

STOW-on-the-WOLD PRIMARY SCHOOL

heart hand mind

Special Educational Needs and Disability Policy



Approved by: Full Governing Body

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Signature: T.A. Bartlett

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Chair of Governors

STOW ON THE WOLD PRIMARY SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITIES

Vision

Stow-on-the-Wold Primary School will be at the heart of the community; a place where everyone is keen to achieve and share in success, making best use of all resources and celebrating diversity. Everyone will have a clear understanding of their contribution to the School in its central role of raising standards; educational, moral, physical and social.

Introduction

Stow on the Wold Primary School values the contribution that every child can make and values the diversity of culture, religion and learning style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected, and equal members of the school.

As such provision for pupils with SEND is a matter for the school as a whole. All teachers and assistants are teachers of children with SEND. The governing body, Headteacher, SENDCo and other members of staff have important responsibilities.

Objectives:

- ❑ To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- ❑ To enable all pupils with SEND to maximise their achievements
- ❑ To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- ❑ To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the 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

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We

make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Stow Primary School to be an ideal learning environment for nurturing and developing the whole child. In short, every child matters.

Admissions

The Headteacher is responsible for the admissions arrangements which accord with those laid down by the LEA. The school admits its full responsibility to admit pupils with already identified SEND, as well as identifying and providing for those not previously identified as having SEND.

Specialised provision

We are fully accessible to disabled pupils including wheelchair users. We are on a flat site enabling access to all areas with designated accessible parking

We have a purpose built accessible toilet.

Classrooms have access to lockable cabinets in KS1 for storage of medication e.g for our diabetic pupils or in the KS2 staff cupboard adjacent to classrooms.

Children requiring medication that is accessible e.g. inhalers and epipens are encouraged to keep them on their person at all times (in line with the school medicine policy)

Interactive resources and large whiteboards

The majority of support staff are trained in providing FIZZY, a programme of physiotherapy based activities for gross and fine motor skills development. All teaching and support staff have recent training in the identification and assessment of and provision for dyslexia training.

Allocation of Resources Provision

is made through :

The delegated SEND budget

The base budget

Standards funds

Funds allocated to pupils with statements of SEND

Roles and responsibilities SENCo

- ❑ To oversee the management of all pupils with SEND in the school
- ❑ To ensure that children are identified and placed correctly on the SEND register
- ❑ To arrange formal termly reviews for all children at school action and school action plus (reviews to include child's teacher, teaching assistant, parent and SENDCo, and more recently the child, if it is felt to be appropriate for My Plan and My Plan+ and Education and Healthcare Plan)
- ❑ To assist the class teacher in the writing and updating of My Plans and the setting of appropriate targets The school is moving towards a policy of streamlining My Plans by having in place planning, target setting and

recording of progress of all pupils as part of their personalised learning that : ***“identifies learning targets for all pupils with SEND, plans additional or different provision from the differentiated curriculum offered to all pupils, reviews provision in the light of individual pupil outcome”*** However at the time of writing the school wishes to continue using My Plans alongside provision maps.

- ❑ To monitor and address the progress of all children on the register termly, and to identify underachievement of those with SEND
- ❑ To audit the SEND register each term and keep admin staff aware of the current SEND register
- ❑ To keep records of all children on the SEND register
- ❑ To ensure adequate in class support from children with SEND according to a needs led model of provision.
- ❑ Provide help, support and advice to colleagues as and when necessary
- ❑ To liaise with outside agencies and prepare paperwork as needed, arrange meetings and assessments
- ❑ To keep up to date with the latest developments in SEND and to attend SENDCo cluster meetings and the annual SENDCo conference.
- ❑ To monitor the budget for SEND
- ❑ Ensure continuity especially when children move classes or transfer schools.
- ❑ To ensure specific training is provided for staff e.g training for epipens, or for specific requirements for pupils with additional needs.

Headteacher

- ❑ At our school the Headteacher is also currently the SENDCo ❑ In addition to her role as SENDCo the head teacher will also:
- ❑ Keep an over view of SEND provision in the school
- ❑ Monitor SEND provision within the school, in particular its impact on individual children
- ❑ Ensure adequate budget for teaching assistants and resources using a needs led model
- ❑ Monitor budget spending on SEND
- ❑ Meet regularly with the SEND Governor
- ❑ Prepare a section in each Governors report on SEND provision and levels of SEND in the school.

SEND Governor

- ❑ To regard SEND as their particular focus area and to promote awareness amongst Governors
- ❑ To be fully aware of and over see the legislation and legal responsibilities of the governing body with regard to SEND, see “ A Guide to the Law , section 7 children with SEND and other vulnerable children”

- ❑ Keep SEND on the agenda at full governors meetings and curriculum committee meetings
- ❑ To inform the governing body of developments and progress in SEND provision within the school
- ❑ To ensure financial decisions are supportive of SEND provision
- ❑ To ensure that SEND is a valued and supported aspect of school life
- ❑ Build a trusting and supportive relationship with the SENDCo
- ❑ Inform themselves about the SEND systems and practices at the school
- ❑ To know what support is available from outside agencies
- ❑ To visit the school regularly, meet with and listen to the SENDCo

Teaching staff

All teachers are teachers of SEND; this must be at the forefront of teacher's minds when planning, assessing and recording children's work and delivering the curriculum.

Teachers are responsible for the day-to-day teaching of ALL children in their class including those on the SEND register. The class teacher is also responsible for:

- ❑ Identifying initial concerns regarding those children who potentially have SEND and bringing them to the attention of the SENDCo for further assessment.
- ❑ Reporting on going concerns or concerns that cannot wait until the termly reviews
- ❑ Writing and updating My Plans for each child during their termly reviews in their class on the SEND register at school action and school action plus, alongside the SENDCo
- ❑ Devise strategies and identify appropriate methods of access to the curriculum for those with SEND.
- ❑ Preparing for and attending termly reviews for each child on the SEND register
- ❑ Set appropriate targets for each child on the SEND register
- ❑ Planning an appropriately differentiated curriculum to meet the needs of those with SEND and to address the targets on their My Plans
- ❑ Continually keeping the children's My Plans under review
- ❑ Deploying support staff in the best possible manner to support children's learning and address their My Plans as a team approach and in as inclusive a manner as possible
- ❑ Liaising with the teaching assistants and the SENDCo so that provision is seamless and everyone knows what they are doing for each particular child.
- ❑ Class teacher to spend quality first teaching time with children with SEND in addition to time spent with TA's.
- ❑ Class teachers will attend specific INSET as required to meet the needs of pupils with additional needs in their class or in the school.

Teaching assistants

- ❑ Be aware of the children's My Plans and provide feedback to the class teacher and SENDCo.
- ❑ Delivering the curriculum under the direction of the class teacher for those children in the class including those with SEND
- ❑ Delivering additional teaching/ catch up programmes of work as appropriate under the direction of the class teacher
- ❑ Liaising with the class teacher as to the progress of the children they have worked with in each session
- ❑ Planning and preparing materials under the direction of the class teacher
- ❑ Preparing for and attending termly reviews for each child on the SEND register
- ❑ Continually keeping the My Plan's under review, with the class teacher
- ❑ Assisting the class teacher and SENDCo in the setting and updating of appropriate targets for each child on the SEND register
- ❑ Teaching assistants will attend specific INSET as required to meet the needs of pupils with additional needs with whom they may be working.

Strands of Action(SEN toolkit, section 6)

The strands of action to meet SEND fall into 4 categories:

- ❑ Assessment, planning and review
- ❑ Grouping for teaching purposes
- ❑ Additional human resources
- ❑ Curriculum and teaching methods
- ❑ Strands of action will be used to ensure that provision can be intensified or reduced according to need and progress. The actions are appropriate for children for My Plan, My Plan+, and Education and Healthcare Plan
- ❑ For most children help will be within the classroom, managed by the class teacher

These are up for review and the school will adopt whatever replaces these strands.

Identification, Assessment, Provision and Review

Initial Identification

This is usually by the class teacher and/or teaching assistant or parents. Identification on entry into the reception class will be through baseline assessment as part of the Foundation Stage Profile. In subsequent years, identification may be made informally as a result of the child's lack of progress in one or more subject areas day-to-day in class, or in weekly spelling assessments or daily reading practise. More formal procedures may also

identify those who are failing to make progress, for example all children in school are formally assessed in Maths, Reading and Writing after each block of work and each term using APP's for yrs 1-6, and in reading and spelling each term. The children are also assessed against the class and year group curricular targets. The school assessment systems identify those children who are failing to make progress against expected standards at points through out the year.

Occasionally parents or the school nurse may express concerns i.e. if a child seems to be finding it hard to see or hear at home.

Assessment

Assessment of the level of learning difficulty is made using the schools assessment procedures in the first instance and in more complex circumstances through the use of assessment by outside agencies.

An educational psychologist may assess complex learning difficulties or staff from SENS support team, the school nurse may highlight physical difficulties, the speech therapist offers assessment and advice for speech and language difficulties.

The school uses the EASI profile for identifying and supporting children with behavioural difficulties and the Behaviour support team may be asked to assess unusually complex behavioural difficulties (BESD).

Levels of Intervention

Levels of intervention are based on need and are decided by the class teacher and SENDCo in consultation with parents and other professionals as required.

The levels are School Action, and School Action Plus. We also have children recorded as an informal expression of concern prior to school action.

Expression of Concern

Children may be recorded as an expression of concern with the SENDCo and are kept under review each term with no additional intervention required at that stage. Their needs are met through the planned curriculum offered to all children in the class. This is often true of children just starting school or when adjusting to a change in circumstance. These children are not on the SEND register.

My Plan for school action based interventions

Those whose need has been identified as requiring support that is additional to or different from those provided for all through the differentiated curriculum are then placed at School Action on the SEND register. An Individual Education Plan is drawn up to support their needs. (See later section on

IEP's). The parents, class teacher, teaching assistant and SENDCo are involved in the drawing up of the My Plan and appropriate targets are set to address the child's needs. The Strands of Action are used to ensure that provision is appropriate and the audit manual is used to ensure that the child is correctly placed on the register.

Typically provision at School Action is made through carefully differentiated curricular tasks or programmes in the classroom, often with small group or individual support within the classroom by a teaching assistant or the class teacher. Support may not require additional adult time but may require additional learning materials or equipment or peer support. Support at this stage may also include some planned intervention or tuition with the teaching assistant or teacher to address particular target areas on the My Plan. The main emphasis however is to support the children within the classroom so that they can access the curriculum at an appropriate level. Regular timeslots will be recorded in the teachers planning to ensure coverage of My Plan targets.

My Plan Plus

Where a child continues to be a cause for concern after several reviews at school action, or where the initial need is felt to be great then outside agencies may be contacted to give advice regarding the targets for the My Plan and assessment of the child needs. Where other agencies are informing the My Plan then the child is moved to My Plan Plus. Provision for children typically at My Plan plus is aimed at providing support that is additional to or different from that provided for the rest of the class. Support may be for longer periods of the school week, or more frequently within the school day, and may involve withdrawn help from specialists such as speech therapist. Again at our school we aim for the child to be in the classroom for as much as possible to access a broad and balanced curriculum.

Education and Health Care Plan

In the most severe and complex cases the detailed guidelines set out in the Gloucestershire Manual will be followed with regard to requesting statutory assessment. In the vast majority of cases a statement will not be necessary and the school will make provision from its own delegated resources.

My Plans

My plans are a structured planning, teaching and reviewing tool. They set out what will be taught, how it will be taught and how often additional or different activities will be provided. It is a working document accessible and understandable to all and available to all staff. They are used with all children at school action and school action plus.

The My Plans include:

- Three or four short-term SMART targets set for the child, which are extra to or different from those for most children. These targets will

relate to the key areas of communication, literacy, maths and aspects of behaviour or physical skills

- The teaching strategies to be used
- The provision put in place which is additional to or different from that generally available to most children
- When the plan first started and when it will next be reviewed
- Success criteria
- Outcomes which are recorded when the My Plan is reviewed.

My Plans are managed by the SENDCo and are reviewed constantly by the class teacher and teaching assistant, but formally evaluated once every term. Non contact time is provided for these sessions for both teachers and support staff.

Pastoral Support Plans

The PSP programme is for children at risk from exclusion , criminal activity or failure due to disaffection.

It is a school based intervention to help children and their carers manage their behaviour more effectively.

The children should have a My Plan which addresses their emotional and behavioural needs

The school will follow the Gloucestershire guidance for setting up a PSP (Gloucestershire SEND Manual Section 5 pg 72 onwards).

The PSP will be set up by the Headteacher, SENDCo, class teacher and other key staff such as TA in conjunction with other relevant parties e.g. assistant education officer, Ed psych, Social workers etc

Involvement of parents

Parents are involved at the initial assessment of SEND and in the setting of targets. Parents are invited to attend regular termly reviews and their views and suggestions are noted and used to inform the outcomes of the My Plans and to set new targets. The pupil's views are sought prior to the reviews as part of the day-to-day class work and are included in the recording of the My Plan review.

Parents are invited to parent's evenings where they can examine their children's work; meet with the class teacher and share targets for their child next steps.

Parents would also be invited to attend the setting up and reviews of PSPs. Parents are also made to feel welcome at any time to discuss concerns with class teachers.

The school actively seeks the involvement of and advice of Parents in Partnership

Access to the Curriculum

All pupils have the entitlement to a broad, balance and relevant curriculum. All pupils with SEND are taught for most of the week with their peers in the mainstream classes by their class teacher and study the curriculum

appropriate for their age, matched to their ability. All staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment
- With advice from and the support of the SENDCo teachers match the learning to the needs and abilities of the children. They use a range of strategies to develop children's knowledge, skills and understanding. Where appropriate, materials are modified or support is provided to enable children with SEND to access learning or assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to children with SEND and classroom teaching styles, methods and organisation, materials and methods to determine how these could be improved. We minimise any potentially negative impact of withdrawing children from class for support by making the session feel like a privilege and a fun activity and by ensuring that they take place near to their actual classroom, not in a separate classroom or work area that may be stigmatised. We also make sure that children withdrawn from lessons do not miss the same lesson each time by using a rota where practical. We also strive to ensure that teaching assistants work with children across the ability spectrum so that they are not seen as always working with particular children.

Access to the wider curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities. These include many sport and art clubs and the opportunity to learn to play a musical instrument. Children with SEND are encouraged to join in and benefit from these activities. For example a child with learning difficulties across the curriculum benefits greatly from attending a weekly rugby club, another child with a speech delay was encouraged to play at the football club where his confidence was greatly boosted. A boy with Perthes disease (hip) has taken part in a Dance workshop.

In a previous academic year a statemented child with a specific language processing difficulty learnt to play the guitar and another statemented girl with a rare syndrome was able to learn to play the clarinet.

Monitoring and Evaluating the Success of the Education Provided for Pupils with My Plans

The school including its Governing Body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect the governing body reports annually to the parents upon the quality of education provided for and the achievements of pupils with SEND. The school employs

a series of methods as part of it's self evaluation cycle to gather data for analysis including:

- Regular observation of teaching and learning by the Headteacher, curriculum leaders and county staff as appropriate for specific projects
- Analysis of the attainment and achievement of different groups of children with SEND and rigorous tracking of SEND pupils individually and as a group.
- Success rates with My Plan targets and children's individual / class targets
- Scrutiny of teachers planning and children's work
- The views of parents
- The views of children
- Monitoring by the governing body and subject governors
- Maintenance of assessment files and records e.g. Individual children record files, reading and spelling ages, termly assessments in Maths and English, APP files for reading, writing and maths, learning journeys
 - Regular meetings between head and teaching assistants and MDSA's

Arrangements for dealing with complaint from parents

This will accord with the procedures agreed by the governing body

Arrangements for In-service training

- SENDCo attendance at local conference annually where possible.
- SENDCo attendance at Cluster meetings where possible
- Training for teaching assistants and midday supervisors
- In school sessions led by the head/SENDCo e.g. sessions on inclusion, assessment for learning as relevant. □ Clear induction for new staff and NQT's

Links with other schools, teachers and settings

1.The Cotswold School is the main school that we send children to and the SENDCo's in both schools meet during the summer term to discuss children and pass on records and allow the SENDCO to meet with specific children as needed.

2.Battledown Assessment Centre and Coln House Outreach- Stow School has a history of links with special schools and has worked with them to successfully integrate children into mainstream classes. We have also worked alongside their staff for training in areas such as Makaton signing in previous years for a specific child.

3.The school has regular links and supportive, positive relationships with SENSS, Educational Psychology Service, School Nurse, Health Visitor,

SHAPE advisors, Education Welfare Officer, Traveller Education and the Reintegration Service for and advice regarding individual children 4. The school has links with Gloucestershire Social Services and the Virtual School regarding looked after and vulnerable children in our school.

5. The school is at the leading edge of the local Extended Services Steering group and hosts monthly Core group multi agency meetings to address CAFs.

6. The school has improved links with preschool settings in the area and staff visit these settings and our own on site nursery and children's centre as part of the transition procedures for reception children.

The Role Played by parents

In accordance with the SEND Code of practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Information from the Parent Partnership Service and local courses are regularly displayed in the school notice boards and sent home with the children. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education,
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision, including that from the Parent Partnership Service.

Useful Acronyms mentioned in this policy

SEND	Special Educational Needs
LA	Local Authority
SENDCo	Special Educational Needs Coordinator
EPS	Educational Psychology Service
PSP	Pastoral Support Plan
TA	Teaching Assistant
EASI	Early Screening and Intervention pack
BESD	Behavioural Emotional and Social Development
APPs	Assessing Pupil Progress
SHAPE	Safe, Healthy, Access to services , Parenting support , Economic wellbeing (taken from the five outcomes for children- ECM)
ECM	Every Child Matters
CAF	Common Assessment Framework