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This policy was developed during the Autumn Term

It was adopted by the governors on 23rd March 2017

It will be reviewed in the Spring Term 2018

Stower Provost Community School

Special Educational Needs and Disabilities (SEND)

Introduction

Stower Provost's SENDCo is Mrs Vickie Burpitt who has responsibility for Special Educational Needs and Disabilities (SEND) at our community school. Support staff are also involved in SEND provision.

HEADTEACHER	Mr Martin Marshall
SENDCo	Mrs Vickie Burpitt
SEND GOVERNOR	Mrs Valerie Standing-Gill

This policy takes careful account of the Education Acts 1996, the SEN Code of Practice 2015, The SEN and Disability Act 2001 and the Disability Discrimination Act 2005, the policy of the Local Authority and the aims of the school as outlined in school documentation.

The Ethos of our school is:

To maintain a happy, secure and stimulating environment in which pupils feel confident and eager to learn.

To show high expectations, to recognise achievements and to celebrate successes whether they be individual, as a school or as a community.

To enhance and fulfil every pupil's potential.

To develop pupils' self-discipline and independence.

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This policy complies with and is in line with the 9 principles set out in the single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

To encourage pupils to treat each other, visitors and the community with respect and tolerance, showing responsible attitudes towards others and towards their environment.

Aim and Objectives

Stower Provost School has high aspirations for all children and those who are identified as having Special Educational Needs and disabilities (SEND) in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood.

All pupils at Stower Provost School have the right to a rich, broad-based and inclusive education regardless of gender, disability, race, culture and age.

Stower Provost promotes a successful transition for Year 6 children into Secondary school. This includes English, Maths and inclusion in sporting activities. Children with SEND are provided with additional support to ensure this transition runs smoothly.

Every year we develop and refine our plan for continued school improvement making sure that how we deliver our aims stays fresh, relevant and challenging.

Key Aims

To provide the skills and knowledge required for life ahead and develop self esteem

To develop lively and enquiring minds through the application of a broad and balanced curriculum

To ensure that our children have a voice in this process

To promote the development of social and moral standards

To encourage an appreciation of the natural world and the creative arts

To identify at an early age, individuals who need extra help and support

To ensure that every child at Stower Provost reaches their full potential, including those in vulnerable groups

To provide a safe environment and provide access to and progression within the curriculum

To provide quality training for staff that suggests strategies that, help them to support children with Special Educational Needs and/or Disability

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Key Objectives

To provide an environment where all children have access to learning successfully irrespective of any difficulty

To identify and provide for children who have Special Educational Needs and additional needs

To provide high quality first teaching throughout the school

To match a child's needs with the necessary and specific support they need

To work within the guidance provide in the SEND Code of Practice, 2015

To provide support and advice to all staff who work with children with Special Educational Needs and/or Disability

To encourage the Governing Body to ensure that all school policies are consistent with the objectives of the special educational needs policy.

Roles and Responsibility

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Stower Provost School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

When a child is identified as having a specific need, we are able to access County or NHS services such as County Educational Psychology, SENSS, Speech and Language Service, Physiotherapy, Occupational Therapy, Physical Impairment and Medical Support Team, Hearing Support Team and Vision Support Team.

Designated Key Staff are identified to provide additional support for Looked After Children (LAC) and Pupil Premium if a need has been established.

Admission Arrangements

Stower Provost School uses the local authority arrangement for School Admissions. The Agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Stower Provost School makes appropriate reasonable adjustments to accommodate those who are disabled.

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Where adaptations are required to support physical or medical needs, Stower Provost School liaises with the Local Authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer Information held on the Local Authority's website.

Facilities for Those with Special Educational Needs / Disability

Stower Provost School has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The School has a range of specialist SEND facilities in place.

Unfortunately Stower Provost is unable to support children who use a wheelchair. The building first established as a school in 1850 features stairs throughout the building and does not have disabled toilet facilities.

In all of the classrooms there are acoustic tiles for the hearing impaired.

School Transport is provided as the school is situated in a rural setting and children arrive from many small villages in all directions.

Our dedicated team of Teaching Assistants (TAs) provide classroom support completing curriculum activities.

SEND Information And Local Offer

The School website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirements to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 – 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website hold a directory of facilities and resources available from many services within Dorset.

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Identifying Special Educational Needs

The SEND Code of Practice: 0 – 25 (updated March 2015) identifies SEND under four broad areas of need (Sections 6.28 – 6.35):

- i. Communication and Interaction
- ii. Cognition and Learning
- iii. Social, emotional and mental health difficulties
- vi. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Stower Provost School staff use a wide range of tools to assess the amount and level of SEND needed and support required. These include:

School assessments
Standardised Tests
Educational Psychology discussions involving child and parent / carer
Medical Information

Learning needs are managed either by using additional support or by having an Education, Health and Care Plan (EHCP). The majority of children with special educational needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

Quality first teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special education needs. If a child has been identified as having special education needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carer **must** be informed, in writing, that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND. This includes "more abled" children to ensure they are encouraged to reach their full potential.

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Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

In our experience children's progress can be influenced by:

- Attendance and Punctuality
- Health issues
- Pupil Premium
- Looked After Children
- Behaviour where there is no underlying SEND
- Bereavement and family issues

Managing SEND Children In Our School

Where a child is identified as having SEND and or a disability, Stower Provost School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 – 25 (March 2015) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Class teachers will make regular assessments of progress of all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

- + Assess
- + Plan
- + Do
- + Review

Assess

- + To identify a child as needing SEN support, the teacher, working with the SENDCo and the child's parents, will have carried out an analysis of the child's needs.
- + This initial assessment will be reviewed regularly to ensure that support is matched to need.

Plan

- + The SENDCo will notify parents that SEN support will be provided
- + Teacher, SENDCo and parents agree the outcomes, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

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Do

- + The teacher remains responsible for working with the child on a daily basis. With support from the SENDCo, they will oversee the implementation of the interventions or programme agreed as part of SEND support.
- + The SENDCo will support the teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

- + The impact and quality of the support will be evaluated by the teacher and the SENDCo working with the child's parents and taking into account the child's views.
- + Any changes to the outcomes and support will be agreed upon in light of the child's progress and development.

This cycle of action will be revisited in increasing details and with increasing frequency, to identify the best way of securing good progress.

Monitoring and Evaluation Of Special Educational Needs and Disability

The class teacher, together with our SENDCo will discuss the child's needs and what support would be appropriate.

The children who have the most complex needs are given the most support.

The school encourages an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support of children with special educational needs.

When a child is identified as having a particular need, we access County services such as Educational Psychology and Learning and Behaviour Support Advisers. We also liaise with professionals from the Health Service for advice on physical impairments and medical conditions.

We also work with Speech and Language Therapists, Physiotherapists and Occupational Therapists via the NHS when needed.

Pupil Progress meetings are held regularly, each term, between the English and Mathematics co-ordinators and class teachers to discuss each and every child.

The Governing body identify a SEN Governor to oversee SEND to ensure the SEND Code of Practice is followed, that children with SEND are given equal opportunity to participate fully in all aspects of school life and that the policy is reviewed annually.

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Coming Off the SEND Record

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

Storing and Managing Information

All data including data stored electronically is subject to Data Protection Law.

All paper records will be held in line with the school's policy/protocol on security of information.

Supporting Children with Medical Conditions

Stower Provost School will work within the statutory guidance, Supporting pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Stower Provost School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

Transition Arrangements

Stower Provost School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school. In the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Arrangements to meet a child's specific needs are discussed with parent / carer and child prior to starting school.

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SEND requirements are passed on to secondary schools to enable a plan to be agreed by child and parent / carer to ensure a smooth transition.

Training and Resources

Training needs are identified through a process of analysis of need of both staff and children as and when required.

Mrs Helen Hudson visits Stower Provost School weekly to provide specialist 1:1 teaching to children with special educational needs, and also to give additional assistance to TA's and HLTA to support the pupils they are currently working with.

Mrs Burpitt, as SENDCo will provide information on specific needs for new staff.

The SENDCo reports to the Governors every year to inform them about the progress of the children with SEND. This report does not refer to individual children and confidentiality is maintained at all times.

The Governors agree priorities for spending with the overall aim that all children receive the support they need in order to make progress. Our SEND Governor attends all these meetings to ensure the needs of the children are met.

Medical Staff are regularly invited to attend to update staff on supporting children with medical conditions as well as training arranged on Staff Development Days.

SEND Information

Stower Provost School presents its SEND information in three ways:

- i. By information placed on the school website which can be found by clicking on our school website then selecting on Learning / Curriculum / Special educational needs
- ii. By following the link from the school website to the local authority's Local Offer website;
- iii. Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy from Ms Rachel Gale, clerk to the governors and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

Accessibility

Stower Provost School publishes its Accessibility Plan on the school website.

Further information about our school's accessibility can be found on the local authority's Local Offer website.

Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo, Mrs Burpitt or with Mr Martin Marshall, Headteacher.

Stower Provost School publishes its Complaints Policy on the school website; this information can be found by clicking on our school website then selecting parent info / policies / complaints.

Reviewing The SEND Policy

This policy will be reviewed and updated annually.

The SENDCo, Mrs Burpitt, reports to the Governors annually to inform them about the progress of the children with SEND. This report does not refer to individual children and confidentiality is maintained at all times.

Parents / Carers and children are invited to school each term to discuss the child's progress.

An open door policy is operated at Stower Provost School for parents / carers to discuss progress or any issues they may have.

Parents / Carers can discuss their child's education at parents evening with class Teacher and / or SENDCo..

Links To Other Related Policies

Access via the school website then clicking on Parent Information

- Anti Bullying
- Behaviour
- Local Offer
- Safeguarding and Child Protection

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 – 25 (July 2014), and has been written with reference to the following guidance and documents:

- + Equality Act 2010: Advice for Schools – (DfE May 2014)
- + SEND Code of Practice 0 – 25 (March 2015)
- + Schools SEN Information Report Regulations (2014)