

Askam Village School

Special Educational Needs and Disabilities Policy

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Date adopted by the Governing Body: January 2019

Review date: Subsequent reviews to take place on a 2 year cycle. January 2021

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Mission Statement

At Askam Village School, we believe that each child should be encouraged to achieve his or her true potential in all aspects of school life. Supporting pupils with Special Educational Needs and Disabilities is a clear expression of our vision – “The best for every pupil; commitment to every pupil; inspiration for all.”

Our school mission statements include:

- To provide the highest quality of education, and for all pupils to be challenged and motivated to achieve their highest standards in all aspects of learning, and personal/social development.
- To enable pupils to maximise their potential and to provide the opportunity to develop into a well-rounded individual.
- To provide good role models who help children develop the skills needed to become good citizens and positive members of the school and wider communities.
- To develop and encourage the skills required to become independent thinkers.
- To behave in a way that is respectful towards others and be responsible for their own behaviour, respecting the right of others to learn.

The guiding principles and objectives of the School's SEND Policy are to ensure that the aims of the Mission Statement are secured for all pupils.

Aims and Objectives

The following documents were used as a basis when writing this policy.

- SEN code of practice 0 to 25 years (September 2014)
- Supporting children at school with medical conditions (September 2014)
- Equality act 2010
- Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

‘Every Teacher is a Teacher of SEND’.

- To provide every child with access to a broad and balanced education.
- To identify the needs of pupils with SEND as early as possible.
- To promote independence, equality and consideration for others.
- To ensure that we celebrate the wide range of our pupils' strengths and achievements.
- To meet individual needs through a wide range of provision.
- To promote wellbeing and building self-esteem.
- To work with, and in support of, outside agencies.
- To involve pupils and parents in planning and any decision making that affects them.
- To create a welcoming atmosphere for parents and keep them informed.

Responsibility for the coordination of SEND provision

Mrs Fiona Newton is the Headteacher and has overall responsibility for all children at Askam Village School.

Mrs Fiona Roberts is the person responsible for co-ordinating the day to day provision of education for pupils with special educational needs and disabilities (SENDCo).

Mrs. Sarah Biggins is the governor with specific responsibility for children with SEND.

Arrangements for coordinating SEND provision

Mrs Roberts will hold details of all SEND support records such as the SEND register, pupil progress meetings, provision maps and files for individual pupils.

Information about Cumbria's Local Offer can be accessed through <http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

All staff will have complete and up-to-date information about all pupils with special needs and their requirements, enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Mrs Roberts will be responsible for providing practical advice, teaching resources and information about types of special educational needs and disabilities.

Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans, and those without. Please refer to the information contained in our school website.

All the teachers in the school are teachers of children with Special Educational Needs. As such, Askam Village School adopts a "whole school approach" to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

Where appropriate upon transition children with identified needs will be supported through liaison meetings with parents, key staff from both settings, and support agencies. An individual plan of action to aid transition will be offered if applicable.

Specialist SEND provision

Askam Village School is a fully inclusive primary school. We seek to support children with a wide range of needs and work closely with outside agencies and SEND services where appropriate.

Facilities for pupils with SEND

Askam Village School is owned by Cumbria County Council. The school building regulations comply with all relevant accessibility requirements. The building provides wheelchair access to the reception area and a ramp is available to enable access to others areas in the school. There are disabled toilets and a wet room with shower is available. Some rooms and areas are available to enable staff to support pupils with SEND, if appropriate and beneficial to do so.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to the school's budget, some of which is allocated to support those pupils. Pupils with the most complex needs may require an Educational Health Care Plan. Additional funding will be devolved to the school from the local authority in addition to the 11 hours of support which Askam Village School will provide.

It is the responsibility of the senior leadership team, SENDCo, and governors to agree how the allocation of resources is used. A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

Identification of pupils' needs

Definition:

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

This relates to children and young people with special educational needs (SEND) and disabled children and young people. A "young person" in this context is a person over compulsory school age and under 25.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identifying Special Educational Needs

The Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need.

1. Communication and Interaction - includes language and ASD
2. Cognition and Learning - includes learning and specific learning difficulties such as dyslexia
3. SEMH - social, emotional and mental health difficulties
4. Sensory and/or physical needs - includes hearing, visual and physical

However, it is important to remember that a child can have needs which do not fit just one area. We consider the whole range of needs and strengths of the child. This helps us match our provision to the pupil's need. We are aware that slower progress and lower attainment do not necessarily mean that a child has SEND. We also look for pupils who may achieve in line with expectations for their age but who could have SEND. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEND. These include disability, attendance at school, health, English as an additional language, being a looked after child, being in receipt of pupil premium or being the child of service personnel.

Quality First Teaching: “The baseline of learning for all pupils”

Here at Askam Village School we believe that “Every Teacher is a Teacher of SEND” and adopt a “whole school” approach, providing a graduated response.

Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

Teachers will be supported to take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and will also be supported to better understand the provision and teaching style that needs to be applied.

Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school. The pupil is monitored if concern is raised by a parent or teacher but this does not automatically place the pupil on the school’s SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

Meetings, Annual Reviews and parental consultation evenings are used to monitor and assess the progress being made by pupils and to keep parents fully informed.

SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning provision, and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a Team around the Child Meeting (TAC) involving parents, SENCo and external agencies as appropriate.

Access to the curriculum, information and associated services

Ensuring Access to the Curriculum for Pupils with SEND:

Pupils with SEND will be given access to the curriculum through the specialist SEND provision as far as is possible, taking into account the wishes of parents and the needs of the individual.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group, or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. If this is not possible, the SENCo will consult with parents for other flexible arrangements to be made.

Inclusion of pupils with SEND

The Headteacher Mrs Newton is responsible for ensuring that Askam Village School is a fully inclusive school and that all children are treated fairly and equally, regardless of ability, race, gender, culture or disability.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision. The school will seek advice where appropriate around individual pupils, from external support services.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child an appointment can be made by them to speak to the class teacher in the first instance, followed by an appointment to the Headteacher if they feel that their concerns are serious. The Headteacher will be able to offer advice on formal procedures for complaint if necessary.

In service training (Continuing Professional Development)

We aim to keep all teaching and support staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The school seeks the support of the necessary external agencies when a need for specialist training is identified. The SENDCo and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

Mrs Roberts attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. She also attends regular FIGS (Furness Inclusion Group of SENDCOs) meetings and keeps up-to-date by being part of SENDCO forums. Mrs Roberts is also part of a local cluster group of SENDCOs who meet on a regular basis to share good practice, discuss ideas and support each other.

Links to support services

Askam Village School endeavours to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

All staff are aware of the importance of sharing knowledge and information, and are encouraged to raise concerns about a pupil if they have them. These concerns will be dealt with and parents informed if deemed necessary.

Working in partnerships with parents

Askam Village School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social, emotional and academic progress of pupils with SEND to help them achieve their potential.
- Parental views and concerns are considered and valued.
- Parents feel informed and are aware of ways in which they can best support their child.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Transition

We aim to support the transition of pupils between schools or onwards to secondary school by providing relevant information to the receiving school or college. We recognise the importance of the transition process for pupils with SEND and the need for effective co-operation between the different agencies involved.

We arrange pupil visits, maintain close communication with parents, visit other schools, gather pupil information, and liaise well between those responsible for SEND in each school.

Links with other agencies and voluntary organisations

Askam Village School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. Mrs Roberts is the designated person responsible for liaising with agencies such as those listed below:

- Speech and language specialists
- Educational Physiologist
- Sight and hearing impairment specialists
- Specialist Advisory teacher for ASD (autism spectrum disorder)
- Specialist Advisory teacher for Early Years
- Behaviour support staff
- CAMHs (child and adolescent mental health services)
- Hospital specialists such as Occupational Therapist, Physiotherapists etc.
- Hospital consultants such as Child Physiologist, Child Psychiatrist etc.
- Social services
- Action for Children
- Young Carers
- Barnados