



Uffculme Primary School

Special Educational Needs Policy

Approved by The Local Governing Body on: 28.9.17

Next review date: September 2022

General Information

Governor responsible for SEND: Mrs Jill Larcombe

Headteacher: Mrs Jo Dentith

SENDCo: Mrs Ruth Welch

SENDCo Qualifications: National Award for SEN Coordination awarded by The University of Plymouth

Contact details: WelchR@primary.uffculmeschool.net

This policy is in line with our Teaching and Learning policy and Equality Policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Head teacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

The staff and governors at Uffculme Primary School will work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils.

Aims

- to identify students with special educational needs as early as possible and ensure that all their needs are met;
- to maximise the opportunities for students with special educational needs to join in with all the activities of the school;
- to ensure that all learners have equal access to a rich, varied curriculum which is differentiated to meet individual needs and abilities;
- to encourage learners to develop confidence and recognise value in their own contributions to their learning giving them a high self-esteem;
- to encourage regular and effective communication between parents and school;
- to encourage learners to express their views and be fully involved in their learning;
- to ensure parents are informed of their child's special needs and promote effective partnership to involve outside agencies, when appropriate.

School Admissions

In line with the school's general admissions policy, we will:

- not treat disabled pupils less favourably;
- make reasonable adjustments so that disabled pupils are not put at a substantial disadvantage.

Specialist Provision

The school does not have a special unit.

The SENDCo, Head and Assistant Head of the Primary School have all achieved The National Award for Special Educational Needs Coordination.

The school welcomes applications for pupils with mobility difficulties but does not have complete wheelchair access. The governors would however make every effort to accommodate a pupil's particular needs and would work with the Devon County Council to improve facilities.

All teachers have a responsibility to meet the needs of pupils with SEND. The school employs the services of an Educational Psychologist as necessary. A Governor reports to the Local Governing Body on Special Needs. They visit the school regularly to consult with the staff and keep the Local Governing Body informed of any matters relating to special needs. Many staff have attended appropriate courses and have extended their skills in a number of areas. There is an on-going programme of training to update all teachers about matters relevant to their teaching.

Identification

All pupils are entitled to a rich and varied curriculum, including the Foundation Stage. This Policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils have their needs met through high quality class teaching and appropriate differentiation (Universal provision). This may also include other targeted interventions such as individual work for literacy and/or numeracy; fine motor skills, movement groups; social and communication groups (Additional and Specialist Provision)

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the SEND Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements:

- performance is monitored by the teacher as part of ongoing observation and assessment;
- outcomes from baseline assessment results are used;
- progress against the age-related objectives specified in the Primary Curriculum is collated;

- performance against the level descriptions within the National Curriculum at the end of a Key Stage are measured;
- standardised screening or assessment tools are used.

If this suggests that the child is not making the expected progress, the class teacher will consult with the SENDCo in order to decide whether additional and / or different provision is necessary. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the school's medical register.

The triggers for intervention are;

A child who, despite receiving appropriate early education experiences:

- makes little or no progress, even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the setting;
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment;
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at a level substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In consultation with pupils, parents, carers and teachers, the SENDCo will advise on the writing of an Individual Education Plan (Appendix B Sample IEP). This may also involve consultation and advice from external agencies.

The IEP will set targets for the pupil and will detail;

- the short-term targets set for or by the child;

- the teaching strategies to be used;
- the provision to be put in place - human and other resources;
- when the plan is to be reviewed;
- success and/or exit criteria.

The IEP will be reviewed at least once every six months and the outcomes will be recorded. Pupils will participate fully in the review process, according to their age and abilities. Parents will also be invited to participate in the target setting and review process.

Education, Health and Care Plans

In a small number of cases, where the child is experiencing particularly high levels of difficulty and the child is unable to make adequate progress an Education, Health and Care Plan may be required. These replace the previous statements of special educational need (although if a child has been granted one before September 2014 the existing 'statements' will remain in place).

By the time the head teacher considers requesting an Education, Health and Care Plan for a child's special educational needs, the school should be able to provide written evidence of, or information about:

- the school's additional support
- individual education plans for the pupil;
- records of regular reviews and their outcomes;
- the pupil's health, including the child's medical history, where relevant;
- National Curriculum levels;
- attainments in literacy and mathematics;
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- views of the parents and of the child;
- involvement of other professionals;
- and may include involvement by the social services or education welfare service.

In conjunction with the school's SENDCo, parents, relevant professionals and the local authority, all will be responsible in a coordinated manner (through the application of an EHCP) to ensure a child's receives adequate provision to meet their special educational needs.

The 'local offer' of support from Devon County Council can be found on the schools' website as well as the Uffculme Primary SEND Information report.

Graduated Approach

The decision making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of high needs students discussed with parents at Annual Reviews. Where a pupil makes good progress, and bridges the gap,

support may well be reduced, even to the extent of being taken off the SEND Register. When significant changes to provision occur, parents are automatically involved.

The school adopts a graduated approach to SEND:

Assess: Our school SEND information report highlights the number of ways in which we monitor children's progress and achievement. This rigorous monitoring cycle highlights pupils who may need further support and intervention. If a member of staff has a concern about a child then they complete the SEND referral (KS1 and 2) forms located on the school cloud. This provides a quick assessment of the particular needs of the pupil. The SENDCo will then review the information and use the graduated response identification checklists to highlight the specific areas of need for the pupil.

Assessment information supports planning effective teaching, determining appropriate provision and informing adjustments to teaching that will lead to outstanding progress and improved outcomes for children. Other information gathered at this stage might include observations of pupils in class, outside professional involvement and screening assessments.

Plan/Do: A child is added to the SEND register at the school after the assessment process above has been completed. The first step is to ensure that high-quality teaching, differentiated for individual pupils is in place. This is achieved through a cycle of lesson monitoring, provision mapping and lesson planning scrutiny. The next step is to make sure all staff are aware of the pupils needs, the support provided and any teaching strategies or approaches that are required. Weekly teacher and TA staff meetings allow information to be shared; weekly supervision provides pastoral concerns and strategies to be communicated. Pupil profiles are provided for children on the SEND register, these are located in the classrooms so that all staff can refer to this information when needed.

Some children will then require targeted provision what is additional to or different to that made for the majority of pupils. Individual Education Plans (IEP's) are used to set personalised high expectations for children on the SEND register. For some children and their families a Devon Assessment Framework (DAF) is used to support the child and family. If a pupil clearly needs something different from/ additional to what is being provided for the rest of the class and over a longer time span, then we begin a formal assessment to request an Education, Health and Care Plan with the help of other specialists. Throughout this process children are invited to review their own targets and discuss their own progress.

Review: Children receiving additional support will have interventions reviewed termly. Pupil progress meetings between staff at the school will focus on tracking provision to make sure that the gap is narrowed (progress and achievement) between pupils with SEND and other pupils. Team around the Family meetings are scheduled termly for pupils and their families involved with the DAF process at the school.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Accessing Further support

When the school has evidence that a pupil is making insufficient progress, despite significant support and intervention at SEND Support, we may seek further advice and support from outside professionals. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The advice from outside professionals will be incorporated into the IEP and these professionals will be invited to contribute to the monitoring and review of progress.

A number of pupils may have existing statements of SEND or the new Education, Health & Care (EHC) plans. In addition to the regular review of their IEPs, their progress and the specific support outlined in their statement or EHC plan will be reviewed annually and a report provided for the 0-25 Team. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress, a statement or EHC may be discontinued.

Arrangements for SEND Training and Development of All Staff including LSA and MTAs

The school makes an annual audit of training needs for all staff, taking into account school priorities as well as personal, professional development. Particular support will be given to NQTs and other new members of staff.

Arrangements for Partnership with Parents

The school has well-established systems for informing parents about their children's progress and those with SEND are included with them. Parents receive reports and are encouraged to attend Parents Evenings. If required they may visit the school to discuss their children with pastoral staff or subject teachers. Children with SEND will in addition have reviews which are statutory in the case of those with statements/EHCPs. Parents are always invited to such reviews and are encouraged to express their views on the interventions and support provided.

Parents of any pupil identified with SEND may contact the Devon Information Advice and Support service (DIAS: www.devonias.org.uk) for independent support and advice. Your

child's class teacher and SENCo will work closely with parents at all stages in his/her education and should be the first contact in case of any difficulty.

Links with Other Mainstream Schools and Special Schools

Advanced planning for pupils in Year 5 is essential to allow appropriate options to be considered. The SENCo will liaise with the SENCo of Uffculme School or other secondary schools that children will move to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school, their records will be transferred to the next school, as required under the Education (Pupil Information) Regulations 2000.

Children entering the school at Foundation Stage.	The Foundation stage leader undertakes home visits to all new children and meets/ makes contact with Nurseries and play groups to ensure all relevant information is available to support a smooth transition into the school.
Children entering the school midyear.	For children entering/leaving during their schooling, discussion would take place with the previous school and copies of all relevant paperwork in the SEND files would be passed to the next school.
Children leaving the school either at Year 6.	An enhanced transition programme may be required by children with special educational needs and this is planned at the annual review in Year 5 and Year 6. It involves familiarisation visits to the secondary school and opportunities to meet teaching staff.

Links with Other Agencies and Voluntary Organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

Advice and assessment from an Educational Psychologist is requested when needed. The school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.

Liaison meetings with pre-school providers are held to ensure a smooth start to school for children in the Foundation Stage. A transition programme is devised each year by the EYFS Teacher according to the needs of the children in each particular intake. It involves visits by school staff to the pre-school providers and a planned programme of visits for the children into Reception as well as a home visit in the Autumn Term that they first start.

The Speech and Language Therapist contributes to the reviews of children with significant speech and language difficulties.

The school nurse ensures relevant medical information is received by school.

Complaints about SEND provision

Parents are encouraged to discuss any concerns with the SENDCo or the Head Teacher if necessary. The school has a curriculum complaints procedure and copies of it are available on request or on the school's website. In addition the Devon Education Authority also has a system to allow parents to appeal regarding its responsibilities and there are further rights of appeal, finally an independent tribunal.

Appendices

Appendix A: Referral forms

Appendix B: Sample IEP



Appendix A : SEND Referral KS1

Name of Pupil:

Date of Birth:

Year Group:

Pupil Premium: Yes/ No (Please circle)

Referral made by:

Strategies that support pupil in class:

Achievement and Progress scores: Reading:

Writing:

Maths:

Any additional information:

Please fill in the quickchecker below and return to Ruth Welch or email: WelchR@primary.uffculmeschool.net

Quickchecker

Y/N?

There are concerns about...

Communication and interaction	
The pupil's attention and/or listening skills– their ability to engage successfully with language	
The pupil's receptive language - their ability to understand spoken language	
The pupil's expressive language - their ability to use language to communicate with others	
The pupil's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech	
The pupil's social communication – their ability to use language appropriately and successfully in social situations.	
The pupil's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns	
The pupil's communication skills e.g. verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately	
The pupil's social development e.g. capacity to 'share interest' and/or 'share attention'	
The pupil's rigidity of thought e.g. ability to manage changes in routine	
The pupil's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli	
The pupil's cognitive development e.g. capacity to sustain concentration or self-direct their learning	

Cognition and learning	
The pupil's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness	

The pupil's performance levels i.e. they are below the level within which most pupils are expected to work	
The pupil's indicative formal test scores are below expected levels	
The pupil's attainment in underlying skills which is beginning to interfere with their ability to make appropriate progress e.g. skills in speech and language, literacy and numeracy	
The pupil's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills	
The pupil's attitude and/or approach to learning which is restricting access to the curriculum e.g. pupil is demotivated, disorganised, or lacks independent learning skills	

Social, emotional and mental health	
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The pupil's learning behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum	
The pupil's social behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum	
The pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum	
The frequency with which the pupil reaches the limit of normal school sanctions	

Sensory and physical	
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The pupil's present with having a visual impairment which is affecting their learning and/or access to the curriculum. e.g. Holds book very close or at an unusual angle, fails to respond to non verbal instructions, loses place when reading, skips lines and struggles to find text on a page	
The pupil's present with having a hearing impairment which is affecting their learning and/or access to the curriculum. e.g distractable in class, poor listening skills in a busy environment, asks you to repeat instructions.	
The pupil's present with having a multi sensory need which is affecting their learning and/or access to the curriculum. e.g have a dual sensory loss where both vision and hearing are reduced.	
The pupil's physical skills/needs are affecting their learning and/or access to the curriculum	
The pupil's medical needs are affecting their learning and/or access to the curriculum	



SEND Referral KS2

Name of Pupil:

Date of Birth:

Year Group:

Pupil Premium: Yes/ No (Please circle)

Referral made by:

Strategies that support pupil in class:

Achievement and Progress scores: Reading:

Writing:

Maths:

Any additional information:

Please fill in the quickchecker below and return to Ruth Welch or email:

WelchR@primary.uffculmeschool.net

Quickchecker

Y/N?

There are concerns about...

Communication and interaction	
The pupil's attention and/or listening skills– their ability to engage successfully with language	
The pupil's receptive language - their ability to understand spoken language	
The pupil's expressive language - their ability to use language to communicate with others	
The pupil's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech	
The pupil's social communication – their ability to use language appropriately and successfully in social situations.	
The pupil's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns	
The pupil's communication skills e.g. verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately	
The pupil's social development e.g. capacity to 'share interest' and/or 'share attention'	
The pupil's rigidity of thought e.g. ability to manage changes in routine	
The pupil's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli	
The pupil's cognitive development e.g. capacity to sustain concentration or self-direct their learning	

Cognition and learning	
The pupil's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness	
The pupil's performance levels i.e. they are below the level within which most pupils are expected to work	
The pupil's indicative formal test scores are below expected levels	
The pupil's attainment in underlying skills which is beginning to interfere with their ability to make appropriate progress e.g. skills in speech and language, literacy and numeracy	
The pupil's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills	
The pupil's attitude and/or approach to learning which is restricting access to the curriculum e.g. pupil is demotivated, disorganised, or lacks independent learning skills	

Social, emotional and mental health	
The pupil's learning behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum	
The pupil's social behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum	
The pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum	
The frequency with which the pupil reaches the limit of normal school sanctions	

Sensory and physical	
The pupil's present with having a visual impairment which is affecting their learning and/or access to the curriculum. e.g. Holds book very close or at an unusual angle, fails to respond to non verbal instructions, loses place when reading, skips lines and struggles to find text on a page	
The pupil's present with having a hearing impairment which is affecting their learning and/or access to the curriculum. e.g. distractable in class, poor listening skills in a busy environment, asks you to repeat instructions.	
The pupil's present with having a multi sensory need which is affecting their learning and/or access to the curriculum. e.g. have a dual sensory loss where both vision and hearing are reduced.	
The pupil's physical skills/needs are affecting their learning and/or access to the curriculum	
The pupil's medical needs are affecting their learning and/or access to the curriculum	



Appendix B INDIVIDUAL EDUCATION PLAN

<u>Name</u>		<u>Class Teacher</u>	<u>Additional Needs /</u>	<u>Statement/EHCP</u>
<u>Year</u>		<u>Supported by</u>	<u>IEP No</u>	
			<u>Start Date</u>	
			<u>Review Date</u>	
			<u>Original Support Started</u>	

<u>Targets To Be Achieved</u>	<u>Success Criteria</u>	<u>Achieved</u> (date)
1.	•	
2.	•	
3.		

<u>Possible Resources/Techniques/Strategies/Ideas</u>
1.
2.

<u>Child's Views</u>	<u>Parent/Carers Need to:</u>

<u>Discussed with Support Staff/Teacher</u>	<u>SENCo signature:</u>
<u>Outside Agency Involved</u>	<u>Teachers' signature:</u> <u>Parents' signature:</u>



