



Special Educational Needs and Disabilities (SEND) Policy

Special Educational Needs Co-ordinator (SENCo)

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Statement of Intent

All children in our care will feel secure in order to learn and achieve to their full potential. We will challenge children through high expectations which are clearly communicated and takes account of different learning styles.

Therefore, as a result of this inclusive ethos, all children will have equal opportunity to develop academically, emotionally and physically in a safe environment where they feel accepted and valued.

It is recognised that some children may have special educational needs/ disabilities (SEND) that calls for additional and/or alternative provision to be made for them.

This policy is written to ensure that these children receive additional support in the form of individualised planning, modified materials or the involvement of outside agencies when necessary to enable them to progress to their full potential.

The school has regard to the Special Educational Needs Code of Practice when carrying out its duties toward SEND pupils and ensures that parents are fully involved in any decisions about SEND provision.

Achievement for All We ascribe to the three stated aims:

- 1) Assessing and tracking of pupil progress, setting targets and the implementation of appropriate interventions to support children to make progress with their learning
- 2) Parent- Teacher meetings (Structured Conversations) to develop an open and on-going dialogue about their child's learning.
- 3) Provision for developing the wider outcomes of children to make progress in the areas of increasing participation and developing positive relationships.

It should be noted that the term SEND is used within Education to mean Special Educational Needs and Disabilities. At Springfield we are sensitive to the cultural context in which we work and so we also refer to SEND as 'Additional Needs' or 'Individual Needs'

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

6.36 -Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014

Therefore, at Springfield, we believe that every teacher is a teacher of every child, including those children with SEND.

Identification, Assessment and Provision

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

6.15 -Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014

Special educational needs and provision can be considered as falling under four broad areas.

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory and/or physical**

6.3 -Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014

The purpose of identification of need is so the school can consider what action to take in order to support a pupil. In doing so, the needs of the whole child are taken into account.

A Graduated Approach to Support.

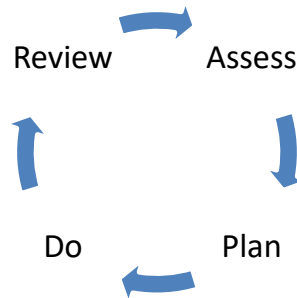
All teachers at Springfield are responsible for providing all children with high quality teaching, differentiated to meet the needs of individual pupils. We call this 'Quality First Teaching'.

Class teachers are responsible for the attainment and progress of all pupils in their care.

The school's tracking system (Sheffield Pupil Progress Tracker), along with teacher assessment is used to identify children who are not progressing at the expected rate.

Where a child is not making adequate progress, the reasons for this will be explored and addressed. Interventions and provision will be put into place and reviewed. We call this cycle

Assess- Plan- Do- Review



We **assess** the child's needs.

We **plan** what action we will take

We **do** what has been planned

We **review** the outcomes, **assess** what needs to be done, make a new **plan**.

Children can be identified as having SEND if they do not make adequate progress once all interventions/ differentiation has been applied or as a result of information shared from another agency, for example, Speech Therapist Service or NHS (Ryegate Children's Centre).

If a child is identified as having SEND, then the class teacher will discuss this with parents in the first instance. If the child needs to be added to the school's SEND Register, then the conversation is noted and parents are asked to sign a 'New to Register' form.

It is important to correctly identify the needs of a child to ensure the school is doing all it can to meet their needs appropriately.

Once a child is placed on the SEND register, there is a single category of **SEN Support**. For some children, this support will be provided within school, for others, external specialist agencies will be involved.

At the end of each half term, the attainment and progress of all pupils is collected and analysed by class teachers and senior staff. Pupil Attainment Reviews are held and provision is matched according to need. This will include the deployment of additional staff and/ or the running of specific interventions.

Class teachers produce half termly provision maps which show any additional support that children are receiving.

If, once all the avenues within school have been exhausted, pupils are still not making expected progress, then outside agencies can be called upon for additional assessments. These can include the Speech Therapy Service, Social Communication Team, Learning Support and Educational Psychology.

All such referrals are made with parental consent and require a signature. This may involve a conversation with the SENCO.

Parents and Carers of children who are on the SEND register are invited to regular Parent-Teacher Meetings (Structured Conversations) where short term targets are agreed and progress to previous targets is reviewed. Pupils contribute through their One Page Pupil Profile which provides information as to how to help meet the child's needs. Where appropriate, children also attend these meetings to give their views.

If, following support and interventions, a child's progress is still below expectations, then it may be appropriate to draw up a My Plan, in consultation with all parties involved. Progress continues to be reviewed termly and it may lead to an Assessment for an Education and Health Care Plan (EHCP).

An application is made to the Local Authority under the guidelines as set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014*. Parents and Carers are fully consulted and involved in this process.

Provision for pupils with SEND is regularly reviewed and targeted in response to the needs of the pupils.

Supporting Pupils at School With Medical Conditions

Please refer to the policy regarding Supporting Children with Medical Conditions

Training & Resources

The SENCO is a member of NASEN-(National Association of Special Educational Needs) and receives regular updates on all matters to do with SEND.

The SENCO attends termly briefings by the Local Authority and other relevant courses to keep up to date with developments in Special Educational Needs and Inclusion.

Springfield Primary School is part of the Triad Learning Community; a group of schools with whom we work in partnership in order to share and develop best practice. The SENCO is co-chair of the Triad Learning Community Senco group which meets half termly.

Staff training is provided for both Teachers and Teaching Assistants as part of Continuous Professional Development.

Some Teaching Assistants have undertaken additional training in key areas of practice in order to remove barriers in the areas of Dyslexia, Speech and Language, Literacy and Phonics.

Complaints

Should parents of children with SEND have any complaints about the provision for their children then they should contact the SENCO in the first instance. If the complaint is not resolved then they should follow the school's complaints procedure, available from the school office.

This policy takes account of the SEND Code of Practice that came into effect in September 2014.

It will be reviewed annually.

Sally Holder
SENCO

Updated April 2018

To be reviewed April 2019