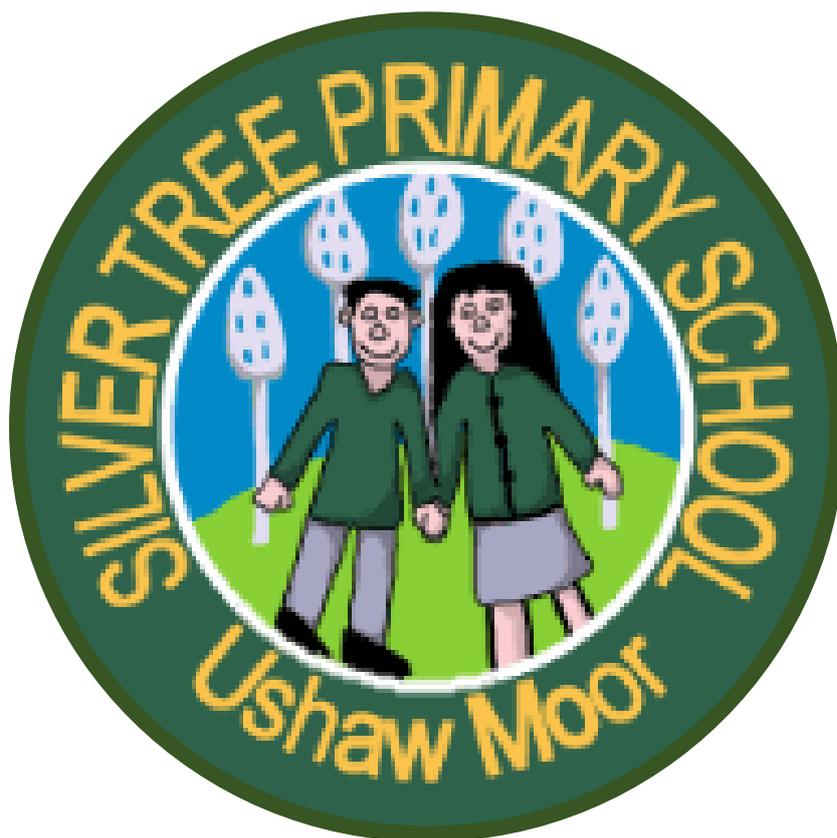


Silver Tree Primary School



Special Educational Needs and Disability Policy

Date of Policy	September 2018
Review Date	September 2019
Chair of Governor's signature	Signed copy available in the policy file held in the school office
Head Teacher's signature	Signed copy available in the policy file held in the school office

Special Educational Needs and Disability (SEND) Policy



We are an inclusive school where all pupils are entitled to an education that enables them to achieve the best possible educational and other outcomes and become confident young people. This policy also recognises that SEND is the responsibility of all staff.

The SEND Aims of Silver Tree Primary School

- To ensure early identification of pupils who require SEND provision
- To ensure high aspirations for all pupils and that SEND children take part in all school activities so that they might achieve their full potential
- To provide a broad, balanced and differentiated curriculum appropriate to the pupil's needs
- To provide opportunities for parental involvement of SEND pupils within the school so that they are kept fully informed of their child's progress and provision. In addition, to ensure the child's parents are fully included in the EHC needs assessment process from the start, are fully aware of their opportunities and offer views and information about their child. They are also fully consulted about the content of the plan.
- To ensure the involvement of SEND pupils, where possible, in decisions affecting their provision
- To admit all pupils including those with SEND in line with the Local Authorities admission policy

Part 3 of the Children and Families Act 2014 states;

- (1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she -
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or*
 - (b) 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 or mainstream post-16 institutions.**
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).*
- (4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.*

This policy takes account of: The Special Educational Needs and Disability Regulations 2014, the special Educational Needs (Personal Budget Regulations 2014), The Order setting out transitional arrangements

The Role of the SENCo

It is a requirement that all schools have a qualified teacher as designated SENCO with either a prescribed qualification or relevant experience. At Silver Tree Primary School it is the responsibility of Miss Helen Ray to;

1. Oversee and monitor the day to day operation of the school's SEND policy.
2. Liaise with and advise fellow teachers.
3. Co-ordinate provision for children with SEND.
4. Maintain the school's register of children with extra difficulties and oversee the records of all pupils with SEND.
5. Liaise with the support of key staff with parents of children with SEND.
6. Contribute to the in-service training needs of the staff.
7. Liaise with external agencies including Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.
8. Complete paperwork and annual reviews for pupils with Educational and Health Care Plans.

The Role of the Governing Body

The Governor Ms Sonya Macdonald is the named governor with responsibility for SEND. It is her responsibility to regularly review how expertise and resources used to address SEND can be used to build the quality of whole school provision as part of our approach to school improvement. Regular reports are given to the full Governing Body and monitoring includes classroom observations, pupil progress and review of policy into practice.

Admission of pupils with SEND

Our new admissions will be assessed by their class teacher and their names added to the School's register where appropriate.

The importance of early identification, assessment and provision for any child with special educational needs is crucial. Early action benefits the child, reducing the likelihood of difficulties later on. In the Reception Class, assessment is important in helping to show where a child has problems which need attention. It shows teachers those pupils who need a targeted teaching strategy perhaps leading to support.

The school is not resourced as a specialist SEN unit but it has access for wheelchair users.

Code of Practice

At Silver Tree Primary School we follow statutory guidance provided by the SEND Code of Practice: 0-25 years 2015. A brief summary of our practice is as follows. Children are identified by the class teacher to have educational or medical needs that are additional to or different from that ordinarily available in the class. This is discussed with parents and an initial concern

form is set up. At this level the teacher would also inform the SENCo, the child's progress is monitored by the class teacher and any additional differentiated provision needed will be implemented. If little or no significant progress is made at by the next review a support or medical plan will be set up. If needed the SENCo will refer to an outside agency in agreement with the parent/carer. The particular agency to which the child is referred will depend on the nature of the child's SEND. If the nature of SEND is deemed significant enough and that additional support would benefit the child then the school in consultation with relevant agencies and parents will refer the child for an Education, Health and Care needs assessment.

Identification of pupils with Special Educational Needs

The trigger or initial identification of a child's special educational needs is the expression of a concern that a child is showing signs of experiencing some form of difficulty. Teachers are responsible and accountable for the progress and development of the pupils in their class, including the support pupils access from teaching assistants and specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Identification of children's special educational needs occurs through the teacher's observation of the children in the classroom situation, the monitoring of work and through assessment. In the Reception Class assessment is done through observations of individuals and focus groups, talking regularly to parents, and using information from the Health Visitor. The teacher then uses this information to inform the SENCo. The parent or another professional, such as a health or social services worker may also express a concern.

Suggested criteria for identification of children with Special Educational Needs and Disability

1. Any child with an Education Health Care Plan.
2. Children identified as having specific/general learning difficulties.
3. Physical / motor skill difficulties.
4. Speech / receptive / expressive language difficulties which impede progress.
5. Significant problems with number work.
6. Children who have fallen behind their peers.
7. Children with emotional / behavioural difficulties which affect their learning.

Assessment of Special Educational Needs and Disability

As written in SEND Code of Practice 2015, a clear analysis of the pupil's need should be carried out to identify a child as needing support. 'This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as the school's core approach to pupil progress, attainment or behaviour. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.' (*SEND Code of Practise 6.45 Page 89*)

Provision for pupils with Special Educational Needs and Disability

This is the action taken by the School to help the child. This will be informed by the assessment of a pupil's special educational needs. The type and level of provision required will vary from

child to child, according to their needs. Provision will follow the recommended procedure from the SEND Code of Practice: 0-25 2015.

This will include:

1. Placement on School's SEND register under one of the following areas of need; communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and/or physical need.
2. Gathering of relevant information within School and from parents and other professional bodies, as appropriate.
3. Identification of the child's special educational needs and disability.
4. Extra support from key staff.
5. A Support Plan to be set up in liaison with parents and child.
7. Monitor the child's progress.
8. Review progress made according to the Support Plan.
9. Support from external agencies
10. Formal assessment.
11. Education Health Care Plan.

Review procedures

Support Plans are reviewed three times a year with the child and parent. Reviews are held in Autumn, Spring and Summer. It is the responsibility of the class teacher to invite parent(s) carer(s) to School, to conduct the review and to complete the relevant paperwork. These meetings are usually held during parent's meetings appointments. Each class teacher will then inform the SENCO, will liaise with the SENCO and give them a copy of the support plans, keep a copy for their class file and give a copy to the parent. For children with an Education and Health Care Plan the SENCO will organise an annual reviews, chair the meeting, complete the paperwork and provide copies for the class teacher, parent, appropriate professionals and the SEN files.

For all SEN reviews assessment information is required to provide evidence of child attainment and to inform as to whether targets in Support Plans have been met. It is important to discuss the current situation, gather relevant social, medical or educational information, gain parental and child views and set new targets. This must all be recorded on the appropriate SEN forms.

Access for pupils with Special Educational Needs and Disability to a broad and balanced curriculum, including the National Curriculum

All pupils at Silver Tree Primary School will have access to the EYFS Framework, and National Curriculum. Only in very rare cases will application be made to disapply part or parts of the National Curriculum. Every endeavour will be made so that pupils with SEN can participate in all activities provided by the School. All work, for all children is planned for very carefully. National Curriculum work for pupils with SEN will be differentiated to suit their ability.

Support is provided in a number of ways: additional support from class teacher; individual or small group support in or out of class with TA. *Section 6.62 on Page 92 of the SEND Code of Practice states; 'The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches,*

appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.'

Inclusion of children with Special Educational Needs and Disability at Silver Tree Primary School

Inclusion means that pupils with SEND should, wherever possible, receive their education in a mainstream school and join fully with their peers in the curriculum and life of the School. Silver Tree Primary embraces inclusion, and have successfully included children with a range of needs with the support provided for these children by the Local Authority.

The Local Offer

In order to enable all parents/carers and young people to have clear, comprehensive, transparent and accessible information about the provisions and opportunities available to meet special educational needs and disabilities, it is a national requirement for schools to publicise their Local Offer.

Silver Tree primary School's local offer is available on the school website from February 2015. The Local Offer was developed collaboratively through our safeguarding group involving parents, children and young people. The website is updated regularly to ensure the information is up to date.

Evaluation of the success of the School's SEND Policy

The School's SEND Policy is an important document for the School and should be reviewed and developed on an annual basis. Criteria for success include:

1. Good self worth of each pupil in the school, including those with special educational needs.
2. The system for identifying and assessing pupils is effective.
3. Accurate records of children with special educational needs are kept in the SEND register.
4. Targets in Support Plans and EHC plans are being met.
5. Targets promote success, are motivating, challenging, interesting and relevant to pupils' needs.
6. Knowledge and understanding of each member of staff of the stage procedure and appropriate action at each stage.
7. Parental satisfaction with the provision made by the School for their child.
8. Pupils making progress commensurate with their ability.

The School SEND Policy is monitored by the Head Teacher, SENCO, class teachers, teaching assistants and school governors.

Complaints procedure within School

Any complaints about the School's special educational needs and disability provision will be dealt with by the Head Teacher primarily. The Head Teacher will then consult all involved in order to come to a speedy solution to the situation by convening a meeting of the class teacher,

SENCO, TA and either inviting parents to attend or reporting the outcome to the parents. The Local Authority complaints procedure will be followed. Durham Parent Partnership Service is also available to support parents/carers at this stage. If this does not lead to a resolution, the SEN Tribunal is available to parents where an agreement cannot be reached. Details of this service are outlined in the pack entitled 'SEN information for parents and carers' which is available to parents.

Staffing Policy and the use of Outside Agencies

Role of Class Teacher

1. To identify special needs.
2. To collate information.
3. To liaise well with parents and pupils.
3. To report concerns to the SENCO.
4. Keep individual records up to date, completing all Support Plans and review paperwork.
5. Provide differentiation with the classroom.
6. Take responsibility and be accountable for the progress and development of pupils including where pupils access support from a TA / Specialist Service.

Role of the TA

1. To support pupils for agreed sessions.
2. Assist in the planning and preparation of work for children with special educational needs and disability.
3. Keep a record of the work covered with the children and make comments on planning sheets where appropriate.
4. To liaise with the Head Teacher, class teacher and the SENCO.
5. To support in the implementation of the advice of outside agencies.

SEN In-service Training

Staff training needs are included in the School's development plan. The SENCO is responsible for meeting these needs, either by providing the training him/herself, or by inviting professionals from support services, educational psychology services or higher education and training through Col. 13. Staff training also includes:

1. Communicating procedural information on the recommendations of the Code, the LA's guidance and systems, or the School's own monitoring and assessment procedures.
2. Collaborating day to day with colleagues on specific problems and tasks related to teaching groups or individual pupils.
3. Managing TA(s).

Use of teachers and facilities outside the School

The school has a good working relationship with our support services. These include:

1. SEND Team
2. Behavioural Support Service.

3. CAMHS.
4. Medical Services.
5. School Nurse/Health Visitor
6. Hearing Support Team.
7. Speech and Language Therapy Service.
8. Social Services Department.
9. Hospital and Home Teaching.
10. Educational Psychologist.

Parental Partnerships

It is School policy to work in partnership with parents at all times, but particularly with the parents of children with special educational needs and disability. Parents are invited to attend review meetings termly. At the first meeting when the child is placed on the register, the class teacher will explain the SEND procedure and inform the parent of strategies to help their child and to encourage them to work with their child at home towards their targets. The SENCO attends annual review meetings for children who have a Education Health Care Plan. He or she will invite all other agencies involved with that child to attend. For all other review meetings the parent will be invited to attend meetings with the class teacher. The school aims to keep the parents involved at all times. If the parent is unable to attend review meetings, the appropriate paperwork is sent home for the parent.

Durham Parent Partnership Service is available to support parents of children with additional needs. They aim to 'ensure that parents have access to information, advice and guidance in relation to the special educational needs of their children so that they can make appropriate, informed decisions.' A list of their resources and details of this service is also available to parents and staff.

In addition

1. Parents of the children with Support Plans or EHC Plans will be given information on the School SEND Policy through the School's Website or in paper format if requested..
2. Support for parents will be available within the School and the LA.
3. Parents will be made aware of services, provided by the LA.
4. Parents will be made aware of local and national voluntary organisations for providing information, advice and counselling.
5. There are arrangements for recording and acting on parental concerns, e.g. noting concerns by class teacher and informing the Head Teacher and SENCO.

Links with other Schools

Before each child starts school, staff make a nursery and home visit. The children then take part in an induction to help settle them into school life. The Y6 teacher meets with the SENCO's from the named secondary schools to inform them about the special educational needs of the children transferring to their schools. Pupils are also identified for this support in Year 5, when a transition worker carries out tasks with pupils to prepare them for their move to Comprehensive School. A copy of the current EHC Plan, Support Plan and the latest review for each child is provided for them. Full records are sent to all transfer schools.

Links with Health and Social Services, Educational Welfare Services and Voluntary Organisations

Silver Tree Primary School has sound links with Social Services, Educational Welfare Services and the medical service.

All teaching staff and TA's are aware of the local support services and understand the areas of expertise that each has to offer e.g.

- Parent Partnership
- Educational Psychology Service
- SEND Team
- Attendance Enforcement Dept
- Speech and Language Therapy Dept
- Social Services Department
- Staff Paediatricians
- Occupational Therapists
- Child & Adolescent Mental Health Services

Signed _____ Headteacher

Date : Autumn 18

Section 4 - School Arrangements

The School Curriculum

- We teach children about health and safety in order to equip them with the skills, knowledge and understanding to enable them to live positive, successful and health lives. Teachers take every opportunity to educate children in this regard in the normal school curriculum. For example, through the science curriculum we teach children about hazardous materials, and how to handle equipment safely and the PSHCE curriculum, about drugs.
- We teach children respect for their bodies, and how to look after themselves. We discuss these issues with the children in PSHCE lessons and we reinforce these points as part of our healthy schools programme, where children learn about eating and hygiene. We also show them how to move and play safely in PE lessons.
- Health and safety issues also arise when we teach care for the environment and awareness of the dangers of litter. Key Stage 2 children's receive sex and drugs education. (See the Drugs Education Policy and Sex Education Policy)
- Our school promotes the spiritual growth and welfare of the children through the RE curriculum, through special events such as harvest festival, and through the daily act of collective worship.
- Each class has the opportunity to discuss problems or issues of concern with their teacher. Teachers use circle time to help children to discuss and overcome any fears and worries that they may have. Teachers handle these concerns with sensitivity.

School meals

- All of the key stage 1 children are entitled to a free school meal.
- Our school provides the opportunity for children in key stage 2 to buy a meal at lunchtimes. If parents are in receipt of income support, they may claim free school meals for their children. We do all we can to ensure that the meals provided have a suitable nutritional value and work with the LA to achieve this.
- Care is taken to ensure pupils with food allergies are given meals that are safe and of nutritional value.
- If children choose to bring their own packed lunch, we provide them a suitable place to eat their lunch, and we supervise them during this time.
- Our school promotes a healthy lifestyle and achieves the Healthy School Standard.

Child protection

- There is a named person responsible for child protection in the school. This is the head teacher, but this may be delegated in some circumstances. See child protection policy for details.
- We require all adults employed or having contact with pupils in school (eg staff, volunteers, contractors etc) to have been DBS checked before being allowed access to pupils.

Visitors in school

- The entrance to the school is kept locked to prevent unauthorised access.
- All visitors will sign the visitors' book on entering the school and wear a visitors' badge at all times.
- Staff should report any potentially unauthorised visitors to the Head Teacher as soon as possible. Staff should not put themselves at risk challenging intruders, but should ensure pupils are moved to a place of safety.

Seat belts

Our school only uses coaches and mini-buses that have seat belts provided. We instruct pupils to wear seat belts at all times when the vehicle is moving.

When staff cars are used to transport pupils the law regarding child restraints is always followed without exception.

Educational visits and Off-Site Activities

Our school recognises the educational benefit of educational visits and off-site activities and the valuable contribution such activities can play in supporting the curriculum.

The school will follow the Local Authority guidance on Educational Visits and seek Local Authority approval for all visits where LA approval is required.

Governors delegate the Headteacher authority to approve all visits on behalf of the school with the exception of overseas visits and those involving adventurous activities requiring an AALA licence. Approval for such visits will be made by the governing body.

Educational Visits for the previous term will be included in the Headteacher's termly report.

Implemented: Autumn 2015

Review Date: Autumn 2019

Signed: (Headteacher)

Date:

Signed: (Chair of Governors)

Date: