

Ashleworth CE Primary School



SEND Policy

Approved by:	Full Governing Body
Reviewed:	19 July 2021
Date of Next Review:	July 2022

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Introduction

Ashleworth 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 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.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

The four areas of SEND: The SEND Code of Practice 2015 states that a child can be placed on the SEN register if:

“they have a learning difficulty or disability which calls for special educational provision to be made for him or her” (Page 15).

The code of Practice then defines the learning difficulty as a child who has a greater difficulty when learning than that of their age-related peers. It also defines a disability as children being hindered or not able to access the facilities available to them and children of their age. These learning difficulties and disabilities mean that children may have barriers to learning and may stop children being able to achieve their full potential.

The Code of Practice then defines these into **four areas of need**:

1 Cognition and learning: This is where children may need appropriate differentiation to be able to access the work alongside their peers. These children may have Moderate Learning Difficulties (MLD) where more support and targeted intervention is needed in a few areas of the curriculum. It could also encompass children with a more Specific Learning Difficulty (SpLD), such as Dyslexia or Dyscalculus, where pupils have difficulties in a specific area of the curriculum.

2 Communication and Interaction: This encompasses children with Speech and Language delays or speech disorders and impediments. It also includes children on the Autistic spectrum who may find social interaction with peers and adults difficult.

3 Social, Emotional and Mental Health: This encompasses a range of social and emotional symptoms and behaviours that children may display, that prevents them from fully accessing the curriculum. These can include anxiety, Attention Deficit Hyperactivity Disorder (ADHD) and challenging and disruptive behaviours.

4 Physical and Sensory: This encompasses children whose access to the facilities around school is hindered or prevented by their physical disability. They may need adjustments and provision to ensure that they can access the resources and environment in line with their peers. This can include children with Visual Impairments (VI), Hearing Impairments (HI) or Multi-sensory Impairment (MSI).

These categories of SEN will be used to inform identification of needs and planning, ensuring that children receive the appropriate and most effective support. It also enables the school to contact the outside professionals with the correct expertise to guide and advise our practice, ensuring our provision for the child's needs is effective.

Roles and responsibilities

Michelle Kelly	Head Teacher	(Contact via school)
Richelle Daniels	SENCo rdaniels@ashleworth.gloucs.sch.uk	"
Michelle Kelly	Designated Safeguarding Lead	"
Elaine Huggins	Deputy Safeguarding Lead	"
Rachel Hope	Chair of Governors/ SEND Governor	"
Matt Baker	Educational Psychologist (LA)	01452 328910
Roz Rees	Advisory Teaching Service	01594 823102
Kate Barnes	Forest of Dean SEND case Coordinator	01452 427626
Sam James	Early Help Coordinator	01452 328052
Linda Taylor	School Doctor	01452 891000

Admission Arrangements (also see Admissions Policy)

The headteacher is responsible for the admission arrangements in accordance with the local education authority. Our school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those we assess as having Special Educational Needs.

Specialised Provision

- Toilet with wide access and grab handles etc in main building
- Ramped access to classes one and two and ramped fire escape from class two
- Main school building on one level
- Reasonable adjustments to provision would be made as required
- Parents are requested to fill in a form if pupils require medication during school day
- Care Plans will be drawn up and adhered to as appropriate

Allocation of Resources

School allocates funding from its main school budget towards SEND teaching and support, the role of SENCo (SEN Coordinator), SEND resources and EHCP funding.

Identification, Assessment, Provision and Review

We are a small school where teachers get to know pupils well and understand their needs at an early stage. Our pre-school group, Acorns, works closely with Class 1 ensuring children a smooth transfer into the Reception Year. Children transitioning from Class 1 to Class 2 are all given transition sessions with the SENDCo and staff work closely together to facilitate smooth transitions.

Any concerns about a child's development will be discussed with parents and child from the outset. Our pupils' progress is continually monitored by teachers and where necessary different teaching or extra help (called "intervention") is planned to help them to catch up (we call this "closing the gap"). When children still make a lack of progress, despite the extra help, we begin Gloucestershire's "graduated and integrated pathway" in line with the DfES Code of Practice 2015. Identification of a pupil needing SEN support is made as early as possible and fully discussed with parents. At all times we will maintain privacy and confidentiality.

This pathway has four stages:

- **Profile:** All children fill out their own "Profile" which tells what is important to them and their hopes for the future
- **My Plan:** Where a child is still showing a lack of progress despite extra help we may decide they need additional support. The SENCo works with teachers, parents and the child to list the child's needs; the outcomes we hope to achieve and how. Other experts such as the Educational Psychologist or behaviour specialist will be involved as appropriate, always after discussion and with permission from parents. Advice is also available from the county SEN team.

- My Plan Plus: This is a “multi-agency” plan, still listing the agreed needs and outcomes, but where there are more experts involved and they can come together with parents for joint discussion.
- Education, Health and Care Plan (EHCP): When the My Plan Plus is not sufficient to meet the child’s educational needs then the case can be put to the Local Authority for an “EHC needs Assessment”. An EHCP involves a more intensive level of specialist help that cannot be met from the resources available to schools. It brings a child’s education, health and social care needs into a single, legal document.

The list of children at our school with a My Plan, My Plan Plus or EHCP is called the “SEND Register.” The Plans are regularly reviewed with parents, children, staff and other agencies involved and new Plans agreed. Where a child is achieving their outcomes, they can move up through the stages or may no longer need additional support and can be removed from the register, of course we would continue to carefully monitor their progress.

Pupils entering our school already identified as needing SEN support will be assessed and integrated at the appropriate stage as above.

Monitoring and Evaluating the Education Provided for Pupils with SEND

In addition to the regular tracking of progress and achievement for all children, we regularly review the needs and expected outcomes on My Plan, My Plan Plus and EHCP; check the success of intervention work and meet formally and informally to discuss children’s progress. The views of parents and children are sought and valued at every stage.

The Role Played by Parents of Pupils with SEN

The school values the vital role that parents play in their child’s development and education. Parents are continually involved in their child’s education through informal discussion and formal reviews. Our open door policy offers access to information, advice and support at all times. We work to support and empower parents to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child’s education
- Have knowledge of their child’s entitlement within the SEN framework
- Make their views known about how their child is educated

Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. Pupils on the SEND register are taught with their peers in mainstream classes and study the appropriate curriculum. All teaching and support staff strive to:

- Provide suitable learning challenges
- Meet the pupils’ diverse learning needs
- Remove the barriers to learning and assessment
- Use a range of strategies to develop the pupils’ knowledge, understanding and skills.
- Modify materials or provide support as necessary

- Bespoke one-to-one or small group teaching sessions are planned as appropriate.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a range of additional activities and after school clubs. Pupils with special needs are actively encouraged and supported to join in and benefit from these activities. Their participation in these activities is monitored carefully.

Links with other Schools and Training

- Ashleworth CE Primary School and Churcham Primary School work with our cluster schools (GloWMATCH) supporting each other for continued improvement including SEN teaching strategies and resources.
- SENCO attendance at courses/conferences and Forest cluster meetings
- Training via the WGSP
- Training via GHLL
- INSET training linked to key curriculum areas/School Improvement Plan.
- Specific training for staff as appropriate to children's particular needs

SENDIASS Gloucestershire provides free, confidential and impartial advice to parents and young people between the ages of 16 and 25. They can help parents play an active and informed role in their child / young person's education.

SENDIASS Advisers can:

- Provide information and advice on the telephone
- Meet you in person to discuss your concerns
- Help you to prepare for meetings, appeals and tribunals
- Support you to attend meetings
- Help you to prepare for transport, exclusion and admissions appeals
- Support you to attend transport, exclusion and admission appeal hearings
- Help to explain reports written by professionals
- Explain the Education, Health and Care Needs Assessment process
- Provide a range of written literature
- Provide advice on matters such as SEN support, starting or changing schools, attendance, bullying, home to school transport, exclusions
- Help you to prepare for Special Educational Needs and Disability (SEND) Tribunals
- With parents' permission liaise with schools and other agencies

- Signpost to other sources of help
- **Telephone**

0800 158 360/01452 427566/01452 427567 **E-mail:** sendiass@gloucestershire.gov.uk

GloSFamilies Directory www.gloSFamiliesDirectory.org.uk

The family information Directory provides a wide range of resources and information including family support and advice, education, childcare and things to do.

Safeguarding and **Early Help** are of paramount importance, please read this policy in conjunction with our Safeguarding policy and keep in mind the following quoted from “Keeping Children Safe in Education” Page 6, Section 17:

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- *is disabled and has specific additional needs*
- *has special educational needs (whether or not they have a statutory Education, Health and Care Plan)*
- *is a young carer*
- *is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups*
- *is frequently missing/goes missing from care or from home*
- *is at risk of modern slavery, trafficking or exploitation*
- *is at risk of being radicalised or exploited*
- *is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse*
- *is misusing drugs or alcohol themselves*
- *has returned home to their family from care*
- *is a privately fostered child*

Please read this policy in conjunction with our school website:

www.ashleworthprimaryschool.co.uk, where you will find our SEND Information Report and our other policies including the Complaints Procedure.

This policy was written with reference to current legislation, especially the Code of Practise 2014 and in consultation with teaching staff, governors and parents.

In all aspects of life at Ashleworth CE Primary School the safeguarding and well-being of our children is paramount. We expect all staff and volunteers to share this commitment