



Abberley Parochial V.C. Primary School

Inspiring Hearts & Minds

Abberley Parochial V.C. Primary School

SEND Policy

January 2018

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.

Early Identification

The school screens children on entry to school to create a baseline against which to be measured for future progress. This Reception Assessment takes place during the first six weeks in school, and identifies the specific skills which the child brings to school in terms of reading readiness, early numeracy, fine motor skills and gross motor skills as well as social skills. These profiles are discussed with all parents and may highlight areas that require monitoring very closely. At the end of reception year the children are assessed against national targets which determine their readiness to begin the key stage one curriculum.

The school operates a Graduated Response System to ensure the best possible outcomes for your child. If your child has been identified as requiring SEND support he/she will be assessed via this system.

Range of Provision

Class teacher input, via excellent targeted teaching, also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve using more practical learning opportunities.
- Specific strategies (which may be suggested by the SENCO or other professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Graduated Response: Wave 1

For your child this would mean that the teacher has identified that your child would benefit from specific small group work.

This group, or Intervention group, may be

- Run in the classroom or outside.
- Run by a teacher or a Teaching assistant who has had training to run these groups.

Graduated Response: Wave 2

This would mean they have been identified by the class teacher as needing some extra support in school. This would be following the assessment of the intervention put in place in Wave 1.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make progress.
- A Teaching Assistant/teacher will run these small group sessions using the teacher's planning.

This type of support is available for any child who has specific gaps in their understanding of an area of learning.

Graduated Response: Wave 3

This would mean your child has been identified by the class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the Educational Psychologist or The ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, an Occupational Therapist or the Learning Support Team.

For your child this would mean:

- Your child will have been identified by the class teacher (or you will have raised your worries) as needing a more specialist input in addition to the quality first teaching and intervention groups that are already in progress.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional, such as a Speech and Language Therapist or Educational Psychologist.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

Making changes to the way your child is supported in class which may include some individual support or changing some aspects of teaching to support them.

- A small group of children run by school staff under the guidance of the outside professional.
- The school may suggest that your child needs some individual support in school.

- They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support for your child

This may be provided via an Education, Health and Care Plan (EHCP). This would mean your child will have been identified by the class teacher as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The parents of a child or the school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request to the Local Authority has been completed (with a lot of information about your child, including some from you), they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If it is deemed necessary they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs require an EHC Plan at the time of request, they will ask the school to continue with the support at Wave 3.
- After the all reports have been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at Wave 3 and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the support that should be provided and what strategies must be put in place. It will also have long and short term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programs or run small groups which would include your child.

Special Educational Needs and Disabilities Coordinator

Responsible for:

- Co-coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are: involved in supporting your child's learning kept informed about the support your child is getting
- Involved in reviewing how they are progressing against the outcomes set.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Writing an Individual Provision Plan, and sharing and reviewing these with parents at least once each term and planning for the next term. Ensuring that all staff working with your child in school are helping to deliver the planned work/program for your child, so they can achieve the best possible progress.

This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will allocate responsibility to the class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Communication

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to SENCO or Headteacher.
- If you are still not happy, please refer to our complaints procedure policy.

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive and discuss with you any referrals to outside professionals to support your child's learning.

How teachers are supported to work with children with SEND

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes training on SEND issues such as ASD and Speech and language difficulties.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Children at Wave 2 will have an Individual Provision Plan which will be reviewed and then discussed with parents, every term and the plan for the next term discussed.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

Support for parents

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. In addition to this, children who are working on targets at Wave 3 and above can arrange regular termly or half termly meeting to review targets and set new ones.
- Individual Provision Plans will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Date Reviewed – January 2018