

“A church school for the whole community”



Pulford V. A. Lower School

January 2018

Learning Support Policy for Children with Special Educational Needs or Disabilities (SEND)

The Special Educational Needs and Disability (SEND) policy takes account of the Children and Families Act 2014, the Code of Practice 0:25 Years, the Special Needs and Disability Act Regulations 2014, the Equality Act 2010, the policy of Central Bedfordshire Council and the aims of the school.

Aims and Objectives

Our policy on Special Educational Needs or Disabilities is consistent with the teachings of the Church, the school's mission statement and ethos and the requirements of the law. We believe that every child is a unique gift from God with his or her individual needs and gifts.

Named Co-ordinator: Mrs. T. Rees;

Named Governor: Mrs. R Morley

Rationale

Pupils must be as fully integrated as possible into the life of the school, which we see as a living and growing Christian community.

The level of support provided must be appropriate to the needs of the child to help them develop to the best of their ability. We will try to ensure that we maintain a balance between their physical, intellectual, social, spiritual and emotional growth. Every child with SEN or disability in this inclusive school has an entitlement to fulfil his/ her optimum potential. Staff are trained regularly in safeguarding procedures and potential vulnerabilities of children with SEND are particularly flagged up.

Pupils will be supported in their year group within the classroom and in small groups outside the classroom (e.g. The Hive) where necessary.

The school supports all LA initiatives concerning Special Educational Needs or Disabilities and ensures those LA guidelines for equal opportunities are met.

Implementation of these Aims and Objectives

Our challenge is to ensure that in partnership with parents, these needs are identified, and strategies developed to meet them.

We believe:

Pupils with Special Educational Needs or Disabilities should have access to a broad, balanced and relevant curriculum differentiated as appropriate.

Principles

Access to the National Curriculum will be achieved for children of different abilities by forward planning and differentiation in Key Stages by teaching staff. Children with SEN follow the Foundation Stage curriculum at appropriate levels.

Appropriate work will be set both in the classroom and in small withdrawal groups to meet the needs of the pupils. Programmes used in small groups and individually include: Sounds-Write phonics programme; wave 3



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materials; catch-up; consolidation, BEAM and springboard materials. There are further resources to support children following advice from e.g. Occupational therapists or speech therapists.

Procedures

The SEND Code of Practice 0: 25 emphasises the importance of early identification of Special Educational Needs or Disabilities.

The school will follow the National SEND Code of Practice

- Expression of concern
 - Stage 1
 - Stage 2
 - Stage 3, Statutory Assessment
- a) Pupils experiencing difficulties are identified through: discussion with parents/ carers; liaison with previous early year's providers (the child with SEND may arrive with Early Years Stage1, 2 or Stage 3 provision); routine health screening; discussion with colleagues. The Teacher will record (either written or verbal) an "Expression of concern" regarding a pupil.
Following a discussion with both parents and the SENDCO, a decision to move the child to Stage 1 may be made.
- b) Children who move to Stage 1 will have a My Educational Plan (MEP) or provision map. The MEP will be drafted by the class teacher in consultation with the Special Needs or Disabilities coordinator (SENDCO). This will be reviewed each term and discussed at parental consultation evenings or at a mutually convenient time.
- c) Children are moved to Stage 2 when advice from external agencies is called upon by the SENDCO following consultation with and consent from parents/ carers. A SEND support plan may be drawn up. These are reviewed in the same way as MEP's . A provision map may also be provided where appropriate.
- d) The Special Educational Needs or Disabilities co-ordinator, in conjunction with the class teacher, will retain all evidence (MEP's, letters to outside agencies etc) in the child' school yellow folder, which is kept in a locked cabinet in the office.
- e) The school will maintain a register of all children at Stage 1, Stage2 or Stage 3. This register will be regularly updated and will indicate any alterations to stages.
- f) Regular review meetings (minimum of one per term) will be held throughout the year with parents.
- g) Children will receive support in the classroom from the class teacher and from a teaching assistant (TA). When working in small groups outside the classroom it is more usual that this will be taken by a T.A. but sometimes by the teacher. Children with statements or EHC plans will receive individual and group support from either a T.A. or specialist teachers dependent on the category of need and allocation of funding.

The school recognises it's duties under the government ' Supporting Children with Medical conditions ' advice. Many children require a personalised learning pathway even if they do not have SEND. If appropriate they may have a provision map compiled for them to help all the adults in school meet their needs. Many children's needs are catered for by the Quality First Teaching which we provide (wave 1); some require group intervention (wave 2) and some require individual support (wave 3).

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Statutory Assessment/Statement of Special Educational Needs

As outlined in the Code of Practice 0:25, “Where, despite the setting taking relevant and purposeful action to identify, assess and meet the educational needs of the child, the child has not made the expected progress, the setting should consider requesting an Education, Health and Care needs assessment.” When making a request the school will provide the following evidence:

- results of actions undertaken through Stage 1 or 2 MEP
- Records of reviews and outcomes in the SEND support plan
- NC Performance descriptors
- EYFS Early Learning Outcomes
- SAT’s results if applicable
- P-levels if applicable
- Reports from outside agencies
- Views of parents/carers and child
- Involvement of other professionals.

Statements/EHCP’s are reviewed annually following Code of Practice guidelines.

Under the new legislation, children and young people currently with a statement, will gradually be moved over to an EHCP (Education, Health and Care Plan) starting with the oldest children as these now cover the child or young person until they are an adult (up to 25 years old). The school follows the SEND graduated response for Central Bedfordshire 5-16 and Early Years:

http://www.centralbedfordshire.gov.uk/Images/graduated-response_tcm3-4850.pdf

http://www.centralbedfordshire.gov.uk/Images/early-years-graduated-approach_tcm3-4989.pdf

Parental Involvement

Parents will be consulted regularly and their views recorded at every stage. They will be invited to attend annual review meetings if their child has a statement/EHCP. The school operates an open door policy offering informal chats outside of teaching hours or more formal discussion by appointment.

Pupil Involvement

Pupils’ own views will be recorded and their evaluation of their progress considered when drawing up and reviewing ‘My Education Plans’. Children are encouraged to celebrate their own successes and that of others through Green Leaf Assemblies and through individual class reward systems.

Provision of Resources

Resources other than those kept in the classroom to assist in learning programmes will be kept in the SEND cupboard in the Head’s office, Hive or the cupboard in the SEND room for K.S.2.

The SENDCO will review resources annually and purchase new materials from an agreed SEN budget. The availability of resources will be advised to colleagues at Staff meetings.

SEND funding is allocated as set out by the LA and in line with the aims of this policy. The notional 5% allocation is spent primarily on TA hours whilst resources are agreed annually to meet the needs of the pupils with SEND. Other funds or grants are sought as appropriate. Those children with a statement or EHCP have a separate budget.

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Access for the Disabled

Although the school is on six different levels, the school is in the process of implementing an Accessibility Plan agreed by governors. There are two disabled toilets. The disabled toilet in the main building has a baby changing mat and a large floor mat for school aged children still in nappies. There is a nappy changing plan should the need arise. The first aid room has a shower for those children who cannot clean themselves adequately with wipes alone, a fridge for medicine and a de-fibrillator. Nappy changing and showering procedures are covered in the Child protection Plan.

Training

The Head teacher and the SENDCO arrange for In-service training of all staff. This may involve in-house training, courses or staff meetings. Many TA's build up an extensive portfolio which enables them to implement interventions very effectively. Staff are aware of safeguarding issues and vulnerabilities of certain groups of children. Other schools, such as The Chiltern School, provide training and support for children on the Autistic Spectrum. Other providers such as The Jigsaw Centre provide support for behaviour.

Other Agencies

Links with other professionals are seen as vital to the overall care of the child. Close liaison with health, social services and educational welfare services, assessment and monitoring etc will be maintained. Parents are made aware of any organisations, voluntary or otherwise, that may be able to offer support and help, such as Parent Partnership.

The school ensures that outside agencies such as the Educational Psychological Service, the hearing or visual impairment teams etc are involved as necessary. Many of these agencies are highlighted in the School's SEND report on the website. The school uses the advice on the Local Safeguarding Board's (LSCB) website, including radicalisation.

Liaison with the School and with other Schools

Good liaison within the school is seen as essential. This is organised on a regular and flexible basis. Sharing information and discussing progress will provide a relevant approach to the child's needs.

The SENDCO (Mrs. Rees) meets up with the middle school SENDCOs in the summer term in order to hand up information regarding children with SEND. Some schools offer extra transition days for the most vulnerable, which the SENDCO facilitates. Year 4 teachers will also liaise with receiving Middle School Coordinators at times of transfer. The Pre-school SENDCO (Mrs. Major) and Mrs. Rees are in constant contact regarding all children in the school with SEND. The Pre-school offers stay and play sessions which are an ideal opportunity for parents to apprise staff of their child's needs. The SENDCO will also encourage other Early Years and Three Plus providers to contact her, with parents' permission, to hand up information about children at Early Years Stage 1, 2, or 3.

Admission Arrangements and information for parents

See admissions policy. Governors will give overriding priority to the admission of pupils who have a statement of Special Educational Needs (EHC plan) which names the school.

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A parent introduction meeting is arranged for new entrants to the FS stage. Parents are directed to the school prospectus that gives details of SEND provision and the SEND offer on the website. Parents/ carers are welcome to contact the SENDCO to discuss how their child’s Special Needs will be met via the school office.

Evaluation of Performance

The success of SEND provision is evaluated using

- The Foundation Stage Profile and the Baseline Test.
- P-levels
- Yr 1 phonics test
- Results of regular reviews used to assess the children’s progress
- Raise-on-line/Data Dashboard
- Results of tests in core subjects in years 2, 3 and 4, including SAT’s.
- On-going observations of children.
- End of Year Reports.

Further development of very able children

This is covered under a separate Policy for More Able Children

Review of Policy

A named Governor (currently Mrs Morley) has responsibility for the School’s Learning Support Policy.

An evaluation of the policy is undertaken annually – next due January 2019.

Should there be any need for complaint every effort will be made to resolve the complaint within the school setting. Parents are urged to approach the class teacher, SENDCo or Head teacher in the first instance as they feel appropriate according to the ‘Parental Complaints Policy’.

This policy should be read in conjunction with the Admissions Policy, Health, Safety and Security Policy, the More Able Policy, Pupil Premium, Anti-bullying, Child Protection Policy and the Accessibility plan and Disability equality policies.

Policy endorsed by the Governing Body on

SignedChair of the Governing Body

Equal opportunities

All young people will be treated equally, regardless of race, creed or gender.

The policy will be applied regardless of culture, faith or belief.