



Our Values

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

Special Educational Needs and Disabilities Policy

Contents

<i>Our Mission (Why our school exists)</i>	1
<i>Our Values (What we believe to be right)</i>	1
<i>Our Vision (What we are trying to achieve)</i>	2
<i>Our Aims (what are we going to do to make our vision a reality)</i>	2
<i>Parent partnership</i>	6
<i>Our Principles (The underpinning rules that will guide our actions)</i>	6
<i>Statutory Guidance</i>	6
<i>Collaboration - who has been involved in writing the policy?</i>	6
<i>Who is responsible for overseeing the policy?</i>	6
<i>Complaints procedure</i>	6

Our Mission (Why our school exists)

Aqueduct Primary School is an inclusive school and we believe that every leader is a leader of SEND and every teacher is a teacher of SEND.

At Aqueduct Primary School, we aim to make our school a happy, caring and safe place for children to learn and grow in confidence. We believe in nurturing and developing enquiring minds in a supportive, positive atmosphere. Through close partnership with children, families, governors and the wider community, we provide a school culture which values all its members as equal. The exciting curriculum we offer will inspire and motivate all learners to widen their horizons and always aim high. In this way we hope to send our children out into the world with aspirations to succeed in life.

Our Values (What we believe to be right)

*Our children decided our 6 most important **school values**. These are: Respect, Positivity, Kindness, Happiness, Safety and Learning. At Aqueduct Primary, these values are at the heart of everything we do.*

- 1) **Respect:** Every person in our school shows respect. This includes all children and members of staff. We treat each other the way we would like to be treated and talk to each other in a calm manner. We respect our school including the equipment, furniture and building.*
- 2) **Positivity:** We are positive learners and always try our best. We know that it is okay to get things wrong, but we try to stay positive and have a go!*
- 3) **Kindness:** 'If you can be anything in the world, be kind'. We think showing kindness and being kind to others is extremely important. We show kindness to all of the people in our school.*
- 4) **Happiness:** We want our children and staff to be happy. We work as a team to ensure everyone feels happy and if they don't, we know how to make it better.*
- 5) **Safety:** Our children and staff understand it is important to be safe. We work hard to keep ourselves safe by playing nicely on the playground, learning how to keep ourselves safe in the community, including being safe online, moving safely around school and keeping our 'hands off'.*
- 6) **Learning:** Learning is important in a school! We make learning fun and engaging ensuring that children make good progress. We promote a love of learning and make our learning environments welcoming and engaging.*

Our Vision (What we are trying to achieve)

Our aim is to provide a stimulating environment in which children can develop a lifelong love of learning. As part of this, we encourage pupils to be independent, resourceful learners who are willing to take risks, rise to a challenge and work hard to overcome obstacles.

We want all children to feel special and valued for the unique qualities they bring to the school. Each child is encouraged to respect and understand the ideas and beliefs of others irrespective of gender, race, sexual orientation or disability. We aim to develop positive, confident children, with a strong sense of self-worth, who are proud to belong to our community and understand their value and purpose in the world.

Our school culture places equal value on all its members and encourages fairness, truthfulness and respect. Children are empowered to make decisions for themselves, with an understanding of what is right and wrong. Everyone, in our school community is encouraged to think creatively and use their imagination, to visualise a future full of possibilities.

We welcome children to our school and endeavour to ensure that appropriate provision is made to cater for their 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 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.

Our Aims (What we are going to do to make our vision a reality)

Responsible for the completion of our aims for our children with special education needs is our **Special Education Needs and Disabilities Coordinator (SENCo)**. The SENCo for our school is **Eloise Harrow**. Miss Harrow will be completing The National Award for SENCo's qualification this year through the Severn Teaching School Alliance. She will be closely supported by the Head Teacher, Mrs Lockley, who herself has completed the Nation Award for SENCo's and was a SENCo during her own teaching career.

The SENCo 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.
- 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
- Reviewing and updating the targets for SEND through the School Development Plan.
- Co-ordinating interventions.

As a school, we believe every adult is responsible for the provision of SEND children.

The role of the Head teacher is:

- To manage the budget for SEND provision with the support of the Finance Committee, the SENCo and the Senior Management team.
- To support the SENCo.
- To liaise with the authority and outside agencies in conjunction with the SENCo.

The role of the teacher is:

- To liaise with the SENCo through termly meetings and on an individual basis.
- To identify pupils requiring SEND support and report this along with evidence to the SENCo.
- 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 SENCo where necessary to inform planning and next steps
- To identify pupils requiring intervention and to plan in collaboration with their team and sometimes the SENCo, to assess the children's progress and liaise with and keep parents informed.
- To prepare Assess, Plan, Do Reviews (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 SENCO and Parents/Carers.

Every class teacher has a SEND File in their classroom which identifies which children in their class has SEND. It also tells them their primary area of need and their most recent agency involvement. In this folder is useful information about each primary area of need and has a copy of the 'Schools' section of the SEND Code of Practice (DofE 2014). It also includes the children in their classrooms APDRs and One Page Profiles.

The role of the teaching assistant:

- To give educational and emotional support.
- To liaise with the Class Teacher and the SENCo 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 APDRs 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 is:

- To be 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
- To attend the relevant training in SEND
- To monitor, evaluate and review the quality of SEND provision. 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
- To have regard to the Code of Practice when carrying out duties for Parents/Carers or pupils with SEND.
- To consult the LA and the governing bodies of other schools in the interests of co-ordinated special educational provision in the local area.

We aim to quickly identify a child as having a special educational need to ensure that they are supported as best as possible. Our school assesses each pupil's current skills and level of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers make **regular assessments of progress** for all pupils in pupil progress meetings. Here, children may be identified as making less than expected progress.

Children are identified as having a special educational need if:

- The child's progress is significantly slower than that of their peers starting at the same baseline.
- The child makes progress that fails to match or better the child's previous rate of progress.
- The child fails to close the attainment gap between the child and their peers.
- The attainment gap widens.

However, in some instances, there may be **other factors** that contribute to limited progress. Pupils that fall under the following criteria would not be placed on the register of pupils with SEND solely for this reason.

- 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)

These reasons 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 SEND register.

When a child is identified as having a special education need or disability, a conversation will take place with parents between the SENCo and the child's class teacher. They will then be placed on our **SEND register** and their primary area of need will be identified.

The 4 primary areas of need are;

- communication and interaction,
- cognition and learning,
- social emotional and mental health
- physical/sensory difficulties.

The SENCo and class teacher will then liaise to create an **APDR** (Assess, Plan, Do, Review). This document will identify the areas of need for the child and will have achievable targets for them to work on over the term. The APDR process has been adopted by the school to closely link with the SEND Code of Practice (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.

It will outline any additional support that the child needs and any resources that may support them. These may include:

ear defenders, pencil grips, coloured overlays, coloured page exercise books, wobble cushions, writing slope, foot slope, weighted blankets/cushions, fiddle toys, access to the sensory room etc.

All adults involved in the child's education will see this to understand their targets and interventions. We believe that this is an important part of the 'graduated approach' in order to support children with SEND. 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)

Each child on our SEND register also has a **one-page profile**. This is a document that outlines what the child likes, does not like and how best to support them. This is created by the child and their class teacher and the child is aware that it is to tell all adults in their learning environment how best to help them learn.

Some of the children's targets will be taken from outside agency reports. We will work with outside agencies to aid our own understanding of how best to support children in our schools with special educational needs/disabilities. 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. These may include:

- Learning support advisory team (LSAT)
- Education psychologist (EP)
- Speech and language therapy (SALT)
- Behaviour support advisory team (BSAT)
- Early years support advisory team (EYSAT)
- Occupational therapy (OT)
- Hearing/Visual impairment practitioners (HI, VI)

If a child is not making the expected progress with the additional provision in place for them in school provided through the school's notional SEND budget, the school may consider making a request for additional funding from the Inclusive School's Forum (ISF). Involvement from outside agencies and evidence of acting on the recommendations through a graduated response is considered by a panel of professionals and additional funding may be granted to the school to support the child to either make accelerated progress or address a particular need which may have been identified.

For pupils who show evidence that they are continuing to struggle to either make the progress expected or to cope in a mainstream setting, despite the intensive support provided, they may need an Education Health and Care Needs Assessment. This is completed by the SENCo, head teacher and class teacher and includes reports from any external agencies involved with the child. This is **only** done after the school have shown they have completed a 'graduated approach' and supported the child as best as they can within school. If this is successful, the child will be issued an Education Health and Care Plan (EHCP). More information about this can be found on the Telford and Wrekin Local Offer. www.telfordsend.org.uk/localofferservices. Children with EHCPs receive support according to the designated banding and sometimes 'top-up' funding. Staffing is allocated accordingly to the needs of the children.

Children have a right to receive information, express an opinion and have that opinion considered in any matters affecting them. Children have their own input in creating their one-page profiles and discussing the targets on their APDRs. There is a 'pupil view' section which is the voice of the pupil involved. The views of the children in school impact their targets according to their age, maturity and capability. We value all pupils' views about their own learning.

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 SEND register** 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 in line with their peers
- Outside agencies have identified the child has made the progress required and is working at the expected age-related standard 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 Emotional Wellbeing provision 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 additional 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.

Our school is **fully accessible** to all individuals. 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. Please see our **Accessibility plan** for more information.

The SENCo and headteacher ensure 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 valuable 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.

Parent partnership

- Parents and Carers are notified if we have any concerns with a child's learning or attainment and we are always willing to listen to issues brought forward for discussion. If there are any Parent/Carer concerns, we encourage those concerned to approach the class teacher in the first instance, the SENCo, the Head Teacher or the SEND Governor. A response will be made as soon as possible. We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- We share information with parents or carers in informal conversations and individual meetings, such as Parent/Teacher consultations. 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 also share information of other supporting agencies, such as BEAM and PODS. Any other information about the local offer is available through a link on our school website. www.telfordsend.org.uk
- We promote a culture of collaboration between parents, schools, LAs and others.
- We respect the differing needs of Parents and Carers such as a disability or communication and language barriers.

Our Principles (The underpinning rules that will guide our actions)

Statutory Guidance

Our policies are written in line with the SEND Code of Practice (DofE 2014). All the information outlined is in line with information and support given from Telford and Wrekin's Local Offer.

Collaboration - who has been involved in writing the policy?

The SENCos (Miss E Harrow & Mrs T Lockley) have written the policy and have included information from a variety of sources. The views, information and procedures included are formed from discussion and collaboration with the Headteacher, class teachers, teaching assistants, Parent/Carers, external agencies, and the local authority. The SEND policy is closely linked to the Behaviour, Health and Safety, Child Protection and Equal Opportunities Policies. All subject policies include their own section about the provision for SEND pupils.

Who is responsible for overseeing the policy?

The policy is reviewed by the governing body and, the SEND Governor, Mrs L Aubrey. It is reviewed yearly, and any relevant updates or changes are made. The SENCo, Headteacher and whole staff body are responsible for ensuring the information within this policy is carried out on a day-to-day basis in our school.

At the end of each academic year, the school will publish a SEND Information Report which will outline how we have worked on our SEND procedures over the year. We will outline any continuous professional development (CPD) that our staff have completed along with other factors which have benefitted the teaching and learning of SEND in our school.

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 L Aubrey. The letter would be responded to according to the complains policy. A copy of this policy can be found on the school's website.

References:

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

DFE (2014) *National Curriculum 2014*

Review Date: September 2020

Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguard Leads (DSLs) are: Tammy Lockley, Jo Clarke, Cara Duppa and Suzie Guerin.