



Abberley Parochial V.C. Primary School

Inspiring Hearts and Minds

SEND Policy

Date reviewed: September 2021

Next review: September 2022

Approved by governors: October 2021

Abberley Parochial V.C. Primary School is a church school where we recognise the importance and seek to follow the Christian values of Wisdom, Compassion, Thankfulness, Courage, Creativity, Perseverance, Forgiveness, Justice and Truthfulness. These qualities form the foundation of our school culture and ethos in relation to how we work with children who may have special education or individual needs and by living these values, we believe that our school community can thrive.

Our school vision is based on Ephesians 3:17-19 which highlights that we are rooted and grounded in love and seeks that good qualities dwell in our hearts. We want those in our school community to grow together, be positive and feel confident about who they are, believing in themselves. It is with this vision and the values that we hold dear that our SEND policy is targeted.

At Abberley Parochial V.C. Primary School the emphasis is on the development of each individual child. To this end we ensure that all children are given the opportunity to reach their potential through high quality teaching and learning. We embrace resilience and independence, whilst encouraging creativity and curiosity.

In line with all Worcestershire schools we meet the needs of pupils with Special Educational Needs and Disabilities through a 'Graduated Response' to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. It is our aim to be as inclusive as possible, with the needs of pupils being met in a mainstream setting wherever possible and where families want this to happen.

Contact Details

Responsible Persons for SEN and disability:		
Head Teacher Mr. Joel Turvey	SEND Governor To be appointed	Special Educational Needs Coordinator (SENCo) Miss Lauren Hughes senco@abberley.worcs.sch.uk
NASENCo (National Awards for SEN Coordination status: Miss Lauren Hughes- Awarded January 2021		

Overview:

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 (2015) and has

been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (2014)
- SEND Code of Practice –25 (2015)
- School SEN Information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding Policy
- Accessibility policy and plan
- Teachers’ Standards (2013)

Aims: What do we want for our pupils with SEN and disability?

We are determined to use our best endeavours to provide a high quality, appropriate education for ALL pupils at our school so that they:

- Achieve their best
- Become confident individuals who live fulfilling lives
- Make a successful transition to their next phase of education (keeping in mind the end goal of making a successful transition to adulthood)

How are we going to do this?

- Be an inclusive, positive and creative school, which constantly strives for better outcomes for ALL children.
- To work within the guidelines of the SEND Code of Practice, 2014.
- To provide a SENCo who will work with the SEN Inclusion Policy.
- To identify and provide for pupils who have SEND.
- To provide support, advice and training for all staff and form strong partnerships with other agencies and schools.

Identifying Special Educational Needs

Children’s SEN are generally through of in the following four ‘broad areas of need and support (from the SEND Code of Practice)

- **Communication and Interaction** (e.g. Autistic Spectrum Disorder, ASD)
- Cognition and Learning (e.g. Dyslexia)
- Social, emotional and mental health (e.g. Anxiety disorders)
- **Sensory and/or physical needs** (e.g. visual or hearing impairment)

These areas give an overview of the range of the needs to plan for but children may have needs that cut across all these areas and their needs may change over time. The purpose of identification is to work out how the school can best support a child not to fit the pupil into a category. At Abberley Parochial VC Primary School, we identify the needs of children by considering the needs of the whole child, not just the special educational needs of the person.

These factors are NOT SEN, but we recognise that they may affect progress and attainment:

- Disability (the Code Practice outlines the ‘reasonable adjustment’ duty of all settings and schools

provided under current Disability Equality legislation- these alone do not constitute SEN)

- Attendance and punctuality
- Health and welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of Servicewoman/man

A graduated approach to SEN support:

How do we identify and manage children with SEND in our school?

What is SEN?

In the SEND Code of Practice, it states that a child has SEN where “...their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have an SEN. Formal lesson observations, regular learning walks and book trawls help us monitor this and where necessary, provide feedback and strategies to improve teachers’ knowledge and understanding of SEN.

Our SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Gradated Approach:



The Graduated Approach

- Assess** pupil's needs.
- Plan** how to support needs (e.g. extra teaching and interventions).
- Do** put extra support in place.
- Review** if it worked. How has this affected the pupil's needs?
- Start the cycle again.

Teacher assessments and pupil progress meetings:

Class teachers assess all pupil’s current skills and levels of attainment on entry, building on information from previous settings and classes. On a regular basis, class teachers assess the progress of all pupils in reading, writing and maths, identifying in particular where pupils are making less than expected progress (with support from the SLT). Key stage coordinators monitor progress through termly pupil progress meetings with teachers.

Where a pupil’s progress is causing a concern, this may be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

CPOMS and INSIGHT

Assessment information is logged on CPOMS and INSIGHT. This helps track and trace individual pupil’s

progress and monitor any anomalies.

What do we do if we think a child may have SEN?

1. The first response to concerns about progress is high quality teaching targeted at their area/s of weakness.
2. If progress continues to be less than expected, the class teacher works with the SENCo to **assess** whether the pupil displays SEN. This includes looking at all the information gathered within school about the pupil's progress, alongside national data and expectations of progress. High quality and accurate assessment is collected. An early discussion with parents and the pupil will take place so they can be involved in planning what support to put in place. An initial concerns form is completed by the class teacher.
3. The class teacher and SENCo will **plan** how to support the pupil's needs.
4. Extra teaching or interventions designed to secure better progress will be implemented at an early stage ('do' stage of cycle). Support from outside agencies such as SaLT or CNN may be appropriate. A review date will be set.
5. After additional support is put in place, the class teacher and SENCo will **review** the pupil's progress and response to such support. This will help identify needs and inform staff to whether the pupil has SEN. Where it is decided that the pupil does have SEN, the pupil's parents are informed and the decision is recorded on the school's SEN register.

Early Identification

The SENCo works in close collaboration with the Early Years Foundation Stage (EYFS) teacher to ensure that needs are identified at the earliest point. Where there are concerns about a child, the SENCo may do class observations and fill in an 'Early Concerns Form' in consultation with the EYFS teacher, parents, and child. The form details a child's strengths and interests, areas of need, current attainment, strategies/intervention tried and the impact of these, and next steps. This is reviewed and if minimal progress is gained after two waves of targeted intervention, the child may be placed on the SEN record.

How do we manage pupil's needs on the SEN register?

Every child has an individual document which is reviewed each term. This document shows what the child has achieved in a term, what support helped make this possible, targets for the new term and what provision will be put into place to meet these targets.

The class teacher or SENCo talks to the parents and child about their priorities and aspiration for the coming term and this fits in with what they would like to achieve by the end of the year/key stage (long term outcomes). This will take place during termly '**Drop In Sessions**'.

Adaptations are made to the curriculum for SEN children by;

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child

where necessary.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Pupils with SEN are enabled to engage in activities with those do not have SEN by:

- Seeking to ensure that all activities outside the classroom and school trips are available to all.
- Risk assessing each trip, and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Adjusting, where possible to extracurricular school clubs to support the participation of vulnerable pupils.
- Auditing health and safety approaches and policies as and when appropriate.

Termly Drop In Sessions

'Drop In Sessions' are held once a half term (only needed to be attended termly, but twice termly is welcomed) via video call with parents. These meetings are to discuss what is stated above with parents and to answer any questions that have arisen from different reports. These sessions are a 'listening ear' and to offer advice where possible.

How do we involve outside agencies and specialist services?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, outside agencies or specialist services may be involved. Parental consent is always sought before referrals are made. Advice and resources from professionals are communicated to all staff working with the pupil and to parents.

Other outside agencies or specialist services may be consulted such as:

Specialist Teaching Service (Learning Support Team)

- o Autism Outreach
- o Child and Adolescent Mental Health Service (CAMHS)
- o Special school behaviour advisors
- o Paediatrician or school nurse
- o Occupational Therapist
- o Educational Welfare Officer (EWO)
- o Social Services – Children and Families Wellbeing Service

What if the Graduated Response does not work for my child and they do not make progress?

What is an EHCP?

An Education, Health and Care Plan (EHCP) is the document which replaces the Statement of SEN. It describes a child's SEN and the help they will get to meet them. The plan is a legal document written by the local authority. EHCPs are only for children who need a high level of support.

It may be appropriate to request an Education, Health and Care needs assessment if a child has not made progress, despite relevant and purposeful action to identify, assess and meet the SEN of the child having taken place. This is decided by the SENCo and the headteacher. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEN support. Advice from outside agencies may support an application for an Education Health Care Plan. If a child has an Education, Health Care Plan (EHCP), an annual review meeting will be held where parents, school staff and any appropriate outside agencies meet to discuss the child's progress in the past year and decide whether the outcomes on the EHCP are still appropriate. This is sent to the local authority to be reviewed.

When should a child be removed from the SEN register?

The SENCo, class teacher and parents of a child may decide to remove a child from the SEN register (during a termly SEN review). The child's thoughts about the help they need to be able to progress at school will also be considered. Their rate of progress should have improved and the attainment gap between the child and

their peers should have reduced (compared to when they were added to the SEN register). Everyone must be confident that normal class provision and interventions will be enough support for them to continue to make progress and fulfil their potential.

What is the Worcestershire Local Offer?

The Worcestershire Local Offer brings together in one place information about the help and services (health, education, and social care) in Worcestershire for children and young people with SEND and their families.

Our arrangements for assessing and identifying pupils as having SEN is agreed and set out as part of the Local Offer. For more information, please visit: <https://www.worcestershire.gov.uk/sendlocaloffer>