

# **CURRY RIVEL C OF E CV PRIMARY SCHOOL**



**SEND Policy**

**2020 - 2021**

## Policy for Special Educational Needs

### **This policy should be read in conjunction with the school's SEND Information Report (Local Offer)**

#### **Rationale**

At Curry Rivel Church of England Primary School, we follow the SEND Code of Practice (revised in 2015). We are committed to offering an inclusive curriculum to ensure the best possible progress of our pupils whatever their needs or abilities. Our vision for children with additional needs and/or disabilities is the same as for all children – to have access to resources and opportunities to achieve well, lead happy and fulfilled lives and to reach their full potential. Special Educational Needs is regarded as a whole school responsibility.

Our SEND Report and School Offer can be found on the school website. Somerset Local Authority have also produced a Local Offer.

#### **Definition**

When a child or young person is identified as having SEND they must have a clearly identified need that requires a significant amount of different and additional provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if the child:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*
- *a child under compulsory school age has educational needs if they fall within the definition above or would so do if special educational provision was not made for them*

A person can have a disability if they have a physical or mental impairment which has a **substantial and long term** adverse effect on their ability to carry out normal daily activities. Children and young people may have special educational needs throughout or at any time during their school life. All pupils identified with SEND will be categorised as 'SEND Support' or EHCP if they have an Education, Health and Care Plan.

## Legislation

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

## Aims and Objectives

At Curry Rivel School we aim to ensure that pupils' individual special educational needs are recognised and that the provision made will enable these pupils to make good progress and to have access to all aspects of school life.

The specific objectives of our Special Educational Needs Policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure their needs are met by gathering information from parents, education, health and care services and early years settings prior to the child's entry into school
- To ensure pupils with medical conditions are fully supported and included in all school activities by ensuring consultation with health and social care professionals
- To monitor the progress of all pupils in order to support the identification of pupils with SEND. Continuous monitoring of SEND pupils by their teachers will help to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- To ensure positive transitions to and from other educational settings for children who may be particularly vulnerable at times
- To promote effective partnerships and communication with parents, pupils and outside agencies ensuring
  - that pupils can express their views and are involved in decisions which affect their education
  - parents are informed of their child's needs, we communicate with parent's to gain a better understanding of their child, and involve them in all stages of their child's education. Parents are provided with regular feedback on their child's progress
  - co-operation and productive partnerships with the Local Authority and other agencies ensure there is a multi-agency approach to meeting the needs of our SEND and vulnerable pupils
  - we create an environment that meets the needs of all children in order that they can achieve their full potential and are able to engage in activities alongside pupils who do not have SEND

## **Responsible Persons**

**The Head Teacher** – Mrs Alison Pook is responsible for:

- The day to day management of all aspects of the school's work, including the managing of SEND provision
- Keeping the Governing Body informed of all development with regard to SEND
- Informing parents of the fact that SEND provision has been made for their child

**The SENDCo** – Mrs Joanne Ward has a role which includes:

- Overseeing provision for pupils with SEND
- Co-ordinating and evaluating SEND provision and intervention for SEND pupils
- Liaising with teachers, support staff, parents and children
- Interpreting legal requirements for staff, parents and governors
- Overseeing the records of children with SEND and ensuring these records are kept up to date
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Overseeing the individual learning profiles, ADPR Plans and review process for all SEND pupils

## **Governing Body**

The Governing Body ensures that it makes appropriate special educational provision for all pupils identified as in need of it.

The Governing Body, will have regard to the Code of Practice and the Children's and Families Act 2014 and its updates:

- They will ensure appropriate provision is made for any child with SEND
- Ensure all children in the school have access to a broad, balanced and differentiated curriculum
- They appoint a representative from the Governing body to oversee SEND provision
- They ensure that pupils with SEND are able to be fully involved with school activities
- Ensure they are involved in developing and reviewing the school SEND Policy

A member of the Governing Body takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. In our school the Governor with this responsibility is:

Rev Scott Patterson – SEND governor

## **Admission and Inclusion**

All teachers in our school are teachers of children with Special Educational Needs. We are committed to identifying and providing for the needs of all children in an inclusive and supportive environment. Inclusion is a crucial aspect of this policy, in line with that of the Local Authority.

Curry Rivel School is an equal opportunities school and pupils with special educational needs and/or disabilities are afforded the same rights as other pupils in our school. We do not discriminate against pupils with special education needs or disabilities and we have regard for the guidance in the Code of Practice which accompany the SEN and Disability Act 2001 and the Children and Families Act 2014.

We have high expectations of our pupils. We aim to achieve this through the removal of barriers and participation. We support our pupils in feeling they are valued members of our school community.

## **Access to the Curriculum/ Early Years Foundation Stage**

Where pupils have special educational needs, a Graduated Response will be adopted following Somerset's Framework for SEND and the SEND Code of Practice (2015). The school will make provision to match the nature of a pupils individual needs and the class teacher and SENDCo will keep regular records of the pupil's needs, action taken and outcomes.

We ensure flexible grouping of pupils so that learning needs are met in individual, small group or whole class contexts. The curriculum is differentiated to meet the needs of all pupils. Teachers use a range of teaching styles across all areas of the curriculum.

## **Early Years Foundation Stage Assessment (EYFS)**

During the first term of the reception year we use the EYFS Profile to assess a child's current level of attainment. This ensures that children have an opportunity to build upon their learning and experiences already established during the child's pre-school years. If a child already has an identified special educational need, there will be liaison between the school and pre-school setting and a School Entry Planning Meeting may be arranged with parents and all involved agencies. The class teacher alongside the SENDCo will use this information to:

- provide a starting point for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to further identify learning difficulties
- use on-going observations and assessments provide regular feedback about achievements. This will also form the basis for future planning and next steps in learning
- communicate with the child and parents to encourage them to implement a shared approach to learning at home

## **SEND Support**

Curry Rivel uses a 'graduated response' to meeting the needs of our SEND pupils (see Appendix A)

The provision we provide is in response to the child's individual needs. Support may be provided in a range of different ways. A child might be considered as having SEND if they are not making adequate progress despite Quality First Teaching and /or they meet the criteria for SEND as stated in the code of practice definition of SEND.

Provision may change using the cycle of **Assess, Plan, Do, Review (APDR)** (see Appendix B)

The triggers for SEND support will be concern about a child, who despite receiving Quality First Teaching differentiated learning opportunities:

- makes limited or no progress even when teaching approaches are specifically targeted for the child
- shows signs of persistent emotional, social or mental health difficulties which are not improved by the use of behaviour management strategies
- displays sensory, medical and/or physical problems, and they continue to make little or no progress despite the introduction of specialist equipment
- has interaction and/or communication difficulties

## **SEND Process**

Pupils who are supported as 'SEND Support' or have an EHCP will have an Individual Learning Profile and APDR Plan.

Learning Profiles and APDR Plans are written by the class teacher, but should be in consultation with pupils, parent's carers and the SENDCo. The Learning Profile and APDR Plan should incorporate recommendations and strategies from any external agencies.

A Learning Profile and APDR Plan will set out targets and detail:

- The short term targets for the pupil
- Provision to be put in place to meet the needs of the pupil
- How staff, parents and agencies will help the pupil achieve their targets
- What the pupil needs to do to meet their targets
- Date the Plan will be reviewed

The front page of the Learning Profile and APDR Plan includes the pupil's views on their progress and what helps them to learn

We review Learning Profiles and APDR Plans every 6 - 8 weeks and the outcomes are recorded. Pupils and parents form part of this process. If a pupil does not make progress despite the school providing significant support and intervention, they may be

discussed with other professionals where advice is sought from appropriate external support services. This will always be with the consent of parents / carers.

### **Education, Health and Care Plan Referral Process**

If a child has a lifelong or significant difficulty they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an EHCP will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information is gathered relating to the current provision in place, action points that have been taken and target outcomes. A decision is made by a group of people from education, health and social care about whether or not the child will be issued an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan being issued.

The progress of children with SEND needs will be reviewed through formative and summative assessments as outlined in the Code of practice. The progress of children at SEND Support or with an EHCP will be reviewed annually. To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done via regular reviews and assessments, discussion and pupil progress meetings.

Further information about EHCP can be found via the SEND Local Offer

[www.somerset.local-offer.org](http://www.somerset.local-offer.org) and [www.somersetchoices.org.uk/](http://www.somersetchoices.org.uk/)

Somerset Special Educational Needs and Disability Information Advice and Support Services (SENDIAS)

[www.somersetsend.org.uk](http://www.somersetsend.org.uk)

**Version Information**

Version 1	2018-2019
Version 2	2019-2020
Version 3	2020-2021

**Approval by the Governing Body of Curry Rivel Church of England Primary School**

**Chair of Governors:**

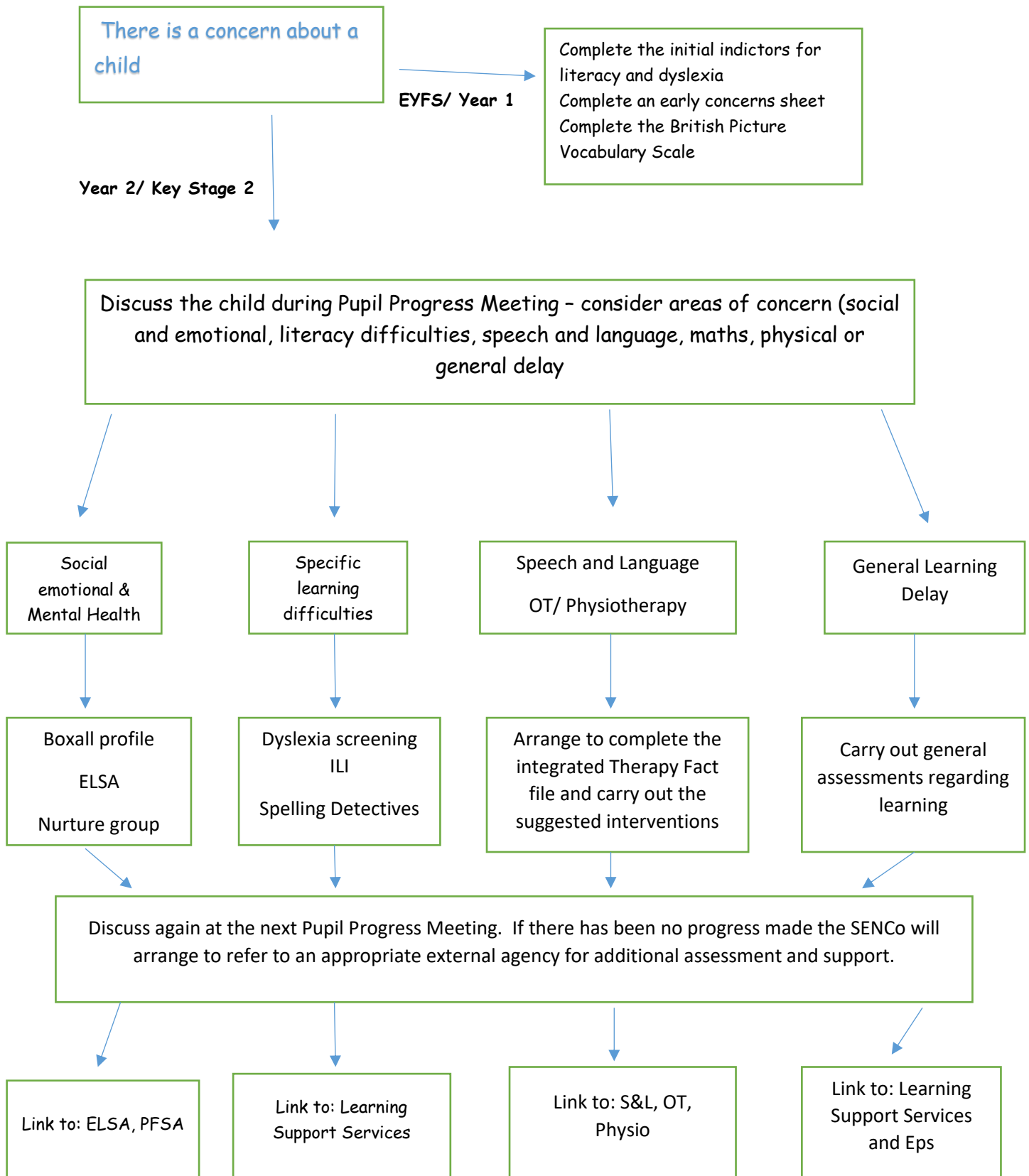
**Date:**

**Review Date:   Annually**

**Date of the next review:**



## Appendix A



## Appendix B

### Assess, Plan, Do, Review (APDR)

#### **Assess:**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **Plan:**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### **Do:**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the intervention may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strength and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

#### **Review:**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with the parents and the pupil.

## Appendix C

### Liaison with external agencies

- Virtual School and Learning Support Team Services
- Somerset Partnership School
- Educational Psychology Services
- Children Social Care
- Speech and Language Therapist
- Occupational Therapist
- CAMHS (Child and Adolescent Mental Health Services)
- Physiotherapy
- Physical Impairment and Medical Support Services
- School Nurse
- Somerset Special Educational Needs and Disability Information Advice and Support Services (SENDIAS)
- Looked After Children Officer
- Parent and Family Support Services (PFSA)
- Fairmead and Fiveways Outreach Support