

Special Educational Needs & Disabilities (SEND) Policy

2017-2018

SENDCO and Head of Inclusion: Sophia Charles

SEND Governor: Sharon White

George Carey
Church of
England
Primary School



Policy Review date: September 2019

Aims & Values for SEND

- We recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum.
- We aim to create a happy, engaging and positive environment in which all children can develop to their full potential and feel safe and valued.
- To effectively identify, assess and review pupils SEND
- The child and family are at the centre of all we do.
- Underpinning all our practice is the SEN Code of Practice 2015.

Quality First Teaching (QFT)

Quality First Teaching is the responsibility of all staff at George Carey. It is our intention that all children's needs are met through high quality planning and differentiation. Tracking and assessment enables each class teacher to analyse the progress of each child. Whole class teaching will then be adapted and modified wherever possible to meet the individual needs of children with SEND. Where necessary, additional provision will be made to support the needs of children and this will carefully be monitored by the Class Teacher and Senior Leaders.

Curriculum & Accessibility

At George Carey we offer a broad and balanced curriculum with an emphasis on independence, exploration and fun. This curriculum will be adapted to be inclusive of all children in our school. Accessibility is reviewed as necessary and appropriate modifications are made as much as possible. School Trips and Extended day provision are also made available to all children after carefully planning to ensure children are safe and happy.

Assessment & Review

The school assess progress against the National Curriculum 2016 expectations. Class teachers, Senior Leaders and the SENDCO monitor the progress of all children with SEND. Additional provision is monitored carefully to ensure that it is having the impact we are expecting, adjustments are made as necessary. The progress of all children is discussed and reviewed at termly progress meetings as well as termly SEND review meetings. Parents are invited to termly review meetings to discuss progress and plan next steps.

SEND Needs and Identification

The Code of Practice (2015) outlines four broad areas of need;
Communication & Interaction - Speech, Language and Communication, Autism
Cognition & Learning - Learning difficulties, Specific Learning difficulties (Dyslexia, Dyscalculia, Dyspraxia)
Social, Emotional & Mental Health Difficulties - Anxiety, Depression, Behaviour, ADD, ADHD, Attachment disorder
Sensory &/or Physical - hearing or visual impairment, physical disability, multi-sensory impairment
We endeavour to make provision to meet all children's SEND needs through our QFT and additional provision. We are committed to effectively identifying children's additional needs. Our SEND Flowchart demonstrates the process of identifying SEND at our school. This can be seen in Appendix A.

Mission Statement

A Christian school for all at the heart of the local community, where children grow together in knowledge, understanding, friendship and love.

Core Values

Respect Unity Peace Love

School Policies and Legislation that underpin this policy:

Special Educational Needs and Disability Regulations 2014
Special Educational Needs Code of Practice 2015
Statutory guidance on Supporting Pupils with Medical Conditions, 2015
Keeping Children Safe in Education 2016
Teacher Standards 2012 and 14 Inclusion Policy 2017
Teaching & Learning Policy 2016
SEND Information Report 2017
ARP Information Report 2017
Behaviour Policy 2016 Safeguarding Policy 2017
ARP Policy 2017 Anti-Bullying Policy 2016
Supporting children with Medical conditions 2017
Complaints Procedure
Accessibility Plan Single equalities Policy 2017

Safeguarding

Safeguarding is our priority at George Carey and the Inclusion team work closely with the Safeguarding team to support all children. Please see the Safeguarding Policy for further details.

Funding & Complaints

The budget is managed by the Senior Leaders, SENDCO, Governors and Finance Manager. We endeavour to work with parents and carers to ensure that all concerns are dealt with swiftly and effectively. The complaints procedure is available on the school website or from the school office for your reference.

Graduated Approach (COP 2015)

Assess: Teachers assess and track the progress of all children in their class.
Plan: If a child is not making the progress we would expect, extra provision is planned and will run for an agreed time period with regular reviews.
Do: Interventions are run by fully trained staff. Interventions may take place before school, after school and throughout the school day.
Review: Class teachers, Senior Leaders and the SENDCO monitor the progress of all children receiving additional support to ensure that the provision is having the impact we are expecting, and will be adapted where necessary.

Professional Development

We are committed to developing the expertise of our staff and invest heavily in staff CPD. Training is planned and adapted to inform and support provision that is suited to the needs of our children. Mentoring, coaching and the sharing of expertise is embedded in our school practice. The Inclusion Lead and SENDCO both hold the NASENCO Qualification.

Roles and Responsibilities

Overall responsibility for promoting and leading the provision for SEND at George Carey lies with the Governing Body, Head teacher and Senior Leaders. However, it is the responsibility of all staff at the school to contribute to developing provision that meets the needs of all learners and enables each child to be successful and happy at our school. For further information on the specific roles and responsibilities of staff please see Appendix B.

SEND Policy 2017 Appendix B – Roles and Responsibilities (As stated in Inclusion Policy 2014)

1. Head Teacher, Senior Leaders and our Governing body:
 - a) Responsibility for making George Carey Church of England Primary a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School leading the children, parents, staff and wider community.
 - b) We aim to promote Inclusion at George Carey through all of our policies, systems and practices.
2. Personalising the Curriculum:
 - a) School Leaders at all levels; including Governors, Head Teacher and Deputy, and Subject Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of all the pupils who attend the School.
 - b) The School has a long term Curriculum Map which is used by year teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual rather than age expected needs.
 - c) School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered and break and lunchtime activities.
 - d) All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.
 - e) Quality First teaching ensures that necessary adaptations and support are in place to meet the needs of all learners and challenge them appropriately. As stated in the SEN Code of Practice 2015, it is the responsibility of the class teacher to verse the provision for all children in their class.
3. Head of Inclusion:
 - a) The school has Head of Inclusion who is a member of its Senior Leadership Team. The Head of Inclusion takes the leading role in co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups.
 - b) In partnership with other senior leaders, including the SENDCO and the Head Teacher, the Head of Inclusion plans and supports the development of inclusive practice and provision across the school, monitors, advises, models and evaluates practice and provision.
4. Special Educational Needs and Disabilities Coordinator (SENDCO):

Is responsible for:

 - Liaising with other members of the Inclusion Team and working closely with the Head of Inclusion.
 - Working with pupils, parents, teaching staff and senior leadership team to monitor progress of individuals and groups of pupils.
 - Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class.
 - Monitoring interventions and support their delivery.
 - Monitoring Individualised Learning Programmes and contributing to evaluations and the development of new ones.
 - Sharing and demonstrating good practice and expertise amongst other staff.
 - Liaising with external agencies to support the needs of children.
5. Additional Resource Provision Lead (ARP):

Is responsible for;

 - Liaising with the other members of the Inclusion Team and working closely with the Head of Inclusion.
 - Working with pupils, parents, teaching staff and senior leadership team to monitor progress of individuals and groups of pupils.
 - Ensuring each pupil in the ARP has access to high quality individualised learning.
 - Ensuring mainstream inclusion is appropriate for the needs of all the children.
 - Providing training and advice for ARP, mainstream teaching staff, parents and the community as required.
 - Monitoring and evaluating the effectiveness of provision using the National Standards for Autism and leading in producing, carrying out and evaluating yearly action plans.
 - Ensure that links made with other settings, community and outside agencies are formed and maintained.
6. English as an Additional Language (EAL) Coordinator:

Is responsible for:

 - Liaising with the other members of the Inclusion Team and working closely with the IL
 - Monitoring EAL data and assessing progress within EAL Stages and other academic performance.
 - Supporting the adults leading EAL interventions.
 - Ensuring good EAL practices throughout the school.
 - Ensuring appropriate resources are available for staff and EAL pupils.
 - Liaising and sharing monitoring with Inclusion team.

- Liaising with Head of Inclusion to ensure that mid-phase admission EAL pupils are identified in a timely way.

7. More and Most Able Children Lead:

Is responsible for:

- Liaising with the other members of the Inclusion Team and working closely with the HEAD OF INCLUSION
- Working as part of a team with class teachers and the Senior Leadership Team to monitor and develop the school's provision for pupils identified as being more able or most able
- Working as part of a team to monitor the progress of pupils identified as being more able or most able

8. Head of Safeguarding:

- a) The Head of Safeguarding has a key role in promoting and supporting inclusive and safe practice at the School.
- b) The Head of Safeguarding undertakes a variety of tasks which include:
 - Observing and engaging with any pupils who may be vulnerable, liaising with class teachers or senior staff regarding any concerns.
 - Working alongside the Parents Support Advisor, Senior Leaders Team and SENDCO to support children, families and staff.

9. Parent Support Advisor (PSA):

Is responsible for:

- Engaging with parents/ carers, being a contact for parents with concerns.
- Facilitating the continued support and development of parents and carers.
- Being part of a team to facilitate high quality transition into and out of the school.
- Being the key point of contact and supporting pupils who are mid-phase admissions at George Carey.
- Taking a supporting role in working alongside external family support agencies.

10. Class Teachers:

- a) All pupils at George Carey C of E Primary spend the majority of lesson times being taught alongside their class mates in their class base. Class teachers take the lead role in managing and creating the classroom environment, making learning and resources available and accessible to all.
- b) Teachers have overall responsibility for the planning and delivery of lessons to their class or set. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress for all children. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of a Personalised Learning Plan. Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.
- c) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Progress Meetings which are led by the Head Teacher and/or Deputy Heads alongside the SENDCO and Inclusion Lead.
- d) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.
- e) Pupils in the Additional Resource Provision (ARP) are based in the Provision but have an allocated mainstream class and class teacher. Pupils in the ARP also have a teacher based within the ARP. Mainstream integration is planned for on an individual basis and mainstream teachers are supported by specialist teachers to plan, teach and assess children in the ARP whilst they are in mainstream links.

11. Teaching and Learning Assistants (TLA):

- a) Teaching and Learning Assistants (TLAs) work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well-being. The work of a TLA is directed by the teacher during lessons.
- b) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the SENDCO or head of Inclusion.
- c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.
- d) Some pupils may be withdrawn to work on a specific, evidence based intervention that has been planned for in consultation with the class teacher, SENDCO and Head of Inclusion
- e) In order to best utilise their support for pupils' learning, the deployment of TLAs within the school is strategically managed by Senior Leaders in consultation with Year Group Leaders and Class Teachers.
- f) TLAs regularly access training to enhance their knowledge and skill in meeting the needs of all pupils and delivering interventions.
- g) George Carey is constantly reviewing the best way to use support staff to give the maximum benefit to pupils.

