**Special Educational Needs and Disability (SEND) Policy**

**Introduction**

Shaw Ridge Primary School ensures that children with Special Educational Needs and Disabilities (SEND) can access the curriculum through quality first teaching, differentiation and targeted provision. We provide an inclusive environment where children can reach their potential. We believe that every teacher is a teacher of every child, including those with SEND.

**Definition of Special Educational Needs**

“A child of compulsory school age or a young person has a learning difficulty if he or she:

* Has a significantly greater difficulty in learning than the majority of children of the same age;
* Has a disability which prevents or hinders them from making use of Educational Facilities of a kind generally provided for children of the same age in school” (SEN Code of Practice 15:16).

Special Educational Provision means ‘…additional to or different from what is provided to all.”

For further information the SEN Code of Practice 2015 is available at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**Aims and Objectives:**

* To have high aspirations and expectations for all children with Special Educational Needs and to focus on outcomes for children with SEND.
* To identify and monitor all children’s individual needs from the earliest possible stage, so that appropriate provision can be made and their attainment raised through an effective curriculum.
* To provide the required ‘additional and different’ support to enable children with SEND to make progress and achieve their potential.
* To work closely with and involve children and parents/carers in the identification and review of the objectives and outcomes set for individual children.
* To ensure that all who are involved with children with SEND, receive appropriate training in order to be aware of the procedures for identifying their needs, supporting and teaching them.
* To work in close partnership, where appropriate, with outside agencies to support needs and inform provision for children with SEND.
* To support children with SEND, in all areas, enabling them to overcome their difficulties so that they are able to cope and progress within a learning environment.
* To improve children’s self-esteem by setting tasks that are in achievable steps, thereby promoting success and fostering self-motivation.
* To enable class teachers to take responsibility for the educational needs of all children in their classes, irrespective of ability, offering support where necessary.
* To enable all children, including those with SEND to achieve their best in all areas and to become confident individuals, living fulfilling lives.

**The role of the Governor**

The Governing Body have a statutory responsibility for the provision of SEND in a school setting. There has to be a Governor that is responsible for SEND, currently the named Governor is Mrs J Bourne.

The Governors play an important role in ensuring that:

* They are fully involved in developing and monitoring the school’s SEND policy;
* They are up-to-date and knowledgeable about the school’s SEND provision, including how funding, equipment and personnel resources are deployed;
* SEND provision is an integral part of the Strategic Action Plan and the school’s self-evaluation process;
* The quality of SEND provision is continually monitored;
* The SEND policy is reported on in the school brochure and children’s progress is reported in the school profile.

**The role of the SENCo**

The special educational needs coordinator (SENCo) is currently Mrs L Armstrong who is responsible for co-ordinating the provision of special educational needs throughout the school.

This involves:

* Day to day operation of the SEND policy;
* Co-ordinating provision for children with SEND;
* Providing advice to staff on the graduated approach, supporting and liaising with them;
* Working alongside staff to assist them in identifying, assessing and planning for children’s needs and ensuring that children make progress;
* Overseeing and maintaining specific resources for special educational needs;
* Liaising with outside agencies;
* Contributing to and, where necessary, leading the continuing professional development (CPD) of staff, where necessary and appropriate;
* Monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the designated, responsible person.
* In conjunction with the Class Teacher, liaising with parents/carers of children with special educational needs;
* Monitoring the attainment and progress of the lowest achieving 20% of children;
* Monitoring and auditing the school’s SEND records and overseeing the records of all children with special educational needs;
* Liaising with potential next providers of education.

**Teaching and non-teaching staff**

All class teachers are responsible and accountable for the progress and development of all children in their class. Class teachers work in collaboration with the school SENCo and teaching assistants to ensure that quality first teaching, including personalised teaching and interventions are delivered to children with SEND.

Teaching assistants that are employed for pupils with SEND, have the responsibility for the child’s specific needs. They will liaise closely with the class teacher who informs them of planning and progress.

**Arrangements for co-ordinating provision for children with SEND**

All children will receive quality first teaching and universal provision in the classroom (wave 1). Some children with SEND will require additional targeted small group learning (wave 2), and a few children will be withdrawn from the classroom for specific interventions and activities focussing on specific skills, relating to their targets and outcomes (wave 3). All additional provision for children with SEND is closely linked to work in the classroom, where possible, and regularly monitored and reviewed. Class teachers, teaching assistants and nurture teaching assistants are responsible for implementing this provision, which is overseen by the school SENCo.

**Admission arrangements**

Although Shaw Ridge is an academy, normal admission arrangements apply. The admissions policy is based on the agreed Swindon policy. We strive to be a fully inclusive school. All children will be treated accordingly to their needs in line with the school’s policy for equality of opportunity. No child will be denied admissions because of his or her race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child’s needs are fully met. If a child is transferring into the school with an Education Health Care Plan, or has been receiving support from local authority centrally funded resources, the continuation of this support will be negotiated with the appropriate local authority officer to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

**Facilities and Resources**

Money from delegated funds (notional SEND funding) is used to pay for teaching assistants so that they are able to work with individual targeted children or groups of children. The allocation of SEND teaching, teaching assistant support and resources for individual children and groups of children, is managed primarily by the SENCo, in consultation with the Head Teacher and class teachers within the constraints of the special educational needs budget allocated by the governing body. The local authority may allocate a small amount of money, over and above the delegated funds in order to support named pupils with higher needs and in receipt of an Education Health Care Plan.

Shaw Ridge strives to be fully inclusive and accessible to children and adults with disabilities. We do this through paying due attention to the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services. We also differentiate the curriculum in a variety of ways, in order to reduce/remove barriers to learning for children with disabilities. See the accessibility policy for more information.

**Identification, assessment arrangements and review procedures**

At Shaw Ridge we identify needs by taking into consideration the needs of the whole child. The SEND Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress following good quality first teaching, including personalised teaching with reasonable adjustments and interventions to support them.

When identifying SEND, we have reference to the four broad areas of need, as outlined in the SEND code of practice:

* Communication and Interaction (e.g. speech and language, autism);
* Cognition and Learning (e.g. dyslexia, moderate learning difficulties, severe learning difficulties, profound learning difficulties);
* Social, emotional and mental health difficulties (e.g. behaviour);
* Sensory and/or physical needs (e.g. visual, hearing, physical impairment).

These four broad areas give an overview of what needs are planned for. The purpose of identification of need is to work out what action the school needs to take, not to fit a pupil into a category. Many pupils will have needs in more than one area when identifying the needs of a pupil, the school will consider the needs of the whole child. Class teachers, alongside the SENCo will follow a continuous cycle of plan-do-review, when monitor and assessing the needs of children with SEND.

**School Concern**

Where a class teacher has concerns about a child’s progress, they make parents/carers aware of their concerns and complete a school concern form, alongside the SENCo. They then keep a record of the personalised support offered to the child in order to meet their needs. The progress of all children is monitored by the senior leadership team at pupil performance reviews, three times a year. During these review meetings, class teachers raise concerns regarding children who may have SEND and have failed to make adequate progress, despite personalised teaching. At this point, it is decided whether it is appropriate to deliver more personalised quality first teaching in order to meet the child’s need or whether it is necessary to place the child on the SEND register at SEN support.

**School Support**

When it is decided to place a child on the SEND register, the class teacher informs the parents/carers and explains what will now happen to meet the child’s needs. The SENCo records the child on the SEND register at SEN support, and makes a judgement as to which of the four areas of need the child meets.

Children that require provision that is additional and different to that which is already provided, will be on school support. This provision will be recorded on the school provision map. A provision map details all programmes and arrangements that we operate to meet identified needs. The SENCo monitors the effectiveness of provision offered to all children on the SEND register, and advises the class teachers on adjustments to this in order to maximise progress for all children. The provision map is reviewed and updated three times a year, following pupil performance reviews. It is important to be able to show the impact of any interventions to show that children are making progress. In order to do this effectively, teachers, teaching assistants and the SENCo work closely together and review interventions.

Children on the SEND register will have working together plans, which are put together by the class teacher alongside the SENCo. These contain a child’s personalised, individual targets. These are reviewed three times a year, and new targets will then be set for the child.

If it is identified that a child’s needs cannot be fully met through school provision arrangements, referrals are made to outside agencies (e.g. speech and language therapy, occupational therapy, visual impairment service) in order to seek further assessment of the child’s needs and support and advice in meeting them. Parent/carer consent is always requested before any referral is made and parents/carers are given the opportunity to contribute to the referral process.

**Statutory Assessment**

The special educational needs of the great majority of children will be met effectively within the school through SEN support, sometimes with additional support of an Early Help Record or regular team around the child (TAC) meetings, and/or the support of outside agencies and professionals. In a very few cases the LA will need to make a statutory assessment of a child’s educational, health and care needs.

**Education Health and Care Plans (EHCP)**

The school is responsible for gathering and submitting evidence for Education Health and Care Plans, which will be sent to the LA. This includes:

* The views of parents;
* The ascertainable views of the child;
* Evidence of progress over time;
* Copies of advice, where provided, from health and social services;
* Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school;
* Evidence of the extent to which the school has followed this advice.

Using this evidence, the LA will come to a decision as to whether the child requires an EHC Plan. This can take up to 6 weeks. The LA take all paperwork to the SEN resource panel, who decide on the outcome. Once decided they will inform parents/carers.

Children who have EHC plans will have an annual review, according to the regulations laid out in the SEN code of practice. Parents/carers, children and professionals working with the child will be invited to attend and contribute to targets and outcomes and make any changes that are required. The EHCP document is a working document.

**Criteria for evaluating the success of our policy**

This policy will be evaluated against the aims and objectives stated in this policy by:

* Teachers’ plans showing that a differentiated approach is taken and that the learning outcomes on the provision map and in working together plans are identified and reflected in planning;
* Parents/carers are involved with individual outcomes set for children by discussing, receiving and having their views recorded;
* Children are involved in discussing, constructing, reviewing and having their views recorded on their working together plans;
* Working together plan and provision map outcomes are monitored to ensure that children make progress towards achieving these;
* Ensuring that outside agencies, where appropriate have their comments and recommendations recorded on working together plans and are involved in setting and reviewing outcomes;
* The school strategic action plan and SEF priorities include the provision of SEND;
* Undertaking a value for money review of our special educational needs funding;
* Any external evaluation or inspection.

**Complaints procedure**

In the event of a parent having cause for complaint in relation to their child’s needs being met they should, at first, express their concerns to their child’s class teacher. Most problems can be sorted out by talking to the members of staff most involved with the child. If they are not satisfied with the outcome, the matter can be discussed at a meeting arranged with the SENCo.

If still dissatisfied, parents may speak to:

1. The Headteacher, Mrs Cowell;
2. The special needs governor, Mrs Jill Bourne;
3. The governing body complaints sub-committee.

All of the above can be contacted through the school on 01793 871601. The full complaints policy is available on the school website or as a hard copy from the school office.

**Continuing professional development (CPD)**

Through the monitoring of our provision, the SENCo, alongside the Headteacher will identify any professional development that needs to be undertaken. This will be closely linked to performance management and the school’s development plan. Any training that staff attend will be disseminated to the rest of the team.

**Link and use of outside agencies**

The SENCo liaises with a number of external agencies. These include:

* Educational Psychology Service;
* Speech and Language Therapy Service;
* Social, Emotional and Mental Health support team;
* Targeted Mental Health Services (TAMHS);
* Occupational Therapy Service;
* Advisory Teacher for Pupils with Specific Learning Difficulties;
* Advisory Teacher for Visual Impairment;
* Advisory Teacher for Hearing Impairment;
* Advisory Teacher for Physical Disabilities;
* Advisory Teacher for ICT and AAC (alternative and augmentative communication);
* Advisory Teacher for Social Communication and Interaction Difficulties/Autistic Spectrum Condition (ASC);
* Parent Support Advisor;
* Community Paediatrics;
* Social Services;
* Portage Team;
* SENCo’s in local Nurseries/Preschools, Primary and Secondary Schools

**Partnership with parents/carers/children**

All parents of children with special educational needs will be treated as partners. The school aims to develop positive and constructive relationships with parents and recognises that parents hold critical information and have a critical role to play in their children’s education. If a child is found to have special educational needs the school will inform parents as soon as possible in order to ascertain their views and concerns. Parents are encouraged to be involved in the setting of outcomes and in their children’s reviews. These reviews will take place at the end of terms 2, 4 and 6 or more frequently is necessary. The child’s progress towards their outcomes will be discussed at each routine parent’s evening.

Parents of children with special educational needs will be informed of the SENDIASS services whose aim is to empower parents to play an active and informed role in their child’s education.

The views of the children will be given due consideration according to their age, maturity and capacity. Children’s views will be actively sought on outcome setting, discussing how they can achieve their outcomes, using a person-centred planning approach. Achievements will be noted and celebrated as well as difficulties clarified and addressed. The recognition of success for all children in integral to the life of the school.

**Links with other schools or settings**

The SENCo and Reception class teachers will liaise closely with Nurseries and Preschools, attending meetings and observing the children, before they start at school, to ensure that the correct provision has already been put into place.

The SENCo and the class teacher of children in Year 6 will liaise with receiving secondary school regarding children on the SEN register at SEN support.

The Annual Review for a child with an Education Health and Care Plan, transferring to a secondary school, will take place at the end of Year 5, so that every consideration can be given to the gathering of views as to the best educational setting for a child at this important transition stage.

Records of those children with special educational needs, who move to another school during their primary schooling, will be forwarded to the new school, as will those moving onto secondary school.