

Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others”

“...encourage one another and build each other up...”

1 Thessalonians 5:11.

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Introduction

This policy is a statement of the aims, principles and strategies for best meeting the individual needs of children who are experiencing learning difficulties in any area. It has been written in compliance with:

- Equality Act 2010: advice for schools DfE February 2013
- Children and Families Act 2014
- SEND Code of Practice 2015
- School SEN Information Report Regulations 2014

Our named ‘responsible’ person is our Head Teacher, Mrs Joanne Hyslop. If parents have any concerns at all they should be addressed to her.

Our Governor with responsibility for Special Educational Needs is Mrs K Alexander.

Our Special Needs Coordinator is Mrs Jessica Ollier. She has over 13 years’ experience in the post of coordinator and has a Post Graduate Certificate in Specific Learning Difficulties. She attends termly CWAC and diocese SEND meetings in order to continue her professional development. For the purposes of this policy, she will be referred to as SENCO and can be contacted at senco@davenhamce.cheshire.sch.uk

Our Vision

At Davenham School we believe that each child should have an inclusive education in classes, with full access to the National Curriculum, apart from the withdrawal of individuals or small groups for extra tuition sessions where necessary. Most targets are addressed in class, where Class Teachers are teachers of every young child in their class, including those with SEN, with the support of TAs and the SENCO.

The principles of total inclusion are central to our SEN vision with Senior Leaders, Staff and the SENCO constantly evaluating and reflecting on ways to incorporate as many inclusive practices in our SEN (and whole school) approach to learning.

We aim to give each child the extra support for their individual need so that they can achieve their fullest potential. We aim to make this support an integral and natural part of

the school day. We see each child's time with us as a partnership between the child, the parents, the teacher and any other agency involved.

We work closely with the children and hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We note that under achievement itself is not necessarily due to special educational needs alone and we look to the 'whole' child and how to address underachievement in class, through 'catch-up' initiatives, pupil targets, support for difficult circumstances at home and through mentoring/nurturing, before a decision to assess for educational special needs is made.

Definitions

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age.

We cater for pupils who experience difficulties in:

- communication and interaction
- cognition and learning
- emotional and social development
- sensory and/or physical and medical conditions

Behavioural Difficulties

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. We do however recognise that some SEN result in behaviour issues.

Children with medical conditions

Our school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. They may need extra support including; work to do during absences, mentoring meetings to discuss their feelings and a structured approach to their absences and returns to school.

Some children with medical conditions may also have special needs and this will be recorded on an SEN Pupil Profile.

Details of provision for children with medical conditions can be found in our Policy for Children with Medical Needs.

The school has full provision for pupils who are disabled.

Aims and Objectives

It is the aim of our school to provide every child with the best education possible. Our objective in setting out the school's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We aim:

- To identify pupils with special educational needs as early as possible and to ensure their needs are met.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To have systems in place to ensure all teachers are catering for the needs of all pupils.

Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Needs Co-ordinator – Mrs Jessica Ollier;
- delegated powers and responsibilities to the Head Teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- delegated powers and responsibilities to the Head Teacher to ensure that provision of special educational needs is of a high standard;
- delegated powers and responsibilities to the Head Teacher to have regard to the Code of Practice when undertaking SEN responsibilities;
- to report annually to parents on the effectiveness of the school's special educational needs policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the SENCO and to report back to the Governing Body – Mrs Kathryn Alexander;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head Teacher

The Head Teacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENCO and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;

- inform parents when special educational needs provision has been made for their child;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the SENCO

The SENCO will:

- work with the Head Teacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- monitor the delivery of intervention programmes with the lead person organising and managing those programmes (Mrs Joanne Hyslop);
- ensure that all teachers prepare and keep up to date SEN Pupil Profiles for children in their class;
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise and lead annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor SEN provision;
- annually report to the Governing Body on the success and development of special educational needs.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Head Teacher and the SENCO;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of Class Teachers

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- make the co-ordinator aware, at the earliest opportunity, of any concerns they have about a child that may lead to the identification of special educational needs or if parents raise concerns;
- follow the 4 step plan for SEN;
- complete an SEN Concerns Form for any child not yet identified as having a SEN but whom they have concerns for;

- deliver the individual strategies for each special educational needs pupil as set out in their agreed SEN Pupil Profile;
- develop and maintain SEN Pupil Profiles for special educational needs pupils by working closely with the SENCO and support staff;
- comply with all aspects of this policy;
- undertake appropriate training;

Role and Rights of Parents

We encourage parents:

- to work closely with our school in order to develop a partnership that will support special educational needs pupils;
- to take part in the termly writing and review of SEN Pupil Profile;
- to attend annual reviews;
- to work with our school to support SEN Pupil Profiles where targets can be contributed to at home.

Parents are an integral part of our special needs policy and they are consulted before every new step is taken. We inform parents of any necessary assessments and ensure they understand the assessment process. We share concerns and successes. When a child is identified as needing extra support, an information guide detailing the process is provided to parents.

There is an information sheet for SEN advice for Parents and prospective Parents on our school website. It also gives a link to the 'Local Offer', where Cheshire West and Chester lists all SEN provision in this area and how to access it.

Our school will make available, to all parents of pupils with SEN, details of the Cheshire West and Chester Information Advice and Support Service (IASS) available through the local authority.

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in (at an appropriate level):

- assessing their needs;
- contributing to their SEN Pupil Profile;
- setting learning targets;
- their annual reviews

Depending on the age and appropriateness, pupils with SEN will also be encouraged to participate in the decision-making processes affecting them.

Early Identification and Assessment

It is vital that pupils with special educational needs are identified at an early stage. Every teacher is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

We have very close links with our local playschool and nurseries and some special needs are identified there. Initial identification may result from concerns expressed by parents, teachers, the child, or other agencies involved (e.g.; doctor, speech therapist, physiotherapist or psychologist). If a need is known of before a child starts school, we carry out a thorough transition process including meetings with parents, current setting and outside agencies as appropriate so that each child is best provided for as soon as they start our Reception classes. Many special needs are identified before the child starts school or during the first few terms. In these cases, a set of targets is put in place after full consultation with parents.

Intervention

As advocated in the Code of Practice once pupils have been identified as having Special Educational Needs the school will intervene through either:

Element 1: Element 1 intervention can be triggered by either: children making insufficient progress across one term or; children not on track to meet their end of year targets. These children will be identified as Children Causing Concern (CCC).

School uses catch up materials for reading, spelling and mathematics, through interventions delivered by TAs.

Element 2: Element 2 intervention can be triggered through concern that despite receiving differentiated teaching (as detailed above) pupils:

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent emotional/behavioural difficulties
- have sensory or physical problems which hinders progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning
- show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and/or interaction problems, which continue despite curriculum differentiation

The SENCO, working alongside the class teacher will consider an appropriate approach such as:

- providing different materials or equipment
- direct extra staff to work closely with the pupil if required
- suggest more effective strategies via staff development or training
- devise interventions and monitor their effectiveness by providing extra adult time

- contact the LA for support and advice on strategies and equipment or staff training
- consult with parents
- ensure an appropriate SEN Pupil Profile is in place which will record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs
- ensure that SEN Pupil Profile reviews take place termly and will record the extent to which targets have been met
- ensure relevant background information is in place

Our school aims to provide a variety of provision by way of:

- Full-time education in classes, with additional help and support by the class teacher through a differentiated curriculum.
- Periods of withdrawal to work with a teacher or teaching assistant in a group or on a one to one basis.
- In-class support with adult assistance on an individual or group basis.
- Support from specialists within class or on a one to one basis.

If at an SEN Pupil Profile review (providing 2 cycles of assess, plan, do review have taken place) it is considered the pupil has not progressed sufficiently, then the pupil should move to Element 3.

Element 3 relates to an application for Top-Up Funding or an Education Health and Care Needs Assessment whereby the child has not made expected progress despite school having taken relevant and purposeful action to identify, assess and meet the special educational needs of that child.

- If an application for an EHC Needs Assessment is successful, an EHC plan will be finalised and the local authority will fund additional provision beyond which the school can offer.
- If the local authority decides not to conduct an EHC needs assessment, it must inform the child's parents of their right to appeal that decision and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services. The local authority should also provide feedback collected during the process of considering whether an EHC needs assessment is necessary, including evidence from professionals, which the parent or school may find useful.

Relevant legislation and procedures are contained within Chapter 9 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2015)

Exiting our SEN record

Pupils may exit the SEN process once they have made the progress required to narrow the gap between themselves and their peers and are achieving their full potential. This is only done after full discussion between parents, pupils, class teachers and other agencies involved.

Liaison and Transfers

We operate a rigorous 'hand over' system at the end of each year so that class teachers are aware of the special needs in their upcoming classes. This includes a formal handover of Pupil Profiles.

We have a very good relationship with our local high school. The majority of our SEN pupils transfer there. There are several opportunities in years 5 and 6 to visit the high school, SEN pupils can have an extended transition depending on their needs.

The relevant high school SENCO attends Year 6 review meetings and takes a keen interest. They are invited to attend the Year 5 review of pupils with an EHCP as secondary provision is discussed at this review.

Other Agencies

A detailed list of Agencies available is listed on the 'Local Offer' written by Cheshire West and Chester LA to guide parents to agencies that can help them with specific issues including SEN. A link to this is included in our 'SEN Information for Parents' sheet on our school website and we welcome input from any agency that can support our children and their parents.

Inset

Identified in-service training will be undertaken in line with the school's Professional Development Policy.

Physical Disabilities

Our school building is well adapted for disabled pupils and visitors. All doors are double width, with low handles/push points. The corridors are wide and most of the classrooms have no doors. All main entrances have ramps and there are disabled toilet facilities. There are no steps in school. Reasonable adjustment to school equipment is made where necessary.

Admissions

Full details of our Admissions arrangements can be found in our Admissions Policy.

Decisions about admissions to the school are made by CWAC Admissions Team, with priority given to children within our admission priority criteria. This includes children from within these areas with special needs.

Parents of children who have special needs should declare this on their application forms. Parents should return their application form to the LA Admissions Team or fill in an online application form.

Complaints

Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue. In the event of this not being successful, parents are welcome to contact Mrs Debbie Mercer, our Chair of Governors.

Evaluation

The progress of SEN pupils is constantly evaluated through formal and informal means.

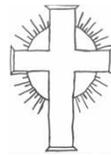
This includes close consultation between the SENCO, class teacher, parents and the individual child. Parents are constantly updated on matters of progress, endeavour and concern (in some cases through daily or weekly diaries).

Overall progress is discussed at formal annual review meetings for pupils with an EHC plan. These meetings involve all relevant agencies.

This policy is reviewed annually for success and the implication of new initiatives and legal requirements, in line with school development priorities.

EQUALITY STATEMENT

Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, gender, gender identity, disability, religion or belief, sexual orientation, marital status, age or pregnancy and maternity. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.



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POLICY FOR SEND

Effective Date		22 January 2018	
Review		Annually	
Person Responsible		Joanne Hyslop	
Signed Headteacher	Signed Chair of Governors	of	Date Ratified
J Hyslop	J Green		22.1.18

Review Date	Signed Headteacher	Signed Chair of Governors
January 2019	Joanne Hyslop	Debbie Mercer
January 2020	Joanne Hyslop	Debbie Mercer
January 2021	Joanne Hyslop	Debbie Mercer
24 January 2022	Joanne Hyslop	Debbie Mercer