

# Sir John Offley CE (VC) Primary School

## SEND policy

'With God all things are possible.'



## Key Details

Date written/updated: April 2024

Date of next review: April 2025

This policy will be reviewed at least annually. It will also be revised following any concerns and/or updates to national and local guidance or procedures.

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.

## **Introduction**

At Sir John Offley, our mission is to ensure that all pupils are entitled to a broad, balanced and ambitious curriculum, allowing every child to achieve their potential. We provide a secure and nurturing environment which allows children to develop the interdependence and confidence to face new challenges positively. We encourage children to become independent life-long learners by developing intellectual curiosity, a thirst for discovery and achievement, a sense of understanding and compassion for others and the courage to act on their beliefs. We strive to create a diverse community that fosters mutual respect and social responsibility, enhanced by a strong partnership between home and school.

## **Objectives**

The purpose of this policy document is to:-

- Clearly define the precise meaning of the term Special Needs with reference to the pupils of Sir John Offley Primary School, the Cities guidelines and the DfES regulators.
- Confirm the procedures to be adopted in establishing the recognition of those needs.
- Confirm the provision available to staff and pupils to address these needs.

Policy development The policy was devised and developed by all members of staff with added information drawn from the New DfES Code of Practice (2014) and knowledge gained from co-ordinators' special needs training.

## **Principles**

- A child with special education needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

## **Aims**

The aims of the special needs provision at Sir John Offley Primary School are:-

- To enable pupils to reach an appropriate level of cross-curricular Reading and Spelling commensurate with their ability, but not necessarily their chronological age.
- To support pupils with greater difficulty in learning than the majority of children of that year group
- To define the need as early as possible in the pupil's schooling and as soon as the need becomes evident
- To address the individual needs of children with specific learning difficulties through a structured and well-defined system.

## **The Role of the Special Educational Needs Disability Co-ordinator**

- Children may enter school with a SEND and the parents are invited to discuss their child's needs with the SENDCO.

- Teaching staff identify children with SEND and discuss their concerns with the SENDCO and parents.
- The SENDCO is there to advise and support teaching staff and parents with the necessary support.
- The SENDCO works and seeks advice from external support partners
- The SENDCO monitors, evaluates and reviews SEND practice in school.

### **Management**

The school proposes to demonstrate the effective implementation of the policy by ensuring that:

- The staff successfully operate a target and review system
- The children are more confidently making progress towards their potential
- There is good liaison between the Head teacher, staff, parents and the SENDCO
- Advice from outside agencies is being used with effect
- Classroom assistant support is working effectively
- SEND practice to be monitored by Head teacher and SENDCO

### **Admission**

- Children will be admitted to the Nursery and the School without reference to ability or aptitude.
- Where applications for admission exceed the number of places available, the LEA Admissions criteria will be applied.

### **Specialisms**

Sir John Offley Primary School has no stairs and one disabled toilet.

- The Governors and staff welcome all children and parents into school and are prepared to work with all agencies to allow access to the National Curriculum.
- The Governors and Staff will work as effectively as possible to assist all children educated at Sir John Offley Primary School.

### **Allocation of resources to and among SEND pupils**

- Specialist equipment, assessments, books, schemes and programmes of study including ICT are available to the whole staff.
- A class provision map allocates time for children receiving additional 'school support' either individually or small intervention groups.
- A teaching assistant's time is used to support children with special educational needs for structured interventions or classroom support.
- Head teacher and Governors ensure that funds available through the school budget are used effectively providing staff support for SEND pupils and specialised equipment.
- Where 'Education, Health and Care (EHC) Plans are provided, the designated funds are allocated by the Head teacher and Governors appropriately for the specified needs of the children.
- Every child on the SEND register will have their own Support Plan to advise all staff of their needs Identification of those children with SEND

- All children may at some stage of their schooling develop a special need that should be addressed. This may often be dealt with within the context of the normal day to day curriculum delivery by the class teacher and support staff.
- A child will be considered to have a special educational need which needs additional recognition and provision if she/he:
  - Has a significantly greater difficulty in learning than the majority of children in that particular year
  - Has a disability which either prevents or hinders the child from making use of the educational facilities of a kind provided for the children of the same age
  - Displays a mismatch between general intellectual skills and literacy and numeracy skills
  - Has a social, emotional or mental health difficulty which may or may not affect his/her academic progress.

Identification Initial concerns recognised by the class teacher will be addressed in the first instance in class by the class teacher. He/she will liaise with the SENDCO to discuss suitable targets and add the child's name to the provision map and provide them with a monitoring Support Plan. The class teacher will discuss the concern with parents or guardians. If concerns continue and outside agencies are involved, the child will be entered onto the Special Educational Needs Register under a SEND (K) area of concern. They will also receive a Support Plan which will be annotated with suggestions from the external agencies.

### **Assessment**

All children are assessed in both reading and mathematics with a standardised score. All areas of learning are assessed against the new curriculum programmes of study. Assessment may be requested from other professional bodies e.g. Educational Psychologist, School Medical Service, SENIS. Children found to be below the level expected are set SMART (Small Measurable Achievable Relevant Timed) targets. Diagnostic tests may be given to highlight areas where additional support is needed. All assessments are age appropriate.

### **Monitoring and Review**

- Children are challenged/activities of work towards set targets. They are monitored by class teachers and in reinforcement groups on a day-to-day basis.
- The review of targets for children on the SEND register or monitoring children usually takes place termly. New targets are set by the class teacher with the child, where appropriate, in conjunction with the SENDCO.
- Targets on the Support Plans of children identified as having a SEND area of need or an EHC plan will usually be reviewed termly. They will also be reviewed on the advice of outside agencies and following an annual review of an EHC plan.
- The provision map is drawn up by the SENDCO and Head teacher after liaison with the class teacher.
- The child's Support Plan is drawn up by the class teacher in liaison with SENDCO, outside agencies, parents/guardians and, where appropriate, the child.

- Reasonable adjustment plans are reviewed annually or revised as needed.

### **School based support**

A support plan with appropriate SMART targets will be drawn up by the class teacher in discussion with the SENDCO. The parents and, where appropriate, the child will be invited to be involved in the development of the targets. The targets will be reviewed half termly.

A reasonable adjustment plan with recommended adjustments from external agencies e.g. optician, audiologist, Educational Psychologist maybe drawn up for children with a diagnosis e.g. visually impairment, autism where there is no target to achieve but there is an awareness of specific reasonable adjustments in place for that specific child. This is drawn up by SENDCO in conversation with the class teacher and shared with the parents. It is reviewed annually or revised as needed.

### **SEND area of need**

Should progress continue to be limited, advice will be sought from appropriate outside agencies. The child will be moved onto 'SEND area of need' on the Special Needs Register and the child will have an individual Support Plan. Targets will be drawn up by the class teacher and SENDCO reflecting the advice received. Additional support will be sought for children fulfilling the criteria through Earmarked Pupil Funding or the EHC plan process. Education, Health and Care plans Meetings will be arranged in school to review annually the EHC plan

- The SENDCO will liaise with the class teacher to timetable additional individual and group sessions to fit suitable with National Curriculum subject times.
- The SENDCO will liaise with classroom assistants to support and monitor delegated activities.
- The SENDCO will keep the Head teacher informed of the progress and relevant information regarding children on the Special Needs Register.

### **Curriculum**

Pupils who demonstrate a need for special needs support will have access to a balanced and broad curriculum. All children are encouraged to take a positive, active part in the academic, social and spiritual aspects of their school life working towards their potential, activities suitable differentiated where necessary. They are included and encouraged to demonstrate their skills in class and in school assemblies and in many sport and music opportunities. Pupils SEND needs would be met through a variety of contexts; a personalised understanding of the individual needs, positive environment, high quality teaching, in-class support and small group interventions

### **Integration**

As an inclusive school we follow the following principles:

- Setting suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

- By applying these principles we cater for the whole child at all times of the day, ensuring curriculum integration and a full range of social activities at school.
- Where possible support is given in the classroom, or in a separate intervention area when in a small group.

### **Complaints Procedure**

- The SEND complaints procedure follows a staged approach:
- The parent/guardian takes the matter up with the member of staff involved. The SENDCO may or may not be directly involved at this point but should always be kept fully informed.
- If this does not fully resolve the complaint:
- The parent/guardian takes the matter up with the Head teacher or Senior member of staff. Again, the SENDCO should be kept fully informed.
- If this does not resolve the complaint:
- The parent/guardian puts the complaint in writing to the Chair of the Governing Body. The Chair of the Governors should inform the LEA that the School is considering a complaint regarding SEND provision.
- In the very rare case that this does not resolve the complaint:
  - Parents have the right of appeal to the LEA and, ultimately, to the Secretary of State of Education.
  - Parents should know the time-frames within which decisions should be reached and should be kept informed how things are progressing.
  - Parent Partnership is a support service for parents who have children with Special Educational Needs.
- Information on courses offered by the County of Staffordshire – LA and private bodies are circulated to the staff
- Courses are attended by both the SENDCO and the class teacher
- Information is disseminated to other staff members at staff meetings and INSET sessions or staff meetings
- The SENDCO attends termly SENDCO and information meetings
- We make use of the Speech and Language Therapy Department, Occupational Health Department and Physiotherapy Department.

### **External Support Sources of additional support:**

- Inclusion Services
- Educational Psychologist
- School Health Service
- Educational Welfare
- Any other services available External Relations When children on the Special Needs Register at Sir John Offley Primary School move to another school, every effort is made to ensure the receiving school is aware of difficulties the child may be having in order that support may continue. Advice and information is gathered from Health and Social Services, Educational Welfare and other agencies as the need arises.

### **Partnership with Parents**

- At Sir John Offley Primary School, pupils are assessed routinely and regularly as part of the ongoing curriculum. These assessments form part of our ongoing tracking in which the progress of each child is monitored. This tracking of pupils enables the early identification of any pupil who is not making expected progress. Any concerns regarding progress or attainment will be raised with parents at the earliest convenience either in informal discussions or at formal parents' evenings which occur twice per year. If concerns continue despite class teacher intervention, the School will speak to parents and discuss the next steps which may involve entering your child onto the Special Educational Needs register.
- Parents are kept informed of concerns staff may have and are made aware of their children's targets, which are usually reviewed termly and their comments invited. Parents are encouraged to become involved with any additional support through home-school liaison.
- On Support Plan reviews, views of the child are obtained, valued and listened to.

### **Implementation of the policy**

Our school will manage implementation of this policy with the support and guidance of the Local Authority.

Policy Success Criteria

- Pupils with SEND are thriving at school
- Increased reasonable adjustments and high quality teaching of the curriculum is provided to meet diverse individual needs. Staff understand the curriculum design, sequencing and planning for pupils with SEND.
- Regular monitoring and reviews of individual needs is to take place with clear records kept of action taken.
- Good home/school communication is established and maintained.
- SEND policy is regularly reviewed, updated and monitored.