

## Sir John Offley CE (VC) Primary School

### SEND Policy

'Everyone matters, every day counts'

Sir John Offley CE (VC) Primary School promotes the highest standards to which all learners can aspire. This policy outlines how school meets the duties and obligations to provide high quality education for all children including children with special educational needs and/or disabilities.

#### **The principles and aims of inclusion for SEND learners at Sir John Offley CE (VC) Primary School:**

The school intends to work with Staffordshire Local Authority and within the following principles, which underpin this policy

- the involvement of children and parents in decision making
- the identification of the child's needs
- collaboration between school/educators, health and social care services to provide support
- high quality provision to meet the needs of children with SEN
- greater choice and control for children and parents over their support
- successful preparation for transition

#### **Legal framework:**

This policy will have due regard to legislation, including, but not limited to

- Children and Families Act 2014 (and related regulation)
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0 - 25 years
- Supporting children with medical conditions
- Working Together to Safeguard Children

#### **Definitions:**

The law states that a child has a special educational need and/or disability if he/she has a

- significantly greater difficulty in learning than the majority of others of the same age

- a disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school

**Admissions:**

Sir John Offley CE (VC) Primary School will ensure that it meets its duties under the Schools Admissions Code of Practice by:

- not refusing admission for a child that has named the school in their Education Healthcare Plan
- adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an Educational Healthcare Plan
- considering applications from children who have a Special Educational Needs and/or Disability but do not have an Educational Healthcare Plan
- not refusing admission for a child who has Special Educational Needs and/or Disability but does not have an Educational Healthcare Plan because the school does not feel able to cater for those needs
- not refusing admission for a child on the grounds that they do not have an Educational Healthcare Plan

**Areas of Special Educational Need:**

Sir John Offley CE (VC) Primary School will make provision for children with the following four kinds of need:

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

To identify children with Special Educational Needs and/or Disability, Sir John Offley CE (VC) Primary School will:

Assess each child's current skills and levels of attainment on entry

Make regular assessments of the child to ensure that the interventions -

- Ensure that the child's progress is similar to that of their peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Diminish the attainment difference between the child and their peers

- Prevents the attainment difference growing wider

Sir John Offley CE (VC) Primary School will provide extra support to children falling behind or making inadequate progress given their age and starting point.

Sir John Offley CE (VC) Primary School will assess whether a child has significant learning difficulty, where a child continues to make inadequate progress, despite high quality teaching targeted at their weaknesses.

### **Meeting the needs of learners identified with a Special Educational Need and/or Disability at Sir John Offley CE (VC) Primary School:**

#### **A Graduated Approach**

Sir John Offley CE (VC) Primary School will, once a child with the potential for SEND has been identified, employ the graduated approach to meet the child's needs including:

- Establishing a clear assessment of the child's needs
- Planning with the child's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- Implementing the interventions with support from the SENCO
- Reviewing the effectiveness of the interventions and making any necessary revisions

### **School Support**

The interventions can be implemented through School support where a child:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness
- Shows signs of difficulty in developing English or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not changed by the positive behaviour management techniques used in school
- 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

### **School Support Plus**

The relevant teacher or SENCO, in consultation with parents, will discuss seeking advice from external support services if a child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing English and mathematical skills
- Has behaviour or emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management plan
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

**Assessment:**

Sir John Offley CE (VC) Primary School will, in consultation with the child's parents, request a statutory assessment of SEND where the child's needs cannot be met through the resources normally available in school.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within six weeks of receipt.

If the decision is taken not to issue an Educational Healthcare Plan, the school will consider and implement the recommendations of feedback from the local authority regarding how the child's outcomes can be met through the school's existing provision.

**Education Healthcare Plans:**

Sir John Offley CE (VC) Primary School will meet its duty to respond to the local authority within fifteen days, if it is named in a child's Education Healthcare Plan.

The school will admit any child that names Sir John Offley CE (VC) Primary School in an Education Healthcare Plan.

Sir John Offley CE (VC) Primary School will ensure that all those teaching or working with a child named in an Education Healthcare Plan,

are aware of the child's needs and that arrangements are in place to meet them.

The school will request a re-assessment of an Education Healthcare Plan at least six months following an initial assessment if a child's need significantly change.

### **Reviewing an Education Healthcare Plan**

Sir John Offley CE (VC) Primary School will:

- Ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested
- Ensure that sufficient arrangements are put in place at school to host the meeting
- Seek advice and information about the child prior to the annual review meeting from all parties involved
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review
- Co-operate with the local authority during annual reviews
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting
- Ensure that a review of a child's Educational Healthcare Plan is undertaken at least seven months before transfer to another phase of education

### **Special Education Need and/or Disability Tribunal:**

Sir John Offley CE (VC) Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

### **Named Governor:**

The governor who has responsibility for SEND is Mr B Panter

### **The Governing Body has a responsibility to:**

Fully engage parents and/or children with SEND when drawing up policies that affect them

Identify, assess and make SEND provision for all children with SEND whether or not they have an Education Healthcare Plan

Designate a member of staff - SENCO

Appoint a designated teacher for 'looked after' children - Miss S Ward

- Make reasonable adjustments for pupils with disabilities to eliminate any substantial disadvantage because of their disability
- Publish information on the School SEND Policy

- Publish annual information about the arrangements for the pupils with disabilities
- Publish accessibility plans reviewed every three years
- Develop complaints procedures and with details about how to appeal to the SEND Tribunal

**The SENCO Leader for Sir John Offley CE (VC) Primary School is Miss E Shuker**

**The SENCO Leader must:**

- Be a qualified teacher
- Collaborate with the Governing Body to determine the strategic development of SEND provision
- Work with the school Governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Undertake day to day responsibility for the operation of SEND policy
- Co-ordinate the specific provision made to support individual children with SEND, including those who have Education Healthcare Plans
- Liaise with the designated teacher where a looked after child has SEND
- Advise on a graduated approach to providing SEND support and provide guidance to colleagues
- Advise on resources to meet a child's needs effectively
- Liaise with parents of children with SEND
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies and be a key point of contact

**Liaise with future providers for smooth transitions**

- Ensure that children with SEND take part in activities of school as far as possible
- Ensure that records of all pupils with SEND are up to date
- Keep parents informed and involve children and parents in decision making using clear understandable language stating their strengths

and capacities and discussing what outcomes they are seeking for the future

**Class Teachers must:**

- Plan and review support for their children with SEND on a graduated basis, in collaboration with parents, Inclusion, SENCO and where appropriate the child
- Set high expectations for every child and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set ambitious targets
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every child achieving

**Continuous Professional Development to ensure that all staff support inclusion of SEND children at Sir John Offley CE (VC) Primary School:**

- Regular training for SENCO & Link Governor
- In service training for all staff, especially those new to the school
- Involvement in partnership meetings

**Evaluating current provision for learners identified with SEND at Sir John Offley CE (VC) Primary School:**

Learner achievement will be monitored and evaluated, initially by the class teacher and supporting adults but also in collaboration with the child, parents, SENCO and the Senior Leadership Team.

**Monitoring and assessment will be ongoing as part of the whole school plan and timetable. This will involve:**

- Regular observations of learning and teaching
- Random learning walks will evaluate the quality of the learning environment in relation to helping the child with prompts etc
- Planning trawls to monitor provision of 'Quality of Teaching' through personalised differentiation
- Work trawls will be used to cross reference provision with ambitious targets and high expectations
- Learner conference to illicit the view of the learner

All monitoring will be recorded in writing so that the quality provision can be evaluated. Data gathered will be analysed and evaluated, in relation to achievement and progress, to be used to set new targets or to plan interventions. Parents/Carers are informed of progress.

### **Involving pupils and parents in decision making:**

Effective planning should help parents and children with SEND to express their wishes and goals and should focus on the child as an individual, not their SEND label

- Clear language used
- Highlight strengths and capacities
- All should be able to say what they have done and what they are interested in and what outcomes they seek in the future
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach

### **Review:**

This policy will be reviewed annually by the SENCO, Headteacher and Link Governor.

The Governors and Staff at Sir John Offley CE (VC) Primary School are committed to providing the full range of opportunities for all learners, regardless of gender, disability, ethnicity, social, cultural or religious background. All learners have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

- Policy Agreed By: \_\_\_\_\_ Chair of Governors
- Signed By: \_\_\_\_\_ Head teacher
- Date: March 2017
- Review Date: March 2019
- Sir John Offley CE (VC) Primary school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.