



Princecroft

PRIMARY SCHOOL

Incorporating The Hive Nursery

Special Educational Needs and Disability Policy

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This policy is in line with the Single Equality Policy. It should be read in conjunction with the Behaviour Policy, Supporting Children with Medical Needs Policy and Disability and Equality Accessibility.

Princecroft Primary School and The Hive Nursery SEND Policy

Definition of Special Educational Needs and Disability (SEND)

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

Special educational provision means:

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.”

See Introduction SEND Code of Practice July 2014 pg. 16

1. Aims of the SEND Policy

At Princecroft School and The Hive Nursery (subsequently referred to as Princecroft or the School) we believe in providing every possible opportunity to develop the full potential of all children.

All children will have a right to a broad and balanced curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of the other children and the efficient use of resources.

All staff have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Our SEND policy aims to:

- identify, monitor and meet pupils' individual needs appropriately, as soon as possible, so that appropriate provision can be made and their attainment raised;
- plan an effective curriculum to meet the needs of all pupils with Special Educational Needs and Disabilities (SEND) and, as appropriate, ensure that the targets set on Individual Education Plans (IEPs) are specific, measurable, achievable, realistic and time-bound (SMART);
- work in close partnership with and involve parents/carers of children with SEND in the identification, setting and reviewing of individual targets, and to work with them to support their children, as appropriate;
- ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- work in close partnership, where appropriate, with outside agencies in supporting the needs and provision for children who have special educational needs.

2. Roles and responsibilities

The SENDCo's Role

The SENDCo (Special Educational Needs and Disability Coordinator) responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with special educational needs in the mainstream school;
- supporting teachers with assessment of children to determine specific areas of need;
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- overseeing the records of all children with special educational needs in the mainstream school;
- liaising with parents/carers of children with special educational needs;
- contributing to the in-service training of staff; liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies;
- monitoring, evaluating and reporting on the provision for children with SEND to the governing body.

The School Leadership Team will manage the TAs to ensure provision is effective in addressing specific areas of need.

The Teachers' Role

All staff at Princecroft are teachers of children with special educational needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Their responsibilities include:

- providing high quality teaching, which is differentiated or adapted where necessary for individual pupils;
- using regular formative and summative assessments to monitor the progress of pupils in their class and identify any children who are making less than expected progress;
- taking part in regular pupil progress meetings and SEN progress meetings to identify children who are an initial concern and to review the provision and progress of children who have been identified as having SEND needs;
- regularly planning and reviewing individual targets and provision for children with SEND support for Individual Education Plans (IEPs). This is done at least every term;
- working alongside support staff to ensure effective provision for their class and reviewing and updating the whole class provision map at least every 12 weeks (see Appendix 1 for a whole school provision map);
- with support from the SENDCo, engaging in regular meetings with parents to discuss their child's progress towards agreed outcomes (this includes reviews for IEPs, SEND Support Plans and Education and Health Care Plans);

- where a referral for specialist support is needed, the teacher should work alongside the SENDCo to complete relevant paperwork.

Governors' Role

The governing body must:

- do its best to ensure that there is the necessary provision for any child who has special educational needs;
- ensure that where the 'responsible person' – the Head teacher/SENDCo or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- ensure that parents/carers are notified of a decision by the school that special educational provision is being made for their child;
- ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs calls for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- report to parents/carers on the implementation of the school's policy for children with special educational needs;
- have regard to the Special Educational Needs and Disability Code of Practice (2014) and any appropriate changes when carrying out its duties toward all children with special educational needs;
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child;
- include the name of the person responsible for coordinating SEND provision in the school on the school's website.

The SEND Governor (person responsible) is: Mrs Ros Sutton

The Governors play an important role in ensuring that:

- they are fully involved in developing and monitoring the school's SEND policy;
- they are up to date and knowledgeable about the schools SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Improvement Plan and the self-evaluation process;
- the quality of SEND provision is continually monitored;
- where appropriate, provision for SEND is on the agenda at meetings of the LGC;
- the SEND policy is on the school website.

3. Arrangements for co-ordinating provision for children with Special Educational Needs

Provision for children with special educational needs is a matter for the school as a whole. In

addition to the governing body, the school's head teacher, the SENDCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of the work of Princecroft School is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific areas fall significantly outside the expected range may have special educational needs. Under these circumstances, teachers may need to consult the SENDCo, to consider what further strategies might be used.

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014." **SEND Code of Practice (2014 Para 1.24)**

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that the children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities, related to the needs identified. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the schools co-ordinated arrangements which appear in the provision map. A provision map details the various programmes and arrangements that we operate to meet identified needs. The SENDCo, SLT and SEND Governor will normally oversee this provision to ensure that it meets the objectives of this policy.

4. Admission arrangements

Normal admission arrangements apply for Princecroft School (but not The Hive Nursery which has its own admissions arrangements). The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be educated according to their identified needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need (e.g. wheelchair access) the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the **appropriate officer** of the **LA** to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

5. Identification and assessment arrangements

The school follows the guidance contained in the **Special Educational Needs and Disability Code of Practice 0-25 years (2014)**. This does not assume that there are hard and fast categories of special educational needs but recognise that children's needs and requirements may fall within or across four broad areas.

These are:

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

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where, through careful identification and assessment, we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENDCo. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed.

It may be that the child:

- makes little or no progress, even when teaching approaches are targeted to their particular needs;
- shows signs of difficulty in developing skills in literacy or mathematics;
- shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches used in the school;
- has physical, or sensory problems and despite specialist equipment being provided still makes little or no progress;
- has communication and/or interaction difficulties which lead to them making little or no progress.

'SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.' **SEND Code of Practice: 0-25 years (July 2014); 6.44; p.89.**

We will seek additional information from the parents/carers and in some cases, outside agencies who may be involved with the child. When we have all the available information we will consider with the parents/carers and the child, the next strategy for action. This will involve setting appropriate targets for the child, which will be set out in an Individual Educational Plan (IEP) or SEND Support Plan and may involve engaging the child in an appropriate programme. Any targets set, provision made and the progress made by the child, will be discussed with the parents/carers at parent's evenings or through our normal channels of communication.

We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. An IEP (Individual Education Plan) will be written to reflect these new targets after consultation with these agencies, parents/carers, the child and the SENDCo and class teacher. We will ensure that parental consent is sought before any outside agencies are involved. Progress towards the targets is monitored and recorded whenever a child has additional support and IEPs are reviewed at least three times a year, with new targets written when necessary. Targets are discussed at Parent's Evenings or individual appointments, so that parents are aware of what their child is working on and can support this at home where possible.

An Individual Education Plan will detail:

- the child's strengths and weaknesses
- the date the IEP is written
- the names of staff and/or outside agencies involved with the targets
- short term targets
- the teaching strategies
- what provision we will make
- when we will monitor and review the plan
- how we will judge progress (success criteria) including the exit criteria
- any outcomes after a review, and
- the signature and comment from both the parent and the child if appropriate.

Where, despite all our best endeavours, the child still makes little or no progress in the areas targeted, we will begin the process of writing a SEN Support Plan. If we continue to identify that the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for an approach to the LA to request an Education and Health Care Plan.

A Statutory Assessment by the LA may or may not result in the issuing of an Educational Health Care Plan (EHCP). Where a child has been issued with an EHCP, we will carry out an annual review to which parents/carers, child, outside agencies, SENDCo and the class teacher, will be invited to attend.

6. Provision that is additional to, or different from, that which is available to all

When a child is assessed, has a SEND Support Plan or an EHCP, they will require provision that is additional to, or different from, that which is available to all children. At Princecroft, this could involve one or more of the following:

- small group work with a teacher or trained teaching assistant on IEP targets;
- adapted or additional resources for use in the classroom;
- alternative procedures in place to deal with behaviour;
- a teaching assistant to support the child during specific parts of the day;
- following a specific learning package tailored to the child's needs;

The support that the child receives will be determined by how best their needs can be met, taking into account the school's resources and financial constraints, advice and support from outside agencies and the Local Authority, and what is outlined in the child's EHCP (where applicable).

7. Partnership with Parents and Carers

Parental responsibility is defined under Section 2 of the Children Act 1989.

We aim to involve parents as much as possible in setting and discussing targets, and in monitoring the child's progress. This is done through face to face meetings, telephone conversations and at hand over at the beginning and the end of the school day. Children can

be provided with a link book and this can be used for additional feedback where the class teacher feels appropriate. Children with EHCPs will have annual reviews involving school staff and outside agencies, as well as parents.

We aim to raise pupils' attainments by:

- working in partnership with parents, valuing their contributions and encouraging them to become involved in their child's IEP;
- involving parents/carers in the identification, assessment and decision-making process in school;
- encouraging parents/carers to involve their child in the decision-making process;
- we want children to understand their learning journey, and as far as is possible, will involve the children in all their learning and understanding for the reasons that they are being helped along the journey route. We value all our children's views.

8. Transition

Transition between year groups across the school is managed by passing information both verbally and in hard copy between the teachers involved. Children are invited to visit us for induction visits in the term before they start school, and if necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, who will assess the child's needs and put a suitable programme in place (with the SENDCo supporting where needed).

Liaison with secondary schools ensures a smooth transition from Year 6 to Year 7. Children visit their prospective secondary school and staff can come and visit the child in their current school if this is needed. Close links are maintained to ensure that relevant information is passed on, through transition paperwork. telephone conversations and face to face meetings between the SENDCo of each school.

9. Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated on page one by:

- an analysis of all teachers' planning (by Subject leaders / Senior Leadership Team / HT/ SENDCo) ensures that a differentiated approach is taken and that the learning objectives in Individual Education Plans (IEPs) are identified and reflected in planning;
- parents/carers are involved in setting individual targets for children by discussing, receiving and having their views (if appropriate) recorded on copies of IEPs for their child;
- children are involved in discussing, constructing, reviewing and having their views recorded on their own IEPs, SEND Support Plans and EHCPs;
- IEP targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);
- ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the IEPs and are involved in their development;
- the School Improvement Plan and SEF(Schools Self Evaluation Form) priorities which include the provision for SEND;

- evaluate effectiveness of additional resources annually, against the academic attainment achieved;
- any external evaluation or inspection.

Success criteria will be:

- a reduction of a percentage of children assessed annually, as being on the SEND Code;
- a greater percentage of children with SEND will reach the expected standard across the school, as judged through objective testing, standardised testing and/or teacher assessment;
- planning reflects IEP targets and any identified need;
- IEPs include recorded comments of parents/carers and children, and where necessary, outside agencies who are involved.

10. Complaints procedure

If a parent or carer has a complaint concerning the provision for their child they should talk with the class teacher about worries and concerns. If this proves unsuccessful, the matter should be referred to the SENDCo and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved, and finally, if still not satisfied with the response which has been given/offered, the complaint should be taken to the LA and/or Secretary of State.

Parents should also be informed of the right of appeal against aspects of their child's SEND process, and directed to external support agencies, such as the local Parent Partnership Service.

11. Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCo will usually make the necessary arrangements and discuss with parents and carers accordingly. These agencies normally include Specialist SEND services: educational psychologist, learning support team, physical and sensory impairment team, speech therapist, behaviour support team, health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets as set in the children's Individual education plans in order to ensure children's attainment is raised.

12. Links with other schools and agencies

Links are maintained to ensure smooth transfer on school entry through liaison and visits to local Early Years settings. Children are invited to visit us for the induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, the SENDCo, and by classroom buddies to ensure that they have a smooth transition.

13. Review

This policy will be reviewed annually and earlier should legislation or requirements deem it necessary.

Appendix 1: Whole School Provision Map

Cognition and Learning	
Universal Support	Individual Targeted Support and Specialist Support
Clear learning expectations Daily handwriting, phonics, reading, writing and maths lessons (using specified programmes) Differentiated learning outcomes Clear, concise instructions Simplified explanations (awareness of cognitive load) Chunked/bitesize tasks where appropriate High quality feedback and clear next steps Confident voices – children speak in full sentences Tasks matched to needs of classes and individuals Scaffolded learning Adaptation of materials (e.g. dyslexia friendly) Teacher focus time Teaching Assistant in-class support Frequent and ongoing summative and formative assessment Monitoring and regular reviews (pupil progress meetings/SEN progress meetings) Collaborative working opportunities Visually supportive environments Pre-teaching	Tutoring Small group interventions in specific subjects Priority readers Homework club Extra time for specific tasks Reader/reading pen/read aloud Alternative recording methods - laptop/scribe/talk-to-type/iPad Lesson adaptation Small, focused group work in lessons Targeted support from a teacher or TA Coloured overlays <i>Referrals: Educational Psychologist, SSENS</i>
Communication and Interaction	
Universal Support	Individual Targeted Support and Specialist Support
Clear learning expectations Differentiated learning outcomes Clear, concise instructions Simplified explanations Chunked/bitesize tasks High quality feedback and clear next steps Tasks matched to needs of individuals Structured school and class routines Modelling and roleplaying social interactions Confident voices – children speak in full sentences Sounds~Write Talk4Writing High quality vocabulary teaching in every subject Visual prompting and cues	Sensory time out – use of Thrive room Visual dry wipe checklist/organiser Now and Next approach Social stories Social Skills groupwork Speech and Language programmes and interventions Use of PECS Reader/reading pen/read aloud Alternative recording methods - laptop/scribe/talk-to-type/iPad ELSA/Thrive sessions <i>Referrals: Educational Psychologist, Speech and Language Therapy (SALT), Autism Outreach Team, EMTAS</i>
Social, Emotional and Mental Health Difficulties	
Universal Support	Individual Targeted Support and Specialist Support
Clear learning expectations Visual behaviour system with consistent Boundaries Clear expectations around behaviour and routines Structured school and class routines Modelling and roleplaying social interactions Reward system Assemblies Whole class PHSE/Thrive curriculum	Brain breaks and meet and greet sessions Sensory time out – use of ELSA room Sensory objects for concentration Social Skills Group work Play therapy 1:1 counselling sessions Thrive/ELSA sessions Specific access arrangements: Rest breaks Adjusted timetabling <i>Referrals: School Nurse, Educational Psychologist, CAMHS, Family Support Worker, Early Support Assessment, MHST, Alternative Provision</i>
Sensory and/or Physical Needs	
Universal Support	Individual Targeted Support and Specialist Support
Student-specific training for staff High quality differentiation in PE provided by an experienced team of staff Reasonable adjustments to school environment Kinetic Letters lessons	1:1 TA support where appropriate Fine/Gross Motor Skills therapy Handwriting provision SPARK or SPARKEY activities Laptop/tablet Extra Time/Rest Breaks Reader/reading pen/read aloud Laptop/Scribe <i>Referrals: School Nurse, Occupational Therapist, Specialist Teaching Team (inc. HI/VI)</i>