



# Outwoods Primary School

## SEND POLICY

### (Special Educational Needs and Disability)

This policy was reviewed and updated in July 2014 in line with the revised Code of Practice.

#### **AIMS**

It is our aim to fully integrate all pupils including those with SEND and to provide all children with their legal entitlement to a broad, balanced, coherent and relevant curriculum. Early identification of special educational needs ensures that children can be appropriately planned for by their class teacher. We ensure that the teaching and learning environment is effective in improving the educational outcomes for all pupils including those with SEND. We aim to provide detailed intervention programmes to assist individual pupils and support their specific needs.

#### **DEFINITION**

Any pupil at some stage within their school career may develop an individual educational need that differs from the majority of their peers. The definition of Special Educational Needs and Disability (SEND) for the purposes of this policy will be:

A child has SEND if he or she requires special educational provision in order to access the curriculum and/or achieve his or her full potential. This provision will include learning difficulties, extending exceptional abilities (G&A – Gifted and able) and those with emotional, social and mental health difficulties (ESMH).

Children may have special educational needs either throughout their schooling or at anytime during their school career. This policy ensures that planning and assessment for children with special education needs takes account of the type and extent of the difficulty being experienced by the child.

A child may have a learning difficulty if they have significantly greater difficulty in learning than the majority of the children of the same age, or if they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

For the purpose of this policy SEND refers to any child who displays one or more of the following factors;

- Moderate learning difficulties in more than one area
- Exceptional abilities
- Specific learning difficulties
- ESMH (Emotional, Social and mental health difficulties)
- Physical
- Sensory
- Speech and language
- Specific medical conditions

## **EQUAL OPPORTUNITIES AND INCLUSION**

At Outwoods we have high expectations of all staff and children. We aim to offer excellence and choice to all our children. We achieve this through the removal of barriers to learning and participation. We want all children to feel that they are a valued part of our school community. Through excellent and creative curricular provision, we respect the fact that children;

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by;

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all of their senses and of varied experiences.
- Planning for children's full participation in learning, and in physical and practical activities.

- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

## **PARTNERSHIPS**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. We recognise that parents have much to contribute to our support for children with special educational needs.

We have regular meetings each term to share progress of all the children with the parents. We inform parents of all intervention in place to support their child. We share the process of decision making by providing clear information relating to the education of children with SEND.

We support children to take responsibility and make decisions. Child friendly IEP's are regularly reviewed with children and children are encouraged to evaluate their progress and set new targets.

The Governing Body of the school will name a Governor to oversee SEND and the effectiveness of this policy.

## **OUTWOODS RESPONSE TO SEND**

Wave 1 Quality First Teaching: The class teacher is responsible for differentiating work for all the pupils.

TA's are responsible for supporting the teacher and may be called upon to deliver intervention programmes.

The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. Teaching assistants are used as a vital part of the effective classroom.

Intervention programmes as planned for target groups of children. These are frequently monitored by SENCO team.

If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress towards targets, placing the child on the SEN register at SEN Support is considered. The teacher responsible for the child informs the SENCO team.

If lack of progress or behaviour is causing concern these questions must be asked;

- What evidence of progress do I have for the child?
- Are they 2 sublevels below expected attainment for the majority of the class?
- Has their behaviour pattern changed? How? Why?
- Are the targets set for this group at intervention level appropriate?
- Is the child's attendance a cause for concern?
- Are the parents aware that you may have concerns about progress?
- Am I ready to discuss my concerns with the SENCO?
- Have I done all I can to address any barriers to learning as part of WAVE1 and 2 intervention?

## **SEN SUPPORT**

The child is placed on the SEN register at SEN Support.

Appropriate interventions are identified and parents/carers are informed.

Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers.

An IEP is written which is reviewed regularly.

Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made advice is requested from outside agencies.

If lack of progress at SEN Support is causing concern these questions must be asked;

- What evidence of progress do I have for the child?
- Has the child met any targets set?
- Were the targets SMART enough?
- Are the parents aware of concerns?
- Is the SENCO aware of concerns?
- Has additional and different provision, beyond normal differentiation, been made and carried out as planned?

- Does the child need support / assessment beyond that which the school can provide?
- What outside agency support is required?
- Is all the information available to make a referral to an outside agency?

## **OUTSIDE AGENCY SUPPORT**

The SENCO requests advice from an external agency. An individual IEP is devised referring to the additional guidance given and is agreed with parents/carers.

The teacher and TA involved deliver the plan of action.

The IEP is implemented in the class using the strategies and additional/different resources suggested. Links with home are supported. The IEP is reviewed regularly.

The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.

If lack of progress at Outside Agency Support is causing concern these questions must be asked;

- Is the child receiving support / advice from outside agencies?
- Has this advice been acted upon?
- Is the support enabling the school to overcome barriers to learning?
- Is the additional support appropriate for the child's needs?
- What evidence of progress/ lack of progress do we have?
- Has the child met any targets?
- Are the targets SMART enough?
- Is the child's attendance a cause for concern?
- Are the parents aware of concerns about lack of progress?
- Have we got all of the information we need to make a Referral for Statutory Assessment?
- Are all agencies and parents in agreement that a Referral for Statutory Assessment is appropriate?

## **BESPOKE PROVISION AT OUTWOODS PRIMARY SCHOOL**

### **ISG-**

This enables children at risk of exclusion from The Atherstone Cluster Schools and schools in the locality to be taught in a small group where the adult to child ratio is high. The ISG addresses anger issues and nurtures children to allow for a speedy integration back into mainstream school.

### **Nurture Group-**

At Outwoods we offer nurture sessions for children. The aim of these sessions is to develop children's self confidence and social skills. During approximately 10 weeks children are taught to follow routines and develop co-operative work.

### **Play and Lego Therapy-**

We have staff trained in the delivery of play therapy, (including lego therapy). At times during their primary education children may need to access this provision to develop self confidence, self esteem and social skills.

## **STAFF DEVELOPMENT AND TRAINING**

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training; most training will be internal and bespoke to staff needs. However input from external agencies, (EI S, IDS, EP, PMHT,) is actively encouraged.

## **MONITORING AND EVALUATION OF SEND PROVISION**

The effectiveness of our provision for pupils is identified as having special educational needs is carried out in the following ways:

- classroom observation -SENCO, members of SLT
- work sampling -SENCO and SLT
- scrutiny of planning -Curriculum co-ordinators and SLT
- Pupil Progress Meetings-SLT
- informal feedback from all staff
- pupil interviews
- pupil tracking -SENCO and SLT

- monitoring IEPs and IEP targets; Pen Portraits, Pastoral Support Programmes and BAPs -class teacher, SENCO and SLT
- movement on the register -SENCO and SEN Governor
- attendance records -SLT

## **MONITORING OF POLICY EFFECTIVENESS**

We have identified the following success criteria to enable the Headteacher, SENCO, Senior Management team and SEN Governor monitor and evaluate the effectiveness of the policy.

- the SENCO has at least one termly meeting with the governor responsible for SEND
- the register is updated termly
- Pupil Progress Termly Meetings
- there is movement on the register, both up and down the levels of intervention
- all concerns are followed up as soon as possible
- parents are informed about all expressions of concern
- pupils with IEPs have the targets reviewed a minimum of twice a year
- pupils are aware of targets they need to achieve linked to the IEP
- relevant members of staff are aware of pupil targets
- IEP targets are SMART and written in accessible language
- parents are informed of their child's targets at parents' evening
- parents' data collected from parents surveys / questionnaires parents express satisfaction with the provision made
- teachers and support staff are aware of procedures
- all teachers' weekly plans show evidence of differentiation
- there is evidence of individual pupil progress over time
- SEND issues are included in staff development planning
- teachers are aware of their responsibilities

- The SENCO has an SEND action plan (or SEND is a key issue in the school improvement plan).

## **COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

This policy will be reviewed by the governing body every two years or earlier if it is considered necessary.