Colville Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

June 2024

Special Educational Needs and Disability (SEND) Policy

1 Introduction

1.1 This policy has been informed by the Code of Practice published June 2014.

1.2 In Colville School, we are determined to meet the needs of all our pupils through a broad and balanced curriculum. The Early Years Foundation Stage guidelines and the National Curriculum are our starting points for planning, that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the children's diverse learning needs.
At any time during their school career children may experience barriers to their learning and progress, or Special Educational Needs, which mean they need extra support and provision from the school or from external agencies, to help them to achieve.

1.3 **Teachers take account of the needs of all their children and make provision, where necessary, to support individuals or groups of children, enabling them to participate effectively in curriculum and assessment activities. At times children may need additional or different help and resources from that given to other children of the same age.**

1.4 **Children may have special educational needs either throughout their school life or at any time during their school career. For some children those needs may be complex and on-going, for others they may be short-term and respond promptly to interventions and support.**
We aim to ensure that curriculum planning and assessment for all children takes account of the type and extent of any difficulties experienced by individual children at a particular time in their schooling.

2 Aims and objectives

2.1 **The aims of this policy are:**

- **to create an environment that meets the educational needs of each child, in order to raise achievement for all children;**
- **to create an inclusive environment, where children with special educational needs and disabilities are taught alongside their peers and are encouraged to make the best possible progress in all areas of school life;**
- **to ensure that the special educational needs of children are identified, assessed and provided for at the earliest possible stage;**
- **to make clear the expectations of all partners in the process;**
- **to identify the roles and responsibilities of staff in providing for children's special educational needs;**
- **to enable all children to have full access to all elements of the school curriculum;**

- **to ensure that parents are able to have a genuine partnership and communication in supporting their child's education;**
- **to ensure that our children have a voice in this process;**
- **to encourage all pupils to become independent learners and take responsibility within school;**
- **Everyone in the school community, Governors, staff, pupils and parents, has an active and positive part to play in achieving these aims.**
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3 Educational inclusion

3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- **have different educational and behavioural needs and aspirations;**
- **require different strategies for learning;**
- **acquire, assimilate and communicate information at different rates;**
- **need a range of different teaching approaches and experiences.**

3.2 **Teachers respond to children's needs by:**

- **providing support for children who need help with communication, language and cognition and learning;**
- **planning to develop children's understanding through the use of all available senses and through providing a variety of experiences;**
- **planning for children's full participation in learning, in physical and practical activities;**
- **helping children to manage their behaviour and to take part in learning effectively and safely;**
- **helping individuals to manage their emotions, particularly related to trauma or stress, and to take an active part in their learning.**

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- **they have significantly greater difficulty in learning than the majority of children of the same age;**
- **they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;**
- **they are under school age and fall within the definitions above.**

4.2 Many of the children who join our school have already attended an early education setting. In some cases children join us, with their needs already assessed. All our children, however, are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may have a learning difficulty or has gaps in their knowledge and learning, we use a graduated response, employing a range of strategies that make full use of all available classroom and school resources, including TA time and ICT. Where this level of support is over and above what would normally be available to all children within a differentiated curriculum, the child will be included on our Special Needs list. Here the children's difficulties are recorded according to their area of need, which may be Communication and Interaction, Cognition and learning, Social, Emotional and Mental Health difficulties, or Sensory and Physical Needs. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs & Disabilities Co-ordinator (SENDCO), will become involved at this point and will offer support to the class teacher and to the parents as necessary.

4.4 We will record the strategies used to support the child on a school Provision Map and short-term targets will be set, which may be recorded on an ASP (Additional Support Plan). The ASP will also show ideas for teaching strategies to be used and will indicate the hoped-for outcomes and the date for the plan to be reviewed. It will be shared with the parents and ways discussed, in which parents can also support their child and the school at home. ASPs and their targets should be reviewed regularly with parental involvement. In most cases this review will take place at least termly, or more frequently if deemed appropriate.

4.5 If, either at the ASP review or following class assessments, it is felt that support is needed from outside services, such as the Speech & Language Therapy Services (SALT), Educational Psychology, or Specialist Teaching Team, we will consult parents prior to any support being requested. This may lead to a consultation with a professional from outside services and to the implementation of additional or different strategies. Outside agencies will provide feed-back on their findings, which will usually be in the form of a written report, which will be shared with the parents. Information provided by external support services may also be used to support the ASP and any new interventions will be recorded on the pupil's Provision Map. The new strategies within the ASP will, wherever possible, be implemented in the child's normal classroom setting or in small group interventions. Occasionally they may entail a brief period of one to one work.

4.6 If the child continues to demonstrate significant cause for concern, a request for statutory assessment of the child's educational, health and care needs may be made to the LEA. A range of written evidence about

the child provided by the adults and agencies, who have been involved with the child, including the parents, will be assimilated to support the request. If, after consultation at panel, it is agreed that the child's needs are significant, complex and long-term an Education, Health and Care Plan (EHCP) will be drawn up, which will outline the nature of the child's difficulties and the type of provision, which is necessary to enable the child to progress to the best of their ability. The EHC Plan will remain in force until the child reaches age 25 years, unless it is deemed no longer to be necessary at any stage in the future. External support agencies may be specifically named on the plan, where their on-going intervention will be needed.

4.7 SENDCO

In our school the SENDCO:

- **manages the day-to-day operation of the policy;**
- **co-ordinates the provision for and manages the responses to children's special needs;**
- **supports and advises colleagues;**
- **oversees the records of all children with special educational needs;**
- **draws up a Provision Map for the whole school by referring to tracking grids for achievement in literacy and numeracy, additional support groups within school intervention programmes and discussions with class teachers.**
- **acts as the link with parents;**
- **acts as link with external agencies and other support agencies;**
- **monitors and evaluates the special educational needs provision and reports to the governing body;**
- **manages a range of resources, human and material, to enable appropriate provision for children with special educational needs, including the timetabling of TA led groups e.g. phonics groups, numeracy support groups, Nurture Groups, Social Communication Groups;**
- **contributes to the professional development of all staff;**
- **has designated time for planning and co-ordination;**
- **is a member of the Senior Management Team;**
- **meets regularly with teachers to discuss the needs of all their children.**
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- **5 Mental health and well-being**
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- **5.1 At our school we aim to promote positive mental health for all of our pupils. We pursue this aim through both universal, whole school approaches and specialised, targeted approaches aimed at specific pupils when necessary.**
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- **5.2 As a school we acknowledge that any of our pupils can suffer from mental health and well-being issues at one time or another throughout their school life. In addition we are aware that the**

mental health issues of a parent or carer can impact greatly on the well-being of the child.

- **5.3 The leadership team of Colville School aims to:**
- **promote positive mental health in all pupils**
- **increase understanding and awareness of common mental health issues**
- **alert school staff to early warning signs of mental ill health**
- **provide support to staff working with young people and families with mental health issues**
- **provide support to pupils suffering mental ill health and their peers and parents**
- **5.4 Whole school approaches may include:**
- **teaching skills, knowledge and understanding needed by pupils to keep themselves and others physically and mentally safe through the PSHE curriculum**
- **providing peer support for children experiencing difficulties, particularly with friendship issues**
- **involvement in interventions such as Nurture group, Social Communication Skills groups to promote positive social interaction and provide a safe place for sharing news and concerns**
- **promotion of extra-curricular activities aimed at boosting self-esteem both in school and within the local community**
- **ensuring children have access to named adults who are available to them for listening and supporting as needed.**
- **5.5 Targeted approaches may include:**
- **signposting to outside services and activities**
- **referral to outside agencies such Child and Adult Mental Health Services**
- **referral for counselling services for children and adults**
- **family worker involvement with children and their families**
- **SENDCo support for children and their families**
- **involvement of Specialist SEND services**
- **sharing of information about available services/ groups with relevant families**
- **5.6 Training and sharing of good practice**
- **Staff will receive regular training on recognising and responding to mental health issues in order to enable them to keep children safe. Examples of good practice will be shared. Training opportunities for staff who require more in depth knowledge will be considered as**

part of continuing professional development. Specific training may be provided in response to developing situations as they arise.

- Staff directly involved with specific issues will be provided with opportunities for mentoring and sharing of concerns on a regular basis.
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6 The role of the governing body

6.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

6.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

6.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher Mr Andrew Hastings. The Headteacher ensures that all those who teach a pupil with an Education and Health Care Plan are aware of the nature of the plan and the obligations laid out within.

6.4 The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel, and where appropriate, receive training.

7 Allocation of resources

7.1 **The SENDCO is responsible for an agreed budget for general resources for special needs provision within the school.**

7.2 **The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.**

7.3 **The Headteacher and the SENDCO meet at least annually to agree on how to use funds directly related to special needs provision and work together to agree TA provision and deployment for the forthcoming year.**

8 Assessment

8.1 **The progress of all children is monitored through the use of data and ongoing teacher assessment throughout the year. This is discussed at Pupil Progress Meetings between the Class teacher and Headteacher and between the Class Teacher and SENDCO at least termly. This information is shared with the**

Senior Management Team at their meetings, in order that appropriate provision across the school can be discussed and implemented.

8.2 **Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.**

8.3 **The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.**

8.4 **The SENDCO works closely with parents and teachers to plan an appropriate programme of support.**

8.5 **The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.**

8.6 **The LEA seeks a range of advice before considering the implementation of an Education, Health and Care Plan. The needs of the child are considered to be paramount in this.**

9 Access to the curriculum

9.1 **All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:**

- **understand the relevance and purpose of learning activities;**
- **experience levels of understanding and rates of progress that bring feelings of success and achievement.**
- **access individual programmes within the schemes of work.**

9.2 **Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.**

9.3 **Additional Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Most children identified as having Special Needs will have an ASP with targets which should be reviewed at least termly.**

9.4 All parents and children will be involved in the planning and reviewing of termly ASP targets. All parents are invited to sign their child's ASP as evidence of discussion and are provided with a copy.

9.5 Any interventions and their effectiveness will be monitored and recorded. This will be shared with parents at Parents' Evenings and at review meetings.

9.6 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children remain in the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

10 Partnership with parents

10.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

10.2 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

10.3 We have regular meetings each term to share the progress of special needs children with their parents. We consult the parents prior to requesting any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

11 Pupil participation

11.1 In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

11.2 Children are involved at an appropriate level in setting targets in their ASPs and in the termly ASP review meetings. Children are encouraged to make judgements about their own performance against their ASP targets. We recognise success here as we do in any other aspect of school life.

12 Monitoring and evaluation

12.1 **The SENDCO monitors the movement of children within the SEN system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.**

12.2 **The SENDCO is involved in supporting teachers involved in drawing up Additional Support Plans for children. The SENDCO and the head teacher hold regular meetings to review the work of the school in**

this area. The SENDCO and the named governor with responsibility for special needs also hold meetings as required.

12.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The curriculum committee reports the outcome of the review to the full governing body.

13 Complaints

13.1 If parents have any complaints about the special educational provision for their child, or about the special educational needs provision generally, they should first speak to the Head Teacher and this does not resolve the issue, they should follow the school complaints procedure as set out in the relevant policy.