

## **Curry Rivel School Special Needs Policy Statement**

### **SEN LOCAL OFFER**

Our provision for SEND is drawn up in our 'Local Offer' using questions and answers to give you detailed information. This is found on our website in Key Information SEND Local Offer.

### **INTRODUCTION**

Curry Rivel Primary School is a caring community, with a fully inclusive policy to meet the needs of every child, helping them to attain their full potential in a supportive atmosphere of mutual respect and shared values. All children are individuals and learn in different ways, some needing to be supported with special programmes. These special needs categories are;

- Cognition and Learning difficulties
- Social, Mental and Emotional Health
- Speech, language and communication including autism
- Sensory and Physical difficulties

### **OUR AIM**

To identify pupils special educational needs with a 'measured response' which is assessed by the teaching staff, SENCo and Head Teacher. To develop and maintain a whole school approach to supporting special needs by working closely with parents and other agencies to provide appropriate provision for those children who have been identified as having SEND.

### **THE OBJECTIVES**

- To assess and meet the needs of children within a frame work provided by the "*special educational code of practice*" issued September 2014
- To ensure the early identification of children with specific special needs
- To enable the inclusion of those children into mainstream class activities, while providing support, with individual work or small group work, where they are required.
- To ensure accurate and informative assessment of a child's special educational needs using a range of tests and teacher assessments
- To bring about the involvement of parents in the process of assessment and review and to encourage an active role in supporting their child's learning through, for example, playing their part in the school's homework policy, as well as providing a welcoming and supportive atmosphere in school and at parent/teacher meetings
- To provide support for the children's learning in order to meet the targets which have been identified by the process of assessment, by the class teacher.

- To ensure all teaching staff are supported in their role as “Teachers of Children with SEND”
- To ensure the appropriate involvement of other agencies in the assessment of children with Special Educational Needs and Disabilities to take account of recommendation when considering the level of provision and support
- To give consideration to the additional and different needs of individuals and groups of children when allocating Learning Support Assistants their role in school and provide a graduated response to assess and support those needs.

## RESPONSIBILITIES

The Head teacher Peter Staddon is responsible for overseeing the Special Needs provision in school.

The Governor responsible for SEND is Lynne Benton, she meets with the SENCo to monitor the special needs provision and keep up to date with current initiatives. She then presents this information at a full Governors meeting.

The SENCo in school is Jo Ward and she is responsible for recommending steps taken to meet the needs of individual pupils identified with SEND. This may involve:

- Identifying with the Head or class teachers children needing support by the analysis of assessments and other data
- To meet with parents of funded pupils for the annual review and other parents to discuss professional recommendations
- Co-ordinate provision for children with SEND
- Advise and liaise with fellow teachers and LSA's
- Manage LSA's involved with SEND
- Liaise with external agencies and multi-professionals for specialist advice and to arrange for visits to school
- Oversee records of children with SEND
- Meet termly with class teachers for *SEND Pupil Progress Meetings* to discuss new targets, strategies and to review SEND pupil progress
- Identify training needs of the LSA's supporting SEND pupils
- Transfer of SEND information to secondary schools and meet with their SENCo to discuss individual children if appropriate
- Chair consultations meetings with multi – professionals involved, twice a year
- Prepare evidence for SEND funding applications.
- To provide information on request when applying for an Education and Health Care Plan for individual pupils
- To control the Standard Funds SEND budget as well as the SEND budget within the general school budget.

## STRATEGIES

Our pupils learn through a broad and balanced curriculum and where necessary SEN pupils are provided with help to access the curriculum.

SEND children may be identified by the following processes

- Speaking to playgroup staff and having an understanding of family history
- Information received from previous school and any notice of support or funding etc
- Observation at Foundation Stage and progress identified using the Foundation Stage profile
- Progress in KS1 or optional SATs and other on-going tests and assessments
- Discussion in SEND Pupil Progress Meetings where pupils causing concern can be noted
- Meetings with LSA's
- On-going liaison with parents where parental concerns can be discussed
- Multi-professional contacts and the analysis of subsequent reports
- Concerns discussed in half yearly consultation meetings with multi-professional team
- Transition arrangements with secondary school discussed to identify and hand over SEND pupils

Once a need is identified, the follow up arrangements include:

- Pupils progress is continually assessed and progress monitored by staff and Head Teacher
- Termly SEND PPM (Pupil Progress Meetings) review individual targets and set new ones.
- On-going advice from multi-professionals is followed
- Progress or change of status of SEND in school is reported at consultation meetings
- Funded pupils annually reviewed with parents and multi-professionals
- Training for LSA's as appropriate
- Intervention groups provide a targeted support in every class.
- Wave 3 programmes of study are in place where 1:1 support is provided by an LSA.
- Individual intervention programmes of study are drawn up for pupils with complex special needs.
- In some complex cases funding for pupils can be applied for by the SENCo to help support 1:1 opportunities

Education and Health Care Plans replace the old statement

## **TRAINING**

The SENCo and Learning Support Assistants attend all training deemed appropriate to update skills and understanding of SEND and the SENCo and the SEND Governor attend a yearly conference.

## **RESOURCES, EQUIPMENT AND MATERIALS**

The School has spent the SEND budget in order to build up a variety of resources, equipment and materials. The school is also able to borrow materials and equipment on a regular basis from Fairmead and Avalon Special Needs Resource Centres. Many resources are made in school to support the individual programmes of study used for specific pupils.

## **LINKS WITH PARENTS**

We recognise that parents play a central role in the education of their children, particularly when the children have special needs. We encourage close contact with all parents and undertake to follow up any concerns expressed about any aspect of their child's education or development. Parents who have children causing concern will be contacted by their class teacher. Parents of funded pupils will be invited to the Annual Review of their child's progress.

## **LINKS WITH OUTSIDE AGENCIES**

To make our support for our children successful, we also have close contact with a number of agencies. We receive visits from the Speech and Language Therapist, our Learning Support Advisor, the Area Educational Psychologist and Behaviour Support Services and Medical Support Team and they write individual reports for pupils they visit along with recommendations which we follow

It is a legal requirement that each school should have a member of staff who is the school's Child Protection Officer. Peter Staddon is the school's Child Protection Officer and he is the school's contact with specific reference to Social Services.

## **CHILDREN LOOKED AFTER**

The school monitors the progress of these pupils closely.

## **THE SCHOOL PREMISES**

Most areas in school are accessible to pupils with mobility problems. There are two purpose built toilets and a shower for the disabled. In the event of concern, special arrangements are made to see parents who may have queries of how their child with mobility problems will access areas of the school.

## **REVIEW OF THE SEN POLICY**

The Governing Body monitors the Policy for Special Educational Needs through the Head teacher's Report and through evaluation by the Special Educational Needs Governor. The effectiveness of the policy is subject to regular review at the discretion of the Governing Body.

## **CONCLUSION**

The Head Teacher Peter Staddon, the SENCo Jo Ward, the SEND Governor Lynne Benton and all the members of staff are working together to make the school fully inclusive. We are constantly reviewing the provision for our pupils with SEN and matching their individual needs to intervention support programmes. As parents we would greatly value your support and welcome comments that will enhance our provision for your child.

*Reviewed : September 2014, September 2015 September 2016, May 2017  
Next review September 2018*