

## SEND Policy Priory Primary School

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Responsible Committee:	<b>LGB</b>
Monitoring:	<b>Trust board</b>

# PRIORY PRIMARY SCHOOL

## Special Educational Needs (SEND) Policy

### **Our Vision**

All our children are buzzing with excitement for learning; they enjoy the feeling of success, develop confidence, and become active and responsible citizens.

### **Aims**

These aims are for our whole school community – children, staff, governors and families:

- To develop independent, enthusiastic and creative learners with skills for life
- To provide a welcoming, happy and safe environment, where learners are confident to take risks and can flourish
- To deliver an authentic curriculum, which provides opportunities for challenge and aspiration, preparing children for the future
- To build a community based on mutual respect, where everyone takes responsibility for their own actions and behaviour choices
- To celebrate diversity and promote tolerance, developing learners as global citizens

## **1 Introduction**

- 1.1 Priory Primary School aims to provide a safe, happy and secure environment where every child achieves their full potential. We aim for enthusiastic learners through providing a stimulating and challenging curriculum. Teamwork between all stakeholders – children, staff, parents, governors – is at the heart of the school and we celebrate both achievements and successes. Our consistent positive approach to learning and teaching engages children and promotes lifelong learning.
- 1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. We work closely together to provide for these needs and liaise with outside agencies where appropriate.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## **2 Aims and objectives**

- 2.1 The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
  - to ensure that the special educational needs of children are identified early, clearly assessed and provided for;
  - to make clear the expectations of all partners in the process;
  - to identify the roles and responsibilities of staff in providing for children's special educational needs;
  - to enable all children to have full access to all elements of the school curriculum;
  - to ensure that parents are able to play their part in supporting their child's education;
  - to ensure that our children have a voice in this process.

## **3 Educational inclusion**

- 3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate 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.
- 3.2 Teachers respond to children's needs by:
- providing support for children who need help with communication, language, literacy and numeracy.
  - planning to develop children's understanding through the use of all available senses and 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.

## **4 Provision**

- 4.1 Some children with special educational needs may have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

At Priory Primary school we understand that though some children may find learning hard, and achieving nationally expected levels a challenge, this does not always mean they have a special educational need.

- 4.2 Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- 4.3 During SEN reviews teachers discuss all their children with the SENCo and in conjunction with current assessments, children can be identified as '**Cause for Concern**'. This is the first stage in the school process and means that, whilst not receiving additional support, the child's progress / development will be monitored by the class teacher to inform future discussions. It may be appropriate at this stage to arrange additional group support with the aim of addressing any needs so that the child does not need to go on the SEN register at a later date.
- 4.4 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher, in conjunction with the SENCo, will offer interventions that are different from or additional to those provided as part of the school's usual working practices. These interventions are meant to be a targeted provision with the aim of boosting accelerated pupil progress. As such, the interventions usually run for between 6-12 weeks before they are reviewed. The class teacher will keep parents informed and draw upon them for additional information if needed.
- 4.5 The Special Educational Needs Coordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCo will then take the lead in further assessments of the child's needs. The further interventions which are put in place are usually more personalised to each individual's learning difficulty.
- 4.6 We record the strategies used to support children with special educational needs or disability (SEND) within a Pupil Passport. The Passport will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place termly. The Passport will give an holistic view of the child, including information from parents/carers, the child and other adults involved in their education. It is a working document which will be amended throughout the year and passed on to the child's next teacher.
- 4.7 If little or no progress is made, the Passport review may identify support is needed from outside services. We will consult parents prior to any support being actioned. In most cases, children will be seen in school by external

support services. This may lead to additional or different strategies to those already in place. External support services will provide information for the academic targets on the child's new Passport. The new strategies within the passport will, wherever possible, be implemented in the child's normal classroom setting.

- 4.8 If the child continues to demonstrate significant cause for concern over time, and the school feels it is appropriate, a request for statutory assessment will be made (An Education Health Care Plan). A range of written evidence about the child will be supplied in support of the request. At this point the school would involve other agencies to gather evidence in support of the application.
- 4.9 **The Orchard** is a specialist provision which meets the individual learning and emotional needs of our most complex children or our vulnerable children. We have a high ratio of adults to children. The curriculum in The Orchard provides small step, achievable goals pertinent to each individual child and meets their emotional, social and learning needs. We endeavour to provide a broad and balanced curriculum to individuals. This provision is overseen by the SENCO and SLT and is included in all monitoring processes.
- 4.9 In our school the SENCo:
- manages the day-to-day operation of the policy;
  - coordinates the provision for and manages the responses to children's special needs;
  - supports and advises colleagues;
  - oversees the records of all children with special educational needs;
  - acts as the link with parents;
  - acts as link with external agencies and other support agencies;
  - monitors and evaluates the special educational needs provision and reports to the Governing Body;
  - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
  - contributes to the professional development of all staff.

## **5 The role of the governing body**

- 5.1 The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2 The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They monitor the academic achievement of this group of children within the termly Curriculum and Standards meetings and have a responsibility for ensuring this group of children make appropriate progress across their school life and the curriculum.
- 5.3 The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the SENCo, with support from the Head of School. The SENCo ensures that all those who teach a pupil with a statement of special

educational needs are aware of the nature of the statement. These children can be the focus of work scrutiny and Learning walks during the school year to ensure their progress is monitored regularly.

- 5.4 The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of resources**

- 6.1 The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs (EHC plans).

- 6.2 The headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

- 6.3 During the annual review the allocation of funding is decided between all persons involved including children, parent and professionals

## **7 Assessment**

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

- 7.2 The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

- 7.3 The SENCo works closely with parents and teachers to plan an appropriate programme of support.

- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

- 7.5 The school seeks a range of advice including the opinion of the school's educational psychologist, before assessing pupils' requirements for a formal statement against a strict set of criteria. The needs of the child are considered to be paramount in this.

## **8 Access to the curriculum**

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.

- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3 The Pupil Passports, which employ a small-steps approach to academic targets, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children with Special Educational Needs or disability have a Pupil Passport.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.
- 8.5 Links with other schools

Children transferring to **secondary** school.

Every effort is made to ensure smooth transfer of children with Special Needs from this school to the secondary schools. Liaison takes place between Special Needs Coordinators of the respective schools. Where children with EHC plans and 1:1 support teaching assistants are involved, an account is taken of their views. Also, any site problems for physically disabled pupils are identified several months before transfer to ensure mechanisms are in place to overcome difficulties before the child transfers. Records are also transferred to ensure a smooth transition.

Children transferring to or from other **primary** schools.

Where transfer between primary schools occurs, liaison takes place between the two schools via the Head teachers and/or the SEN coordinators of the respective schools. Records are transferred including either Passports or individual programmes currently in operation. Again, emphasis is placed on continuity.

## **9 Partnership with parents**

- 9.1 The school works closely with parents to support those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.
- 9.2 Parents are invited to attend the Pupil Passport review meetings to share the progress of their child. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. As a school we follow up any time parents have been unable to attend meetings to ensure that there is every opportunity for us to have a discussion together. We believe parental involvement is essential to successful learning for children and we request regular feedback from parents/carers.

## **10 Pupil participation**

- 10.1 In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills and this work continues, as appropriate, through the school.
- 10.2 Children are involved at an appropriate level in setting targets in creating and developing their Passports and in the Passport target review meetings. Children are encouraged to make judgements about their own performance against their academic targets. We recognise success here as we do in any other aspect of school life.
- 10.3 To ensure that we respond to pupils views on the support they are given, pupil discussions take place at least annually and often at the end of an intervention. As a school we use this information to tailor our interventions to better suit the needs of our pupils.

## **11 Monitoring and evaluation**

- 11.1 The SENCo monitors the movement of children in terms of their progress within the assessment processes in school. This includes analysing entry and exit data for specific interventions and end of term data for all classes. The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2 The SENCo supports teachers involved in drawing up Pupil Passports for children. The SENCo and the headteacher hold regular meetings to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs also hold termly meetings.
- 11.3 The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCo reports the outcome of the review to the full governing body.

**Signed: K.Jones**

**Date:** Autumn 2021

**Next review:** Autumn 2022