



## **Colerne Church of England Primary School**

### **Special Educational Needs and/or Disabilities Policy**

#### **1. Special Educational Needs and/or disabilities (SEND) at Colerne CofE Primary School**

##### **SENCO**

Currently, the SENCO role is covered by our Inclusion Manager Eleanor Lockhart, who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- Attending where possible Corsham Multi-Agency Partnership meetings to encourage links with other cluster schools and professionals.

Eleanor is completing the National Award for SENCO and can be contacted through the school by email, [admin@colerne.wilts.sch.uk](mailto:admin@colerne.wilts.sch.uk) or by telephone 01225 742367.

## Definition of Special Educational Needs

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

- Have a significantly greater difficulty in learning than the majority of learners 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 learners of the same age in school

## Special educational provision means:

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

See Section 312, Education Act 1998

## 2. Aims and Objectives

### Aims

At Colerne Church of England Primary School we believe in providing every possible opportunity to develop the full potential of all learners. Our vision is underpinned by our Bible quote ‘Be a Light for All to See’ Matthew 5:16

Our children are:

**Leading Lights** who give their own voices to issues and take ownership of their own pathways in order to ACHIEVE.

**Shining Lights** who are recognised for the talents they bring to our community for others to ASPIRE to

**Guiding Lights** who listen, support and inspire each other with RESPECT

**Welcoming Lights** who TOGETHER embrace new faces and change as a positive.

At Colerne CofE Primary School children with special educational needs participate in all aspects of school life. Activities and resources are adapted and support is given where needed. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the EYFS and National Curricula.

We teach and encourage children to have a positive attitude to their learning. We feel that developing independence, resilience and self-belief promotes an environment in which children can be successful. We have a child-centred approach to ensure that the needs of all children are met in order to develop children’s academic progress and lifelong learning skills. We work in close partnership with parents/carers who play an active and valued role in their children’s education.

## Objectives

The objectives of our practice are:

- To identify and monitor learners' individual needs at the earliest possible stage so that their attainment is raised
- To plan an effective curriculum to meet the needs of all learners
- To ensure that learner's with special educational needs or additional needs have provision which different from or additional to the learning of peers
- To use the graduated approach of Assess, Plan, Do and Review to monitor learner's provision using our Provision Map and where necessary individual targets
- To work in close partnership with parents/carers of learners who have special educational needs and with outside agencies to support the needs and provision for these learners
- To involve learners and parents/carers in the identification and review of the targets set for individual learners
- To raise the self-esteem of learners having special educational needs acknowledging the progress they have made
- To ensure that all who are involved with learners are aware of the procedures for identifying, supporting and teaching them

### 3. Identification and assessment arrangements and review procedures

We follow the guidance contained in the Special Educational Needs and disability Code of Practice (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational needs, but recognises that learners' needs and requirements fall into four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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 learners in our school. However, where through careful identification and assessment we and/or the parents determine that a child is not making satisfactory progress, the class teacher will consult the SENCO. The class teacher and SENCO, in conjunction with the child and parents, will review the strategies and approaches that are currently being used in Class Action and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through to SEND Support and start a My Support Plan for the child. We will ensure that parental consent is sought before any outside agencies are involved.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory Education, Health and Care Plan (EHCP). This may or may not result in the LA issuing a Statutory EHCP of special educational need. Where a child has a Statutory EHCP of special educational need we will carry out an annual review which parents, child, outside agencies, SENCO, and where possible, the class teacher, will be invited to attend.

Staff are well aware of pupil achievement across the school. Expectations and provision to both support and accelerate progress for some learners, including some of the learners identified on the SEND register, will be put into place. The SENCO is involved, where relevant, in assessment surgeries held three times a year.

#### **4. SEND Support and The Graduated Approach to providing SEND support**

##### **Levels of SEND Support**

<b>Quality first teaching including highly effective differentiation</b>	The needs of the majority of children will be met in the classroom. In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations when whole school progress is reviewed then they become 'Class concern'. This review happens 6 times per year.
<b>Class Concern</b>	A child whose progress is below age related expectations but will make progress with some provision in/out class is placed on to the Class Concern list. This is monitored and reviewed 6 times a year.
<b>Class Action</b>	A child who is receiving some additional support either 1:1 or in a small group is placed at Class Action. Short term targets may form an IEP (Individual Education Plan) or the child's intervention and progress may be monitored through the school provision map. If a child still makes no progress then the child is assessed and, if appropriate, is added to the SEND Support list. Consideration needs to be given to if any outside agencies are required at this point.
<b>SEND Support</b>	A child whose progress is significantly below age related expectations or who needs a higher amount of support either 1:1 or small group, is placed on SEND Support. For most children a My Support Plan will be generated that has the child and their needs at the centre. Outside agencies are consulted to provide additional support. A My Support Plan is generated in conjunction with the child, parents, school staff and outside agencies. This focusses on outcomes and provision that is needed to support the child. This process will inform short term targets for the IEP (Individual Education Plan). For some children at this level their progress may be monitored and reviewed through an IEP before a My Support Plan is generated.
<b>Education and Health Care Plan (EHCP)</b>	A child who requires specific support in class and where progress and needs have not been met through a My Support Plan will be

	considered for a Statutory EHCP. The My Support Plan can be put forward to the SEND panel to be considered for a Statutory EHCP. A child at this level will be allocated an SEND (Special Educational Needs and Disabilities) Lead Worker through Wiltshire Council SEND Service.
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## The Graduated Approach

Where a pupil is identified as having an SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess	Class teacher and SENCO will carry out a clear analysis of a pupils needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.
Plan	If it is decided to place a pupil on SEND support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The plan will be generated with the class teacher, SENCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil.
Do	The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention.
Review	The effectiveness of the support and the impact on progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupils needs and inform the revised support in light of the pupil's progress. Where a pupil has a Statutory EHCP, the LA and school must review the plan at least once a year.

## Generation of a My Support Plan for a child

Following a review of the strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Show 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 school.

- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The My Support Plan will be generated in full consultation with the class teacher, the SENCO, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, a My Support Plan will be generated with the child at its centre. Long term goals will be considered and then the short term goals that will be needed to fulfil these longer term goals.

The My Support Plan will provide for:-

- Who is important to the child
- The child's view
- The views of their parents/carers
- About them as a person
- What is important to the child
- How best to support the child
- Hopes and dreams for the future
- What is important for the child (e.g. health or communication needs)
- How the child learns
- What is and isn't working for the child and their family
- Shared action plan with short term targets included
- Support required
- Review against targets

The My Support Plans will be fully jointly reviewed three times a year and a meeting with the parents will be arranged.

### **Requesting a EHC plan**

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for a Statutory EHCP. This may or may not result in the LA issuing a Statutory EHCP. Where a child has a Statutory EHCP we will carry out an annual review which parents, child, the LA, outside agencies, Headteacher, SENCO and the class teacher will be invited to attend.

The Statutory EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the SEND Lead Worker who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

Parents/carers of children with a Statutory EHCP have the right to request a personal budget. If this is requested, the SEND Lead Worker and the LA will provide support on this.

The information from this process will be used if a Statutory EHCP is requested.

## **5. Criteria for exiting the SEND Register**

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they will be removed from the SEND register and placed on our Class Concern list to monitor ongoing progress.

## **6. Supporting Pupils and Families**

Parents are seen as important and integral partners in the effective working relationship with our school in raising their child's attainment. Where possible, parents are fully involved in the identification, assessment and decision-making process in our school. Parents' contribution to their education is valued highly by our staff. Parents are encouraged to involve their child in the decision-making processes, including determining the level of participation, recording learners' views and implementing and reviewing the IEP (Individual Education Plan). The school will also update parents with relevant information.

We show sensitivity, honesty and mutual respect in encouraging learners to share concerns, discuss strategies and see themselves as equal partners in our school. All learners are involved in making decisions, where possible, as soon as they start at school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young learners, who know that their opinions will be valued and who can practise making choices, will be more secure and effective learners during their school years. In this school, we encourage learners to participate in their learning by being voted onto the school council, class council, celebration council and various other possible responsibilities. We encourage them to have a voice in deciding the priorities for our School Development Plan. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For learners with SEND this includes discussing the strategies for success in their Individual Education Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

## **7. Supporting Pupils at school with a Medical Condition**

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan/Statutory EHCP.

## **8. Criteria for evaluating the success of the policy**

The policy will be evaluated against the objectives stated in section 2 of this policy and measured by:

- An analysis of teachers' short term planning by Literacy and Maths leaders, to identify learning objectives for learners with special educational needs

- Teachers' planning reflecting the learning objectives for learners with special educational needs.
- Parents being involved in individual targets set for learners by discussing and receiving copies of Individual Education Plans for their child.
- Parents being involved in the generation of a My Support Plan to form outcomes and provision for their child.
- Learners being involved in discussing, constructing and reviewing their own Individual Education Plans
- Child attainment or progress is raised, as measured by objective testing and teachers' professional judgement.
- External evaluation by the responsible person and the LA adviser for special education needs based on the objectives of the policy
- Monitoring of procedures and practice by the SEND governor, twice yearly.
- The School Improvement Plan priorities which include the provision for SEND
- Value for money review of our Special Educational Needs funding
- Any external evaluation or inspection

## **9. Training and resources**

### **Continuing Professional Development (CPD)**

This will involve the SENCO, teachers and support staff in order to help them work effectively with learners having special educational needs and will be linked to the school's development plan and teachers performance management. Staff who attend further courses will feedback to the staff meetings on courses attended within that term. The effectiveness of such training will be monitored and evaluated by the SENCO.

## **10. Roles and Responsibilities**

### **Governor's role**

Our Governing Body must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the 'responsible person' – the Headteacher or the SEND 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 learners who have special educational needs
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a child with special educational needs joins in the activities of the school together with learners 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 call for, the efficient education of the learners with whom they are educated and the efficient use of resources



- Report to parents on the implementation of the school's policy for learners with special educational needs.

See Section 317, Education Act 1996

- Have regard to the Special Educational Needs Code of Practice (2002) when carrying out its duties toward all learners with special educational needs
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child

See Section 317A, Education Act 1996

(LAs have these duties, where relevant, in relation to maintained nursery school)

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 school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the School Improvement Plan
- The quality of SEND provision is continually monitored
- They are aware of the value and possible impact of the schools involvement in C-MAP (Corsham Multi-Agency Partnership)

## **Safeguarding**

We have a designated senior person for child protection who has received appropriate training and support for this role – **Mark Solomon, Headteacher**, Deputy Designated Teacher for Child Protection – **Maura Chamberlain, Deputy Headteacher**.

We have a nominated governor taking a lead role for child protection – **Alan Simon, Governor**. This role includes:

1. Championing child protection issues within the school and liaising with the Headteacher
2. Having an overview of the Child Protection and all related policies
3. Auditing safeguarding measures annually alongside the Headteacher

## **11. Storing and Managing Information**

Documents relating to pupils on the SEND register will be stored with their Pupil File in cabinets in the school office, within their IEP folders in their classrooms or in the SENCO's cabinet. SEND records will be passed on to a child's next setting when they leave Colerne CofE Primary School. We have a Confidentiality policy which applies to all written pupil records.

## **12. Reviewing the Policy**

This policy is written by the SENCO in conjunction with the Headteacher. School staff and the Governing body review the policy.

## **13. Accessibility**

At Colerne CE Primary accessibility for all is very important to us. Please see our Accessibility Report for more detailed information.

## **14. Complaints procedure**

If parents or carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents should contact the 'responsible person' on the governing body i.e. the SEND Governor. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

## **15. Dealing with issues related to Bullying and support for vulnerable learners**

Children's awareness of bullying is raised through discussion in class and worships, enabling them to realise that it will not be tolerated. Provision of circle time to discuss problems that the children have noticed at playtime is part of everyday classroom practice. We encourage pupils to talk to adults in the school. The adult will then deal with the incident in line with the anti-bullying policy.

## **16. This policy should be read in conjunction with the following documents;**

Teaching & Learning policy  
Assessment policy  
Safeguarding policy  
EAL policy

SEND Information Report  
Equal Opportunity Scheme  
Accessibility Report

## **Review History**

Policy Issue	Date Policy Reviewed	Revisions agreed	Date Revised Policy Agreed	Date of Next Review
1.0	January 2014	Agreed	January 2014	January 2015
2.0	December 2014	Policy updated and agreed	December 14	December 2015
3.0	December 2016	Policy updated and agreed	December 2016	December 2018
3.1	April 2018	Change of SENCO Name	April 2018	December 2018
3.2	December 2018	No revisions	December 2018	December 2019
3.3	December 2019	No revisions	December 2019	December 2020
3.4	December 2020	No revisions	December 2020	December 2021
3.5	December 2021	No revisions	January 2021	December 2022

Signed .....Chair of Governors

Signed.....Headteacher

Date .....