

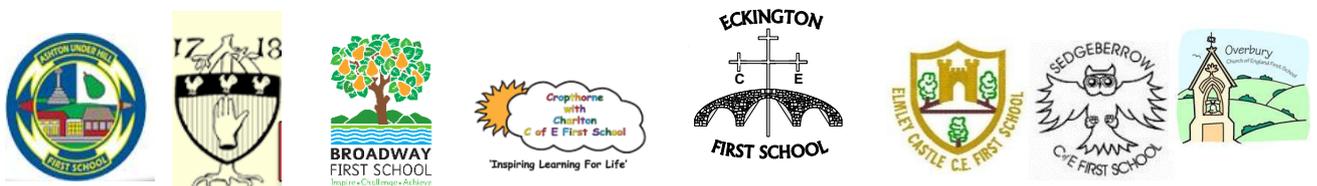


SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY (SEND)

Policy Reference	<ul style="list-style-type: none"> • AUH 603
Cycle of Review	<ul style="list-style-type: none"> • Annual as per timetable
Made Available to	<ul style="list-style-type: none"> • All via School website
Policy in Brief: “In a Nutshell”	<ul style="list-style-type: none"> • Our SEND Policy has been produced in consultation with schools in our cluster and then modified to suit our individual school. • Please also refer to our School Information Report for learners with Special Educational Needs and Disabilities and to our Whole School Provision Map, both available on our website • The 2014 Code of Practice says that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. • In brief, we aim to: <ul style="list-style-type: none"> • To work in partnership with children and their families and outside agencies at every stage of the SEND process • To create an environment that meets the special educational needs of each child • To make clear the expectations of all partners in the process • To enable all children to have full access to all elements of the school curriculum • To ensure that every child experiences success in their learning and achieves to the highest possible standard

Ashton under Hill First School
Policy for Special Educational Needs and Disabilities (SEND)
2016-17

Written in Partnership with the Bredon Moles Cluster of First Schools



Welcome to our SEND Policy. All governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This information is updated annually.

At the Bredon Moles Cluster First Schools we value all members of our school community. Our SEND Policy has been produced in consultation with 8 of the 9 schools in our cluster and then modified to suit our individual school.

Special Educational Needs and Disabilities Coordinator: Mrs Alison Peacey, Headteacher, assisted by Mrs Juliet Shiels, Teaching Assistant and Member of School Governing Body

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Introduction

Children are considered to have special educational needs and disabilities if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv)

In this policy we detail how we aim to make provision for all such children at Ashton under Hill First School

Aims and Objectives

- To work in partnership with children and their families and outside agencies at every stage of the SEND process
- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- 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 every child experiences success in their learning and achieves to the highest possible standard

Educational Inclusion

We respect the fact that children:

- have different educational, physical, emotional and mental health 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.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and 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 trauma or stress, and to take part in learning.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher or outside agencies;
- using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENDCO, who co-ordinates SEND within the school. The SENDCO in turn keeps the Governing Body fully aware of SEND issues as necessary. In this school the appointed SENDCO is Mrs Alison Peacey supported by Mrs Juliet Shiels

The Special Educational Needs Coordinator (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 teachers and support staff;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs and disabilities;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with external agencies and other support agencies;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs and disabilities.
- Keeps up to date with relevant changes to Government legislation, policies and practice.

The Role of the Governing Body

Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs or disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has decided that children with

special educational needs and disabilities will be admitted to the school in line with the County agreed admissions policy.

Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs (note: these are gradually being changed over to Education and Health Care Plans).

Assessment

Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices.

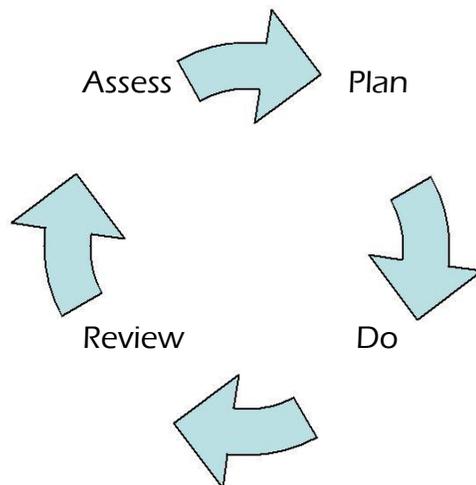
The SENDCO works closely with parents and staff to plan an appropriate programme of intervention and support.

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.

The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.



The school uses the following graduated approach to respond to children's special educational needs:

1. Placing children on our Monitoring list.

Where a pupils' attainment or progress is a cause for concern teachers will share their concern with the child's parents and the SENDCO. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

2. Placing children on the school's Intervention Programme

Where there is concern that quality first teaching is not enough to support their needs, there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required, specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored.

3. Placing children on the school's SEND register

If, despite receiving differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area 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 met by the behavioural management techniques usually employed in the 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;

there is often the need for greater involvement of external agencies e.g Autism Outreach, Educational Psychologists.

Pupils will probably need a more individual intervention programme and these will be recorded on an Individual Educational Plan (IEP) and the child will be placed on the SEND register in consultation with parents/carers. An overview of this provision is then maintained on an Individual Provision Map whilst the child is on the SEND register.

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Individual Education Plan (IEP) and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress and the school will seek advice from the appropriate agencies.

The SENDCO, school staff, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in working with the child directly. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

4. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are severe and complex and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

Partnership with parents

Our *School Information Report* can be found on the school website www.ashtonfirst.worcs.sch.uk. A named governor takes a special interest in special needs and disabilities and is willing to talk to parents. The SEND Governor for our school is Mrs Rosemary Halliday

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We consider the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share progress with children and their parents/carers. We inform the parents of 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 and disabilities.

Concerns

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Monitoring and evaluation

- The SENDCO monitors the movement of children within the SEND system in school.
- The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENDCO is involved in supporting teachers involved in drawing up the School Provision Map and Individual Education Plans (IEPs) for children.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.

SENDCO: Mrs Alison Peacey, Headteacher, Assisted by Mrs Juliet Shiels who is also a member of the School Governing Body