policy.

9.2 The admission to the schools of children with existing EHCPs is processed through the Local Authority's consultation process. When the school receives a consultation request, we consider the admission following the guidelines set out in sections 33, 39 and 40 of the Children and Families Act 2014.

## **10. Monitoring and Development of SEN Provision.**

10.1 The SENCO monitors the progress of children within the SEN system in our schools, and works with teachers and the Heads of School to establish when a child needs to move onto, or off, the SEN Register (see 5.10). The SENCO provides staff and the SEN governor with regular summaries of the impact of the policy on the practice of the school.

10.2 The SENCO is involved in supporting teachers in using the APDR process to set short-term targets for children, identify interventions or strategies that support these targets, and to review them. The SENCO, the Heads of School and SEN Governor complete the Somerset Inclusion Audit annually to evaluate and reflect upon the support provided in the federation.

10.3 The SENCO and Heads of School review the needs of children in the school and staff experience to identify training needs. Plans are made to meet these through internal training, training provided for the SENCO through the EP Pyramid for Sheppey Valley and external training courses. When staff attend external training, provision is made for relevant information to be shared with other staff.

10.4 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SEN governor and, if necessary, the SENCO reports the outcome of the review to the full governing body.

Approved at FGB: 27<sup>th</sup> April 2020  
Due for Review January 2021

Signed: *E.S Asfaw* (SENCO)