



St. Margaret's C of E Primary School

**Special Educational Needs and Disability**  
**(SEND) Policy**  
**(Including Very Able Pupil (VAP) Provision)**

Written: November 2015

Date for review: November 2018

Head Teacher's signature \_\_\_\_\_

Chair of governor's signature \_\_\_\_\_

# **Special Educational Needs and Disability (SEND) Policy (Including Very Able Pupil (VAP) Provision) September 2015**

## **Section 1: Introduction**

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010 (advice for schools DfE February 2013)
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework Document

### **SENDCo**

The coordinator of SEND and Inclusion is Emma Field, who is currently studying for the 'National Award for Special Educational Needs Coordination'. She is a member of the Senior Leadership Team, which meets weekly, where matters of SEND are shared, discussed and reported. At St Margaret's we enable additional provision for children with physical disabilities through our Special Support Centre.

Our vision statement, 'Independent Learners for Life' is centred on the importance of inclusion. We are committed to being an inclusive school, giving all children access to 'Quality First' teaching across a broad and balanced curriculum.

In our school the SENDCO:

- manages the day-to-day operation of the policy
- co-ordinates 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
- 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

## **Section2:**

### **Aims and objectives**

The aims of this policy are:

- To work within the guidance provided in the Code of Practice (January 2015)
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (SENDCo), who will operate within the SEND Policy
- To create an environment that meets the special educational needs of each child, enabling him/her to reach his/her full potential;
- To ensure that the special educational needs of children are identified and assessed at the earliest opportunity and that all children have full access to every element of the school curriculum
- To ensure that we challenge and extend the children through the tasks that we set them;
- To encourage children to think and work independently;
- To make clear the expectations of all partners in the process through identification of roles and responsibilities in providing for children's special educational needs
- To provide intervention programmes which meet individual needs and provide both challenge and success
- To involve pupils in planning and reviewing their learning experiences.
- To empower children to become independent learners, communicators and contribute to the life of the school
- To work in partnership with parents, involving them in planning and reviewing their child's additional support in school.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

## **SECTION 3:**

### **Definition of SEND**

A person may have a special educational need or disability either at any time during their lifetime. The 2014 Code of Practice explains that:

*A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from*

*making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

(2014 Code of Practice: 0 to 25 Years)

There are four broad categories of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Physical and sensory

These four broad areas of need are planned for at St Margaret's. The purpose of identification is to assess and plan appropriate action for the school to take to meet a child's needs. At our school, a child's needs are identified by considering the requirements of the 'whole child'.

There are other factors, which may not be identified as SEND, that impact on a child's learning such as:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Any concerns relating to a child's behaviour is considered as an underlying response to a need, which will be recognised, identified, managed and appropriate provision made. The school has a Learning Mentor, who provides emotional support for individual pupils, developing trusting relationships with specific children.

#### **Section 4:**

##### **A Graduated Approach to SEN Support**

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 will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs and Disability Co-ordinator (SENDCO) will become involved, if she is not already, if the teacher and parents feel that the child would benefit from further support. The SENDCO will then take the lead in further assessments of the child's needs.

If support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen by external support services in school. This may lead to additional or different strategies being put in place and the child will be added to the SEND Register. The new strategies will, wherever possible, be implemented in the child's normal classroom setting. We will record the strategies used to support the child within a provision map and set clear, measurable targets to track progress, and to be reviewed termly.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority to see if an Education and

Health Care Plan (EHCP) is appropriate. A range of written evidence about the child will support the request.

Parents of a child with an EHCP have termly meetings. In addition, the school leads an Annual Review for the child. The school seeks advice and information about the child prior to the meeting from all parties invited, e.g. Speech and language Therapist, Educational Psychologist, Occupational Therapist, and sends any advice and information gathered to all those invited at least two weeks before the meeting.

Children, who with support, achieve well in a mainstream school are less often assessed for an EHCP. A child, who is given a diagnosis, e.g. dyslexia, ASD or ADHD, does not necessarily require an EHCP.

The above processes underpin the graduated approach and cycle of *Assess-Plan-Do-Review*, as outlined in the Code of Practice 2015. Where possible, the child will be encouraged to participate in all or part of this process.

## **SECTION 5:**

### **Managing Pupils Needs on the SEND Register**

All provision for SEND pupils is carefully planned, resourced and assessed. The following processes are followed to ensure that SEN provision is of a high quality, appropriate and measured.

#### **Assess**

- Each term every teacher meets with the SENDCo and Assistant Headteacher responsible for Assessment, to scrutinise previous records and data and use the SEND register to identify children requiring additional support and intervention programmes

#### **Plan**

- Each Class Teacher creates a provision map outlining interventions detailing entry need, timescales, frequency and resources. They set targets and review progress according to the timescale of the intervention.
- The SENDCo meets with the Special Support Assistants weekly to discuss timetabled interventions additional to those being undertaken by year group teams
- The SENDCO produces a whole school provision map

#### **Do**

- A baseline assessment is made by the lead person of the intervention, at the beginning of the process.
- The SENDCO works with all teachers and Teaching Assistants/ Special Support Assistants on Performance Management and Continuous Professional Development. The SENDCo observes Teachers and support staff carrying out interventions to check programmes are being delivered as high quality provision.
- A record is kept of each intervention

## **Review**

- At the end of each intervention the lead person carries out an assessment. In some instances this may be the end of term teacher assessment.
- The SENDCo meets with the Special Support Assistants weekly, and maintains close communication with Teachers and Teaching Assistants to analyse data and discuss the progress of the children in interventions, and considers whether a child continues to need such provision in future.
- If the SENDCo, in consultation with the Teacher, Teaching Assistant or Special Support Assistant and parents feels that a child has not met targets, a referral may be made to an appropriate service for support. Parents are always kept informed. Referral documents are stored on the West Sussex Local Offer website or provided by the service itself.

## **SECTION 6:**

### **Criteria for Exiting the SEN Register**

At St Margaret's the SEND Register is a fluid document. Children's names can be placed onto it or taken off it at any point in a term. If a child makes good progress and no longer requires additional targeted support, which is different from his/her peers it will be suggested to teachers and parents that the child no longer needs to be on the register and receiving intervention programmes. Only after consultation will a child's name be taken off the SEND Register.

## **Section 7:**

### **Identification of Very Able Children**

The term 'gifted' refers to a child who has a broad range of attainment at a very high level. Those children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our school, however, we use the terms 'very able' for children who, at a national level, are referred to as 'gifted' and 'talented'.

We use a range of strategies to identify Very Able pupils. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. Children undergo assessment within the first half-term of joining either of our Reception classes. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's assessment information with parents, and use this information when planning for individual needs.

The Very Able pupil list is reviewed at least twice per year.

In our school, the SENDCO is responsible for coordinating the provision for More Able pupils. The SENDCO ensures:

- that the more able and very able register is up to date
- that teachers planning is monitored to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas
- we regularly review the teaching arrangements and for more able and very able children

- we monitor the progress of more able and very able children through termly discussions with teachers;
- staff are supported in the identification of more able and very able children
- staff are provided with advice and support on teaching and learning strategies for more able and very able children;
- liaison with parents, governors and Local Authority officers on issues related to more able and very able children

## **Section 8:**

### **The Role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body endeavours 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 consult the Local Authority and other schools, when appropriate. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

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 SENDCO supported by the Headteacher. The SENDCO ensures that all those who teach a pupil with an EHCP are aware of the implications of the document for the child and their learning.

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

## **Section 9:**

### **Allocation of Resources**

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 Education and Health Care Plans and informs the governing body of how the funding allocated to support special educational needs has been employed

The SENDCo is responsible for the operational management of the specified and agreed resourcing for Very Able Pupil provision within the school and informs the governing body of how the funding allocated to support special educational needs has been employed. Parents are invited to contribute to some VAP enrichment courses which occur outside the school day.

## **Section 10:**

### **Partnership with Parents**

- The school works closely with parents in support of those children with special educational needs and those who are VAP. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this.

- A named governor takes a special interest in special needs and is always willing to talk to parents
- 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

## **Section 11:**

### **Pupil Participation**

At St Margaret's 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. Provision in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets and in review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

VAP pupils are encouraged to challenge their own thinking and to follow their own lines of enquiry

## **Section12:**

### **Monitoring and Evaluation**

- The SENDCO monitors the movement of children within the SEND system in school.
- The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENDCO supports teachers in planning for children with SEND.
- The Senior Leadership Team hold weekly meetings and review the work of the school in this area regularly.
- The SENDCO and the named governor with responsibility for SEND also hold termly meetings.
- The SENDCO monitors the progress of very able pupils on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning.