

# GRIFFE FIELD PRIMARY SCHOOL

## SEND POLICY – 2015-16

**At Griffe Field Primary School we are exceptionally proud of our children and value the abilities and achievements of all of our pupils. We are confident that we provide a vibrant and stimulating learning environment that meets the needs of all our pupils.**

**We want all of our pupils to experience success in everything that they do and are fully committed to providing each pupil with the best possible learning environment for them to maximise their full potential.**

### **THE SEND AIMS OF THE SCHOOL**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to
- To work towards inclusion in partnership with other agencies
- To achieve a level of staff expertise to meet pupil need
- To value parental support and involvement and aim to ensure that parents are kept fully informed of their child's progress and attainment.

The aims of Griffe Field Primary School are guided by the Special Educational Needs and Disability Code of Practice 0-25 and link with those values derived from the local Education Authority.

### **HOW ARE SPECIAL EDUCATIONAL NEEDS DEFINED?**

**Definitions of special education needs taken from section 20 of the Children and Families Act 2014.**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

**A child has learning difficulties 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 the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority

**Special education provision means:**

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Griffe Field Primary School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

<b>Four Areas of Need</b>
<b>Communication and Interaction</b> - in expressing themselves or understanding what others are saying
<b>Cognition and Learning</b> - in acquiring basic skills in school
<b>Social and Emotional Mental Health</b> - making friends or relating to adults or behaving properly in school
<b>Sensory and/or Physical</b> - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

### **ADMISSIONS**

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

In common with other maintained schools, the Local Authority (Derby City Council) administers admissions into the school.

### **INCLUSION**

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### **IDENTIFICATION**

At Griffie Field Primary School we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

#### **Early Identification**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.

- Foundation Stage profile scores and their progress against the criteria contained in the 'Ages and Stages' documentation
- Their performance in National Curriculum subjects judged against assessment requirements.
- Pupil progress in relation to the National Curriculum objectives in English and Maths
- Outside Agencies - advise may be sought if needed to make more accurate assessments

### **Assessments**

Assessments made will be through:

- Observations
- Records from feeder schools, etc.
- Information from parents
- Foundation stage assessments
- Foundation stage profiles
- Target setting
- Pupil tracking

### **CODE OF PRACTICE GRADUATED RESPONSE**

The school adopts the levels of intervention as described in the SEND Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

### **SEND MONITOR**

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.

#### **Quality First Teaching**

- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENDCO should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

### **SEND SUPPORT**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

## **Assess**

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

## **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Target Planning and Reviewing document which will be shared with staff, parents and the pupil.

Provision maps provide an overview of the interventions and support in each year group. Some pupils may require a Personal Learning Plan (PLP). These contain information on:

- Short term (S.M.A.R.T.) targets for learning
- Teaching strategies
- Provision made
- Date for review
- Reviews of objectives
- How parents can help at home
- Parent signatures
- Child views

## **Do**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCo will support with further assessment of the pupils strengths and areas of need.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

## **REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHC Plan)**

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, Care panel.

Further information about EHC Plans can be found via the Derby City Website

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

### **Education, Health and Care Plans**

- a) Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an ECH Plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

### **ARRANGEMENTS FOR PROVIDING ACCESS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS TO A BALANCED AND BROADLY BASED CURRICULUM (INCLUDING THE NATIONAL CURRICULUM)**

All pupils in school study a full range of subjects, including the Foundation Stage Curriculum and the National Curriculum. All teachers recognise their responsibility to provide access to the curriculum for all pupils in their class.

The school planning policy stresses the importance of planning for assessment and differentiation at both the medium and short term stages (see Planning Guidelines). We aim to provide work which is matched and therefore accessible to the broad range of pupils we teach.

The support provided by teaching assistants, Specialist Advisory Teachers, SENDCO and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.

Differentiation will be provided in a range of ways, dependent upon which is most appropriate, and will include; differentiation by outcome, by task, by ability grouping, by the level of teacher support, by the level of expectation, by the allocation of appropriate resources etc.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

## **PARTNERSHIP WITH PARENTS**

Griffe Field Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- discussing and agreeing targets for the child
- making parents and carers aware of the Parent Partnership services.

## **SPECIALIST PROVISION**

Our SEND policy reinforces the need for teaching that is fully inclusive.

Although we have no specialist unit, provision or additional resources for pupils with specific difficulties, Griffe Field Primary is an inclusive school. Our modern surroundings have provisions and features in their design which are accessible to children with special needs e.g. wide corridors, disabled toilet.

## **FACILITIES AND EQUIPMENT**

Being a modern school the buildings, access and facilities are of a very high standard. The Special Educational Needs Co-ordinator, produces an Action Plan on a yearly basis. This will set out and prioritise needs, in terms of development of training, equipment and provision. The school has regard to the Disability Discrimination Act.

## **ALLOCATION OF RESOURCES**

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils, within budget constraints. Our School Improvement Plan defines our aims for

professional development and training. At other times, special educational needs training is undertaken in relation to management issues such as, all ability teaching in different subject areas or in relation to individual development needs.

Allocation of additional classroom support is made following needs analysis discussions between the Senior Leadership Team, the Governors and the LA.

### **EVALUATING THE SUCCESS OF OUR SEND POLICY**

The SEND Governor will meet at least annually with the SENDCO and the governor will report annually on the success of the policy against the specific objectives which are given under 'The SEND Aims of the School' at the beginning of this policy. The school adopts the Revise, Revisit, Refine and Refresh approach to ensure that the school is successfully meeting the needs of SEND pupils and parents, as well as suitable training and supporting staff.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed (Provision maps and PLPs)
- Use of standardised tests – SATs, Foundation profile scores
- School tracking systems
- Pupil self-esteem and motivation
- Pupils involved in monitoring and reviewing own targets (age and ability appropriate)
- Involvement and satisfaction of parents
- Referrals of children needing outside help carried out efficiently
- Efficient use of resources
- Teaching and learning differentiated reflecting the SEND provision
- Staff confidence in meeting special needs.

### **COMPLAINTS PROCEDURE**

Parents are encouraged to discuss any problems or concerns they may have with school. These should be raised initially with the pupil's class teacher as most problems can be resolved in this way, but if this does not happen, parents may raise concerns with the SENDCO and/or the Headteacher. If necessary parents may complain to the Governors and, if they are still dissatisfied, may take their complaint to the LA. The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

### **LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils. Derby City Councils Local Offer webpage is a good source of support and information about services locally that can be very helpful to families it will signpost you to other useful agencies and services.

[www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

<https://sip.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/independent-support-local-offer.pdf>

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language Therapists
- Physiotherapists
- Occupational therapists

## **STePS TEAM**

- Hearing impairment services
- Visual impairment services
- Physical impairment services
- ASD specialist teachers
- Health Team/School Nurse

In addition, links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Services
- SENDCOs in other Derby schools

### **The SEND team of the school is:**

HEADTEACHER Mrs Emma Mitchell  
SEND Coordinator (SENDCO) Mrs Kath Wheatley  
SEND Governor Mr Dave Yazdani

### **SEND POLICY REVIEW**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice as identified in the School Improvement Plan.

This policy was written on: 20<sup>th</sup> January 2016

Review date: **January 2016**