

Ashleworth C of E Primary School



SEND Policy

Approved by:	Full Governing Body
Date:	25 September 2023
Date of Next Review:	September 2024

Ashleworth CE Primary School SEND Policy

Introduction

Ashleworth CE Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. Provision for pupils with Special Educational Needs is the responsibility of the governing body and all members of staff. **All pupils** are valued and respected as equal members of the school. **All teachers** are teachers of pupils with SEN.

This Policy and Guidance takes into consideration Legislation and DfE guidance :

Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

Keeping children safe in education: for schools and colleges, which sets out that a schools Designated safeguarding lead must be aware of the safe guarding risks for children with SEND

Objectives

- To work within the guidance provided by the SEND Code of Practice (2014)
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- To ensure the Special Educational Needs of pupils are identified, assessed, provided for and regularly reviewed
- To enable pupils with SEN to maximise their achievements
- To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum including the Early Years Foundation Stage and the National Curriculum as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account
- Due regard will be given to the SEN Code of Practice where applicable.
- To implement Gloucestershire Local Authority's Graduated Pathway as published in 'The Local Offer' accessed via:
<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England....Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. *Code of Practice 2014*

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. At Ashleworth CE, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational need of the child.

Identification

The school will assess each child's current levels of attainment on entry (at whatever age) in order to ensure that they build upon the pattern of learning and experience already established. If the child already has an identified special educational need and/or disability, this information may be transferred from the Early Years setting or previous school and the SENDCo and the class teacher will use the information to

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Use Gloucestershire Guidance Booklet for Professionals Working with Children and Young People (0-25 years) with Additional Needs including Special Educational Needs and Disabilities. (September 2014)
- Ensure on-going observations and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

- Fully involve parents and pupils in the process of identification, planning and assessment

There may be circumstances in which progress and attainment are impacted on, but are not considered as SEND. This may include attendance, being a Child In Care (CIC), being in receipt of the Pupil Premium Grant or those whose first language is not English (EAL). Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems arise from SEND. Any concerns relating to a child's behaviour is an underlying response to a need which we will be able to recognise and identify clearly as we know each child well.

A GRADUATED APPROACH TO SEND SUPPORT

At Ashleworth , we strive to ensure all children receive quality first teaching and provision, for children with special educational needs is a matter for the whole school. The Governing Body, Head Teacher, SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities towards pupils with SEND.

Assessment – Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key of the need for action is evidence that the current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider and is similar the that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child' previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self- help, social or personal skills
- Demonstrates improvement in the child's behaviour

For higher levels of need, Ashleworth will draw on more specialist assessments from external agencies such as; Speech and Language Therapists, Occupational Therapy, Advisory Teaching Service or Educational Psychologists.

Provision

In order to help children with special educational needs and/or disabilities, Ashleworth will adopt a **graduated response** as defined by Gloucestershire Council Advice (September 2014).

Every child will complete a one page profile, **My Profile**, which allows the child to express information which is important to them. This may include; their hopes and goals; what helps or does not help them.

Quality first teaching by the class teacher and differentiation for individual pupils is the first step in responding to pupils who have or may have SEND. This may include a short intervention designed to close the gap. Parents may be consulted and progress will be monitored for a period of up to 6 weeks. If no progress has been noted after this time, the teacher and SENDCo will review all the information gathered from within the school about the pupil's progress and the child may be added to the school SEND register with parental/carer signed permission.

Some children with a disability may have their needs met through the school making reasonable adjustments. In these cases, it may not be necessary to add them to the SEND register but a comprehensive **Pupil Information** sheet highlighting areas of difficulty and strategies will be used and updated with the parent at regular intervals.

Reasons for a child being added to the SEND register may include:

- making little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- showing signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If a child is added to the SEND register, the school shall apply an **ASSESS-PLAN-DO-REVIEW** cycle. In consultation with the SENDCo, parent/carer and pupil through a structured conversation, the teacher will identify the needs, outcomes and actions deemed necessary to address the individual needs. The child will be given individual learning targets on a **My Plan** which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents/carers and child regularly on a planned timetable.

Where needs have been identified which require assessment and intervention from different agencies, a multi-agency framework will ensure that all assessments and support planning can be brought together into one single **My Plan +**. Individual targets will be reviewed and monitored regularly with all professionals, parent/carers and the child. This process is not linear and children may start at a My Plan + level.

If after several My Plan + reviews have been implemented, it may be decided at a multi-agency meeting that some children with significant educational needs may require a higher level of support through a statutory **Education, Health and Care Plan**. A multi-agency panel would assess if further funding is necessary to achieve educational outcomes which cannot be met

through existing resources. If it is decided to refer a child for an Education, Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

At all points throughout the Graduated Pathway, children will achieve outcomes which may enable the amount of support to reduce and a My Plan +, for example, could change into a My Plan. Thus this becomes a flexible response to SEND.

Throughout the process, the class teacher is 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. The SENDCo will have responsibility for ensuring that records are kept and available when needed.

Partnership with parents

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to a shared view of a child's needs. All parents of children with special educational needs and disabilities will be treated as partners given support to play an active role in their child's education.

Children with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the process of assess-plan-do-review.

At all stages of the Graduated Pathway, the school keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings (following an agreed timetable) share the progress of children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the school SENDCo through the school email address or by making an appointment at the school office or by telephone.

The Nature of Interventions

The class teacher, in consultation with the SENDCo, will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- A differentiated curriculum
- Different learning materials or special equipment
- Some group or individual support from the SENDCo or a trained TA
- Extra adult or SENDCo time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies.

- Access to LEA support services for one-off or occasional advice on strategies or equipment

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken and the subsequent impact to help their child. Parents will be invited to meet regularly with the class teacher and at times, the SENDCo through structured conversations.

Access to the Wider Curriculum

In addition to the curriculum, the school provides a range of additional activities. These include lunchtime and after school clubs, residential activities and trips. Children with SEND are encouraged to join these activities. Extra adult support is provided on trips and arrangements are made for children to attend residential trips daily if appropriate.

Admission Arrangements

The Governors and Head teacher are responsible for the admission arrangements which accord with those laid down by the Local Authority. The school acknowledges in full its responsibility to admit children with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. Further information can be found on the school website or from the school office.

Parent/Carer Links

Parents/carers will find information regarding Gloucestershire's Local Offer at:
<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

Parents/carers will find Ashleworth Primary's SEND Information Report on the school website and as part of Gloucestershire's Local Offer at:
<http://www. Insert school email>

SENDIASS Gloucestershire - 0800 158 360 or 01452 38934
(Information and advice for parents)
www.sendiassglos.org.uk

Independent Parental Special Education Advice - 0800 018 4016
www.ipsea.org.uk

Local Authority Information
<http://www.gloucestershire.gov.uk/sen>

Local Offer

Families First + are a key part of Gloucestershire's Early Help Partnership and provide multi-agency support for children and families. Referrals are made with parent consent and go to the Early Help Partnership (representation from Education, health, social care etc.). The referral meeting is a multi-agency discussion to decide the best way forward. Please read the School's Local Offer for more information.

FOD: forestofdeanearlyhelp@gloucestershire.gov.uk

Advice line for parents: 01452 426565 – Option 1

Support includes:

- Support for school and community based lead professionals working with children and families
- Collaboration with social care referrals that do not meet their thresholds
- To co-ordinate support within the community
- Work in partnership to support children with special educational needs in school
- Advice and guidance from a social work perspective on a 'discussion in principle basis'
- Signpost children with disabilities and their families to access activities and meet specific needs
- Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.

Assessment Arrangements

A small number of children may require additional arrangements to enable them to take part in testing. Access arrangements are adjustments that Ashleworth consider before the tests and are based primarily on normal classroom practice for children with particular needs. The class teacher will consult with the SENDCo prior to administering any testing and arrangements made.

Transition

When starting at Ashleworth into Reception, children are invited to a series of Rising 5s sessions which take place within the classroom. Parents are also invited to a 1:1 meeting with the class teachers. Where there is a known special educational needs and/or disability additional meetings will be held with parents/carers and other professionals to ensure a smooth transition into school.

When a child transfers into Ashleworth from another school, we ensure that all information is gathered from the previous school, and teaching staff are made aware of prior attainment and any special educational needs and/or disabilities. Class teachers will allocate a peer buddy who

will help ensure a smooth transition. Prior to starting at Ashleworth, children and their parents/carers are welcome to look around the school by appointment.

On leaving to go to a new school, Ashleworth will ensure that all information is passed on to the relevant staff member of the new school. Children may also be involved in transition sessions, for example, our local secondary begins familiarising children to the site in Year 5 and 6. There may be additional sessions for children who may require further support in transition.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Ashleworth Primary recognises that pupils at school with medical conditions should be properly supported so that they can 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 (SEND) and may have an 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.

MONITORING AND EVALUATION OF SEND

The school is committed to regular and systematic evaluation of the effectiveness of its work. The school monitors the progress of pupils with SEND in the following ways;

- Regular observation of teaching by the Head Teacher and Subject Leaders
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Analysis of the progress towards agreed learning targets, individually and across year groups
- Scrutinise of teachers' planning and pupils' work
- Regular monitoring by the SEND governor
- Maintenance of reading and spelling ages that show progress over time
- Regular meetings between the SENDCo and Head teacher, TAs and teaching staff
- Pupil conferencing by SENDCo, actively asking for the pupil's views on their learning
- Parent/Carer Conferencing with SENDCo

Roles and responsibilities

M Kelly	Head Teacher	(Contact via school)
Richelle Daniels	SENCo rdaniels@Ashleworth .gloucs.sch.uk	“
Michelle Kelly	Designated Safeguarding Lead	“

Elaine Huggins	Deputy Safeguarding Lead	“
Bridgette Nulty	Chair of Governors/ SEND Governor	“
Hatty Lee	Educational Psychologist (LA)	01452 328910
Julia Husband	Advisory Teaching Service	01594 823102
Jasmine Munford	Gloucester SEND case Coordinator	01452 425715
Elizabeth Frisby	Early Help Coordinator	01452 328014
Emily Ireland	School Doctor	0300 421 8662
SENDIASS	Free Independent parent advocates	0800 158 360/01452 427566

ROLES AND RESPONSIBILITIES

Class teacher

Class teachers retain overall responsibility for all children in their class, including those identified as having SEND. Increasing levels of support from the SENDCo are available to the class teacher depending on the nature and severity of need.

Class Teachers are responsible for:

- Identifying and assessing children who may have SEND
- Providing appropriately differentiated work
- Including learning targets from My Plan/My Plan +/EHC Plan in planning and teaching
- Attending and contributing to structured conversations and reviews for children at all stages of the graduated response to SEND

SENDCo is responsible for:

- Overseeing the day to day operation of the school’s SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Informing SLT of timetabling options for Teaching Assistants/ SEND Teaching Assistants (TAs)
- Maintaining and managing the records of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the Educational Psychology Service, Advisory Teaching Service, Health and Social Care

- Mapping the provision for SEND throughout the school
- Monitoring the effectiveness of SEND provision throughout the school
- Liaising with other schools to ensure effective and smooth transition

SENDCo/ Class Teachers jointly responsible for:

- Identifying and assessing children with SEND, where appropriate in consultation with external agencies
- Assessing and reviewing progress of children with SEND
- Writing and reviewing My Plan/My Plan +/EHC Plan learning targets
- Liaising with parents of children with SEND

Head Teacher is responsible for:

- Day to day management of children with SEND related to social, emotional and mental health needs
- Day to day management of the PBSW
- Day to day management of TAs
- Working alongside the PBSW liaising with Parents of children with SEND related to social, emotional and mental health needs.
- Informing the governing body of how the funding allocated to support Special Educational Needs and Disabilities and Pupil Premium has been employed.
- The Head teacher and the SENDCo meet regularly to agree on how to use funds directly related to EHCPs

Governing Body is responsible for:

(The Governing Body should, in co-operation with the Head Teacher)

- Determining the school's general policy and approach to provision for children with SEND
- Establishing appropriate staffing and funding arrangements within context of whole school needs and budget
- Maintaining a general view of the school's work
- Monitoring the success of the education provided for children with SEND
- Reporting to parents annually on the school's policy for SEND

SEND Governor is responsible for:

- Liaising with the SENDCo regularly
- Reporting termly to the Governing Body
- Monitoring the success of the provision provided for pupils with SEND
- Being fully involved in developing and monitoring the SEND policy

SEND Teaching Assistants

SEND TAs work in class supporting children with SEND or lead intervention groups for these children. SEND TAs may work primarily with individual children who have an EHCP. They provide in class support to enable a child to have full access to the National Curriculum.

- The SENDCo, directed by the SLT, draws up a timetable showing interventions across the school as a provision map
- Where possible TAs are offered additional hours to enable them to work more flexibly.
- All TAs are invited to appropriate Staff Meetings and insets.
- All TAs are supported in their professional development through appropriate training opportunities
- All TAs/SEND TAs are included in appropriate review meetings.

Supply staff

All supply staff are informed of children with SEND in a class and are expected to differentiate appropriately for those children with the support of a Teaching Assistant where possible.

Training and Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans.

Arrangements for In-service training

Good practice for children with SEND is good practice for all children. The school seeks to train, extend the training and skills of all staff in the teaching of children with SEND in the following ways;

- The SENDCo attends local cluster and WGSP meetings and appropriate local courses
- Staff attend courses identified as being particularly relevant to children in the school
- Training for Teaching Staff, TAs and MDSA is provided as necessary
- Staff new to the school meet with the SENDCo to discuss SEND arrangements
- Staff meetings focussing on SEND are held as necessary

Local Links

Links with outside agencies enable children to benefit from specialist advice available for the LA. The SENDCo liaises closely with the:

- Educational Psychology Service
- Gloucester and Forest Alternative Provision School
- Speech and Language Services

- CYPs
- Occupational Therapy
- School Nursing
- Health Professionals including Paediatrician, GP and Health Visitors

Links with other schools are made to exchange information and reduce anxiety at transfer times.

The SENDCo of the designated Secondary school attends reviews for children transferring to the school. The school provides TA support for Y6 induction days and arranges extra visits where appropriate.

Arrangements for dealing with complaints from parents

- Should parents have any complaints it should be directed initially to the class teacher, Head teacher or Chair of the governors. The school will do its best to resolve any issues informally but if this fails there is then a formal appeals procedure concerning curriculum matters. A copy of the 'Education Act 1988 Complaints About the School Curriculum and related Matters' is available for inspection either from the school or in the public library maintained by the authority. A copy of our complaints policy may be seen on the school website or ask for a copy at the school office.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND code of practice 0-25 (September 2014) 3.65, and has been written in reference to the following guidance and documents:

- Equality Act 2010 : advice for schools DfE (February 2013)
- SEND Code of Practice 0-25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding & Child Protection Policy
- Accessibility Plan
- Teaching Standards 2012
- Local Offer