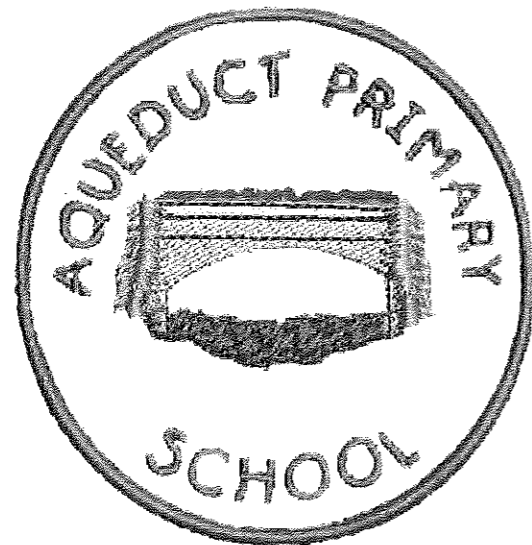


# Aqueduct Primary School

## Special Educational Needs and Disabilities Policy



2018-2019

Written/Reviewed	February 2017
Discussed and Agreed by Governing Body	February 2017
Discussed and Agreed by All Staff	September 2018
Next Review Date	September 2019

Signed C.L. Marsh . Date 24.9.18

Signed T. Lockley Date 24.9.18



Aqueduct  
Primary School

## Special Educational Needs and Disabilities Policy

### Our Strapline

*Building tomorrow, Leading the way ...*

### Our Values

*Positivity, happiness, learning, kindness, safety and respect.*

- *Monitoring the progress of all children is an ongoing process that enables early identification of any children who may require additional or different provision to be made*
- *We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. Please the school's Equality Objectives and Accessibility Plan*
- *Children with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school*
- *Parents or carers are encouraged to discuss any issues and concerns with the class teacher/ SENDCO/Head Teacher/Deputy Head Teacher/SEND governor as appropriate*

### Admissions

- *Provision for children with SEND is a matter for the school as a whole*
- *We welcome children to our school and endeavour to ensure that appropriate provision is made to cater for needs. We fully endorse our care of duty to any pupil with a physical disability where we may be required to make 'reasonable adjustments' (DFE 2014), to the school setting in line with the current Disability Equality legislation in order for the child to fully access the curriculum*
- *All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the families are informed and involved in the process*
- *Pupils with an EHCP (Educational and Health Care Plan) are admitted into school and fully integrated unless it could not meet the needs of the child or would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.*

## Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

## Transfer arrangements

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils and their families. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils. Transition from nursery to school is planned and prepared for by visits and professional meetings to ensure a settled start. Transition to Secondary school for children with SEND is planned and prepared for over the summer term or earlier if required, with necessary arrangements made to suit the needs of the individual.

## Cluster Groups

All schools are now included in Cluster Groups, offering integrated services to children and their families within that Cluster Group. Aqueduct Primary is in the Central Cluster Group linked to the Phoenix Secondary School. This enables an integrated approach to families, where their needs can be met by the services they require. Where necessary the needs of the child and family will be met through a Common Assessment Framework (CAF) plan and follow up Team around the Child (TAC) meetings.

## Management of SEND within the school

- Families will always be kept informed of any additional or different provision being given
- Families will be invited to contribute to, and attend annual review meetings, review meetings with outside agencies and any other relevant meetings. Where a child with SEND has an APDR (Assess, Plan, Do, Review), these will be shared with parents through termly parent evenings and/or other additional meetings. Parents also receive a copy
- Normally children who have an EHCP will take an active part in their annual review by offering their contribution and by sharing their work and ideas
- Children who make insufficient progress will be given carefully differentiated learning opportunities through quality first teaching to help them progress. Regular and frequent monitoring of their progress will take place and involve families and children working in partnership with the school. Borderline children will be supported by carefully targeted group intervention
- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever

means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2014:

*'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'* (4.1)

Responding to pupils' needs and overcoming barriers

- We aim to recognise strengths and areas for development, and involve all children in the activities of the school.
  
- Early identification, assessment and targeted intervention are recognised as the key to meeting the needs of the individual children.

Co-ordination of SEND Provision

The SENDCO (Special Educational Needs and Disabilities Coordinator) for our school is Emma Plowman. Miss Plowman has undertaken The National Award for SENCO's qualification through the University of Birmingham. The SENDCO is a member of the Senior Leadership Team at Aqueduct and as such has an overview of all subjects and the priorities for pupils with SEND.

- The SENDCO is responsible for:
  - overseeing the day to day operation of the SEND policy.
  - co-ordinating provision for children with SEND.
  - ensuring there is liaison with parents and other professionals in respect of children with SEN.
  - managing, observing and implementing the Performance Management of all teaching assistants.
  - advising and supporting other practitioners in the school.
  - contributing to the continuous professional development of the staff.
  - ensuring that appropriate education plans are in place, that relevant background information about children with SEND is collected, recorded and updated.
  - liaising with external agencies including the LA's and Educational Psychology services, Health and Social services, Speech and Language therapy, Occupational Therapy, Sensory Inclusion including Hearing and Visual and other relevant voluntary bodies.
  - reviewing and updating the targets for SEND through the School Development Plan.
  - co-ordinating intervention

The role of the Head teacher is

- To manage the budget for SEND provision with the support of the Finance Committee, the Inclusion Manager (SENDCO) and the Senior Management team.
- To support the Inclusion Manager (SENCO).
- To liaise with the authority and outside agencies in conjunction with the Inclusion Manager (SENCO).

The role of the teacher is

- To liaise with the Inclusion Manager (SENCO) through termly meetings and on an individual basis.
- To identify pupils requiring SEND support and report this along with evidence to the SENDCO. Liaise then with the SENDCO on next steps for the child.
- To lead and plan differentiated lessons that includes TA provision and direction.
- To continually assess and review pupils' learning and progress, reporting this back to the SENDCO where necessary to inform planning and next steps.
- To identify pupils requiring intervention strategies and to plan in collaboration with their team and sometimes the SENDCO, to assess the children's progress and liaise with and keep parents informed.
- To prepare APDRs for all children identified as having special educational needs and disabilities and to share with other adults working with these pupils.
- To review and update the APDRs of the pupils with SEND in their class on a termly basis in collaboration with the SENDCO and parents/carers.

The role of the teaching assistant

- To give educational and emotional support.
- To liaise with the Class Teacher and the Inclusion Manager (SENDCo) through termly meetings and on an individual basis.
- To differentiate planning and prepare resources alongside the class teacher.
- To evaluate the learning that has taken place within the group and the progress the children have made, reporting this back to the teacher to inform planning and next steps.
- To plan and prepare daily activities for the intervention strategies, to assess the children's progress and liaise with parents.
- To be aware of IEPs for all children with whom they work and contribute in the evaluation of those targets.
- To develop their own knowledge and skills through Continuing Professional Development.
- To develop and inform the skills of their colleagues sharing their own specialisms.

### *The role of the Governing Body*

- *Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources*
- *Governors attend the relevant training in SEND*
- *The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually and sent to parents. Special Educational Needs provision is an integral part of the School Development Plan*
- *There is a designated governor with responsibility for SEND*

#### *The governing body should:*

- *Ensure that provision is made for pupils who have SEND*
- *Ensure that the SEND budget is appropriately managed*
- *Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND*
- *Consult the LA and the governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole*
- *Ensure that all pupils with SEND join with pupils in the activities of the school, so far as is reasonably practical. Adaptations would be made and resources would be tailored to meet their learning needs*
- *Report to parents on the implementation of the school's policy for pupils with SEND*
- *Have regard to the Code of Practice when carrying out its duties to pupils with SEND*

### *Identification and Assessment*

- *We are committed to the early identification and intervention of children who may have SEND*
- *More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from families and any other records from previous schools the children may have attended*
- *The Assess, Plan, Do, Review (APDR), process has been adopted by the school to closely link with the Code Of Practice for SEND 2014. This enables the school to clearly evidence a graduated response that helps to track the cycles of provision in place for all our pupils with SEND and how effective these have been on the child's progress. The APDR process is reviewed termly and the child, parents or carers (and other professionals), are involved in the process*
- *Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children. This would be discussed in collaboration with families and the child where appropriate and parents/carers would give their consent before the school continues with any referral. All parties work in collaboration and are kept informed along the way*

*i.e. families would receive copies of reports or have the opportunity to meet with the outside professional*

- *In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Education and Health Care Plan (EHCP) may be issued by the LA. This will address the child's needs as a whole and would include information regarding their academic progress and any health and welfare needs, where necessary*

*Other pupils*

*Pupils that fall under the following criteria would not be placed on the register of pupils with SEND solely for this reason. However, it may contribute to a barrier to learning requiring school to take more specific action to support the child due to their progress or attainment being affected. If this was the case then school would look to put them on the register.*

- *Poor attendance and/or punctuality*
- *Health and welfare*
- *English as an additional language (EAL)*
- *Looked after child*
- *Child of serviceman/woman*
- *Those eligible to receive Pupil Premium Grant (PPG)*

*Process for exiting the register*

*All pupils in school are continually assessed in all areas of the curriculum but specifically for reading, writing and maths. The identification of a child needing to come off our register of pupils with SEND may fall within one/some of the following criteria:*

- *The child has sustained and made good or better progress and has closed the gap regards age expected level for the subject they are registered for and is keeping in line with their peers*
- *Outside agencies have identified the child has made the progress required and is working at the expected age related level for their initial need and they have recommended the child be removed from the register as their input is no longer required. The school would need to be in agreement with this and have the data to show the impact of the support.*
- *The child has been part of an intervention group that has supported their need/s and as a result they are now working at the age-related expected level in the subject in-line with their peers. This may also include a child who has required support with social and emotional barriers to learning that have been addressed through our Nurture group and as a result have been re-integrated into the classroom and are managing well.*

- A physical disability has changed or improved so the child can access the curriculum more independently and no longer requires 1:1 support previously put in place.

All children are different and the decision to take them off the register for pupils with SEND is not taken lightly and much consideration is had to ensure the most effective support is in place for that pupil. This decision would normally include all adults involved with the child i.e. the child, class teacher, SENCO, external agency, child's family, head teacher.

### Curriculum Entitlement

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including

- observations/baseline assessment of early learning goals in the Early Years Curriculum,
- age related expectations in the National Curriculum at the end of each half term for the core subjects,
- standardised tests,
- on-going assessments in termly planning,
- half-termly assessments in core subjects, some based on teacher assessment.

All information gained is used to support planning in order to aid progress.

### Resources

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEND budget.
- We develop our resources to support children with SEND and this links with the priorities stated in the School Development Plan.
- Children with EHCPs in our school receive support according to the designated banding and a register is kept, which is updated half-termly at least, of children at SEND support and EHCP. Staffing is allocated according to the needs of the children in each class.
- A resource base in both Key Stages is equipped with additional materials.



- Wheelchair users can access the main classrooms and there are two toilets for the disabled. One toilet has a changing bed in it. There is also a stair lift at the main entrance.

#### Review of the policy

- The SEND policy is subject to a regular cycle of monitoring evaluation and review.
- The SEND policy is closely linked to the Behaviour, Health and Safety, Child Protection and Equal Opportunities Policies. All subject policies will also be linked by the inclusion of all children in the whole curriculum and a statement made about SEND in those policies.
- The Inclusion SENDCO ensures that all appropriate records are kept and are available when needed. They are available for parents or carers to see and can be a source of invaluable information for teachers in other classes or receiving schools. Each teacher has their own SEND class record file and confidential records are kept in the school office.

#### Evaluation procedures

- The Management Team and Governing Body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENDCO and subject co-ordinators monitor classroom practice, analyse pupil tracking data (and test results) and identify value added data for pupils with SEND.
- SEND is part of our school self-evaluation arrangements and is a priority in the School's RAP (Raising Attainment Plan).

#### Parent partnership

- Parents and carers are notified if we have any concerns and we are always willing to listen to issues brought forward for discussion.
- We share information with parents or carers in informal conversations and individual meetings.

- Parents and carers are invited to review meetings to discuss progress and to be involved in setting targets. Appropriate intervention strategies are used to help the child in school and at home.
- Parents and carers are encouraged to use the Parent Partnership Service (IASS), for support and advice or to bring an appropriate relative or friend to meetings if they wish.
- We promote a culture of collaboration between parents, schools, LAs and others.
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- We endeavour to do our best for all children. If there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENDCO, the head teacher or the SEND Governor. A response will be made as soon as possible.
- We respect the differing needs of parents and carers such as a disability or communication and language barriers.
- The school is committed to involving parents or carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND.

#### *Pupil participation*

- Children, who are capable of forming views, have a right to receive information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their Provision Maps. We value their views about their own learning.
- Children can be involved in organising their own Annual Reviews.

#### *Staffing policies and partnership with external agencies*

#### *Professional development for staff*

- We have regular staff meetings where SEND issues are discussed and training is given. These are related to specific concerns relevant to the needs identified or in ensuring that staff are kept up to date with information and legislation. Courses are attended in line with the School Development Plan and the needs within school.

- The SENDCO attends relevant training and disseminates the details to all staff as is appropriate. Individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQTs and new staff, to support them in managing the SEND Policy.

#### *Support services available*

- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of children with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA.
- Advice and support from outside agencies is available if requested by the school and identified in the budget provision.
- We have links with various voluntary agencies that the school or parent can contact and these are available as a support for parents when needed.
- We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEN Support Services, Health Services and Social Services.

#### *Complaints procedure*

Should parents feel the need to make a complaint regarding their child with SEND then we always encourage parents to approach the class teacher in the first instance regarding initial concerns and then the SENCO. Alternatively, Parents can write a letter addressed to the Head Teacher Mrs T. Lockley and/or the Chair of Governors Mrs C Marsh. The letter would be responded to.

#### *References:*

DFE (2014) *New Code of Practice for pupils with SEND.*

DFE (2014) *National Curriculum 2014*

*Review Date: September 2019*

