



Special Educational Needs & Disabilities

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Verified by	The Headteacher
Approved by	
Review date	



This policy contains our attitudes towards Special Educational provision and aspirations for children who find difficulties in learning, with their behaviour or of have disabilities or health problems.

The governing body, teaching staff and support assistants will all contribute towards meeting the needs of children with Special Needs, by aiming to provide an atmosphere in which all children can reach their full potential. We expect to take account of each individual, tailoring their needs using the resources we have available; in an encouraging and positive environment. The child and parents will be kept fully informed of arrangements we wish to make for their child/children with feedback and contributions requested to enable a partnership between school and home.

Equal Opportunities

At Ashchurch we aim to provide equal opportunities for all pupils as well as develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary to ensure that they reach their full potential. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social Background
- Ability/Disability
- Belief

School Aim:

For all pupils with Special Educational Needs to reach their full potential in a supportive environment that prepares them well for adult life enabling them to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution

We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with special education need, receive a curriculum relevant to their needs and ability and still fulfil the requirements of the national curriculum.

We aim to do this through:

- promoting equal opportunities for all children
 - early identification of SEND
 - establishing and maintaining an efficient and consistent approach to identify needs providing an appropriate learning environment for all children
 - early consultation with teachers and where necessary actively involving them in implementing My Plans
 - enabling parents to take a supportive role in their child's learning
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- establishing an SEND register and a record keeping system
- providing a differentiated curriculum where necessary
- providing training for the SENDCO, class teachers and teaching assistants , and opportunities for dissemination of information related to SEND.
- having regard to the Code of Practice

Role of the SENDCO

The SENDCO is Mrs Emma Bushell who is responsible for co-ordinating the SEND provision within the school. Whilst Mrs Bushell is off sick, Mrs Nikki Hewitt is the SENDCO. The SENDCO is responsible for:

- Liaising with staff
- The management of the provision for pupil with SEN support and EHCP.
- Overseeing the records of all pupils with SEN
- Liaising with external agencies and parents
- Contributing to in-service training of staff
- Keeping the Headteacher updated
- Communicating with the SEND support staff
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Plan +
- Oversee the day to day operation of the school's SEND policy
- Ensuring reviews are conducted on a regular basis, in conjunction with staff and parents and keeping review notes.
- Reviewing and updating the SEN register and supplying copies to all staff
- Keeping up to date, as finances allow, with resources that will aid SEN teaching
- Within budget, maintaining and improving resources within The Den and individual classes

At present our SENDCO is a part-time teacher. In the absence of the SENDCO the point of contact is the Headteacher.

At Ashchurch we aim to optimise the human resources so the children in most need of support, are given the maximum time available. This is reviewed on a termly basis, as we have found that children very often learn in spurts; provision needs to be flexible, reduced or increased as necessary.

Role of SEND Governor

The SEND Governor is Lyndsay Kitchener.

The SEND Governor is responsible for:

- Whole school SEND development, meeting regularly with the SENDCO
 - Monitoring and developing policy
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Role of Headteacher

- Including provision
- Works closely with SENDCo and SMT
- Keeps the governing body fully informed of SEND issues
- Pastoral care for all pupils (PSP)

Although the Headteacher retains ultimate responsibility, many responsibilities are delegated to the SENDCo and the teaching staff.

Role of Class Teachers

- Initial identification
- Communicating with the SENDCo and SEND support staff
- Differentiating work to enable access
- Be responsible for meeting the Special Educational Needs for all children in their class
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Plan +

Contact details are found on the school website.

The SEND Register

The school SEND Register is monitored and updated regularly. Pupils can be added or removed based on individual needs.

Identification of SEND

Pupils may have needs in one or more of the following areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and medical

How does our school know if children need extra support?

We know when pupils need support if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school.
 - Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
 - Whole school tracking of attainment outcomes indicates lack of expected progress.
 - Observation of the pupil indicates that they have additional needs.
 - A pupil asks for help.
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Please refer to the School's Offer for information on what parents should do if they think their child may have special educational needs.

How will the school support a child with SEND?

- All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners.
 - Pupils with SEND will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the curriculum.
 - The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENDCo, external verifiers
 2. ongoing assessment of progress made by pupils with SEND,
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.

 - All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via a letter sent home and at Parents' Evenings
 - Pupils' attainments are tracked using Target Tracker and those failing to make expected progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
 - Additional action to increase the rate of progress will be then identified and recorded; that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
 - Action relating to SEN support will follow an assess, plan, do and review model:
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1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo. This will be recorded on the provision map.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include:

Hearing Impairment team
Visual Impairment team
Educational Psychologist Service
Physical and Disability Support Service
Health and Social Services
School Nurse
Children and Young Person Services
Advisory Teaching Service
Speech and Language
Occupational Therapy
CAF

- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
 - For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an
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assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Please refer to School Offer for more information of how Pupils will be supported in school and Parent's involvement

Graduated Pathway

Please see Appendix for Gloucester's Graduated Pathway (copy of pg 17)

Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a Health Care Plan.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or relevant professional as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

SEND Training

All members of staff attend as many relevant courses as appropriate.

SEND Funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

Health and Safety

Health and Safety is of paramount importance when considering pupils with SEND. Individual needs are considered when organising our school environment to ensure that teaching and learning takes place in a safe and secure environment. Specific medication is labelled and kept in the school office and will be administered as necessary by a member



of the school staff. Parents are required to complete a permission and administration form before any medication is given.

Curriculum

At Ashchurch School we aim to offer all our children access to the Foundation stage curriculum &/or areas of the National Curriculum recommended for their age. We provide this through a cross-curricular approach, providing our children with individual, small group and whole class tasks.

Integration

The Governing body at Ashchurch School expect the full integration of all pupils with SEND into the daily routine of the school. Any withdrawal sessions are coordinated by the Class teacher and the work covered is supported within the classroom whenever possible.

Every Child Matters

The school adopts a policy to ensure that every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Outside Support Services

All members of staff are requested to keep the SENDCO informed of any contact they have with outside agencies. Similarly, the SENDCO will keep the staff informed of any reports and assessments carried out by any outside agency. (see identification for full list)

Links with Other Schools

As Ashchurch School takes children from a variety of preschool placements, we realise the importance of close liaison with all our feeder establishments. Similarly, if asked to take a child from a specialist centre, we would wish to become involved at an early stage and to attend the case conference.

Our Reception teacher will visit the pre-school to build relations with reception children prior to them starting school. The children will visit the reception class for stay and play sessions in the summer term. The pre-school will pass on relevant information on the child's physical, intellectual, emotional and social development to the reception class teacher. The assessment profile will also be started in Pre-School and passed on with the children.



In order to ease the transfer of our children to the secondary school, or to any other establishment we will continue to keep detailed records of referrals, My Plans, review meetings, assessments and reports completed by outside agencies, and liaise with the SENDCO in the term before transfer. This will be the responsibility of the SENDCO and the class teacher.

Complaints

Through consultation with all involved with our pupils with SEND, including parents, we would hope that reasons for complaint would seldom occur. However, should anyone have cause for complaint it is important that this is brought to the attention of the SENDCO and Headteacher as soon as possible. Once a complaint has been made it will be given immediate attention and parents can expect a response as quickly as possible. If the complaint is of a serious nature, and help has to be sought from outside agencies, the matter will be given urgent attention and the parents will be consulted at every step of the proceedings.

Safeguarding

Ashchurch has a Safeguarding Policy which aims to protect every child in its care by ensuring that everyone in the school, teachers, non teaching staff and volunteers have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare is suspected or is seen to be at risk.

Related Policy/Links

- Data protection
- Confidentiality
- Safeguarding
- Teaching and Learning
- Equal opportunities
- Curriculum policies
- Assessment
- Accessibility Plan
- Comments and Complaints Procedures
- Local and School Offers
- School Website

Monitoring and Review

This policy was developed in consultation with the SENDCo Cluster, school staff and governors.

This policy will be reviewed annually.

Subject Co-ordinators will monitor provision of differentiated tasks for children on the SEN register when monitoring their subject.
