



Leckhampton
C of E Primary School

SEND Policy

November 2016

SENDCO – Rachel Curtis (National Award for SEN Coordination)
Assistant Head for Inclusion – Jane Gill

*This policy has been developed with staff, governors and parents and should be read in conjunction with our SEND Information Report on our website.
The SEND Information Report is a set of frequently asked questions which explain how our school supports children with SEND and their parents/carers.*



open hearts open minds open doors

Our Values

At Leckhampton C of E Primary School, we strive to be the best we can be and aim to help all children develop a love of lifelong learning in a warm, vibrant and caring environment. At the heart of our Leckhampton family are our core values:

Respect

Compassion

Responsibility

Perseverance

We aim to achieve these through developing:

- Excellence and effort
- Inclusion and diversity
- Fairness and equality
- Supportive parent partnerships
- Community and Church partnerships
- Our well-resourced and exciting learning environment
- Our commitment to safeguarding children
- Our dedicated team of staff and governors



Open Hearts is about being kind and including everyone, **Open Minds** is to do with being adventurous and thinking outside the box. **Open Doors** lets you know that everybody is welcomed into our family.

Catherine, Mattheus & James (Year 4)

Our SEND Vision

At Leckhampton C of E Primary School we recognise every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to individual abilities, talents and personal qualities. We aim to identify and minimise any barriers to learning and participation at the earliest possible opportunity so children can meet their true potential.

In our school every teacher embraces the needs of all the pupils in their class including those with SEND (Special Educational Needs and Disabilities). We are committed to raising the aspirations and expectations for all pupils with SEN. We focus on the outcomes for children and implement a wide range of well researched strategies, not just providing 1:1 support.

Our Aim

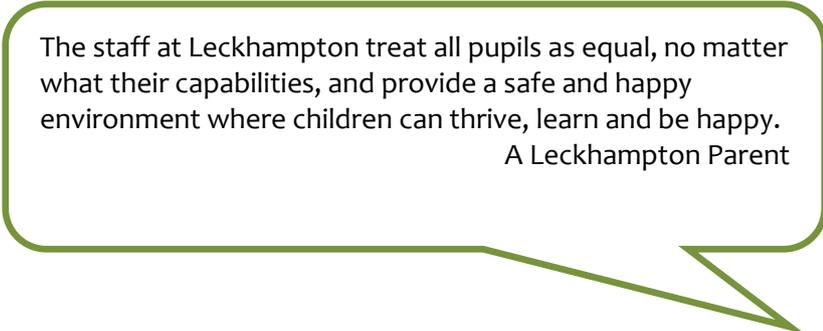
Our policy and practice is guided by the key principles of Inclusive Education:

- offering excellence and choice and incorporating the views of parents and children
- actively seeking to remove barriers to learning and participation
- offering children access to an appropriate education that affords the opportunity to achieve their personal potential

All our policies are developed with regard to children's safety and with reference to our Safeguarding Policy. All of our school policies are linked and the SEND policy should be read in conjunction with the Anti-bullying policy, Equality Policy, Disability Policy, Supporting Children with Medical Conditions Policy and the Teaching and Learning Policy.

Our Objectives

- To create an environment that is supportive of the needs of all children.
- To ensure that the highest level of achievement is promoted for all children, including those with SEND.
- To identify needs as early as possible and provide effective support.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed through a whole school approach.
- To develop an effective partnership between school, parents and outside agencies.
- To allow children and parents to participate in decision making about provision to meet their special educational needs.
- To track and monitor provision and procedures to ensure pupils with SEND make optimum progress as they move through the school.
- To provide an atmosphere of support in which self-confidence can flourish and self-esteem is fostered.



The staff at Leckhampton treat all pupils as equal, no matter what their capabilities, and provide a safe and happy environment where children can thrive, learn and be happy.
A Leckhampton Parent

The SEND Team at Leckhampton Primary School

Any enquiries about an individual child's progress should be addressed to the class teacher because they know the child best. Other enquiries can be addressed to Rachel Curtis (Special Educational Needs and Disabilities Co-ordinator). Please make an appointment with the school office if you would like to speak to her. We have a dedicated SEND teaching assistant who works throughout the school, moving to work with different children according to need.

Staff Expertise

All of our staff are trained to work with children with special educational needs. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff have regular training and development opportunities. We have a regular programme of professional development sessions for teachers and teaching assistants and also attend courses run by the Advisory Teaching Service or Educational Psychology Service. In addition we have strong links with a variety of local organisations that provide training, such as Pittville School and Gloucestershire Dyslexia Association. We take full advantage of the local authority network of advisory teachers to ensure we have a thorough understanding of the best strategies to support vulnerable pupils.

The SENDCO, in conjunction with the Senior Team, regularly reviews how expertise and resources can be used throughout the school. Through school improvement processes and effective self-evaluation we consider how special educational needs provision can be developed and enhanced.

The SENDCO holds the National Award for SEN Coordination, regularly attends local authority network meetings in order to keep up to date with local and national updates in SEND and uses current research to inform our school decisions about the most effective practice.

Identifying Special Needs

The Special Educational Needs and Disability code of practice (0-25) (2014) states:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.” (6.14)

Communication and interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child with communication needs is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We have clear processes to support children and young people, including managing the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or

equipment to access their learning, or rehabilitation support. Children and young people with a multi-sensory impairment have a combination of vision and hearing difficulties. Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

As a school we match our curriculum to the needs of all children. Particular issues which may impact on progress and attainment but are not necessarily SEN are:

- Attendance and Punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of a pupil premium grant
- Being a looked after child
- Being a child of a person in the Armed Services
- Disability (The Equality Act (2010) sets out the legal obligation on schools to make reasonable adjustments to ensure disabled children are not at a substantial disadvantage compared with their peers)



Everyone has the chance to shine at our school; there are lots of opportunities for everyone.

Grace (Year 4)

A Graduated Approach to SEND Support

Our aim is to provide high quality teaching and learning for every child. Within the classroom every teacher is aware of each child's needs and learning style through daily ongoing assessment in the form of questioning, conversation and marking of work. We also carry out more formal assessments regularly. The teachers plan their lessons so that there are high expectations of all pupils and the work matches the needs of each child in the class, supporting or challenging individuals as necessary.

If a child is not making as much progress as we would hope then this will be identified in our termly pupil progress meetings or the termly meetings between teachers and the SENDCO. At these meetings the teachers discuss their concerns and are supported to provide extra help where pupils need it. At Leckhampton C of E Primary School we place particular importance on working in partnership with parents and if a child is experiencing difficulties parents will be informed either at parents' evenings or in an informal meeting with the class teacher. When children need a little extra support academically, emotionally or socially their views and needs will be recorded on a My Profile (see appendix)

If the teacher or parent has further concerns then the SENDCO may carry out some specific assessments to help identify what support would be best. Parents and children will be involved in the discussions around the child's needs and specific ideas will be given for how they can help at home.

Interventions will be used that are designed to increase rates of progress in order to enable pupils to catch up. The progress of these pupils will be monitored closely and the outcomes will be recorded on an Open Doors Plan (see Appendix). The aim of an Open Doors Plan is for a child to catch up and if that is the case then, after discussion between the class teacher and parents, it will be ceased. Sometimes these interventions will not provide the rates of progress we would hope for and then the school has access to external agencies and professionals who can carry out more specialised assessments to help decide on the best provision to help children to make progress. At this stage a My Plan (see Appendix) will be used to record the outcomes and actions that will help to remove the barriers to learning for that pupil.

For some children with identified learning difficulties, or where they are not making progress even with targeted interventions and support, we may need to carry out a My Assessment. This will involve multiple external agencies who will work in conjunction with us to decide how best to proceed. The support given will be recorded on a My Plan+ with the full involvement of the pupil and their family. When the My Plan+ has been reviewed several times some children may reach a point where further support is needed and an Education, Health and Care Plan (EHCP) will be considered. This is designed to support the holistic needs of the child. The decision to offer an EHCP is taken by the Local Authority and the support offered will match the holistic needs of the child. As the name suggests an EHCP will have involvement from professionals from education, health and social care as appropriate.



Managing Pupils Needs on the SEN Register

We follow a process to manage pupils' needs on the SEN register:

- | | |
|---------------|--|
| Assess | When children are placed on the register the SENDCO may have carried out some specific assessments to give a clear picture of the child's level of need. This will help us to decide on the correct support to ensure the child's progress accelerates. The class teacher or teaching assistant will carry out baseline assessments so that we can track the child's progress from this point. |
| Plan | The class teacher will meet with the parents, and the pupil if appropriate, to agree the outcomes. The class teacher may ask the SENDCO to help with planning the best actions to achieve these outcomes. Open Doors Plans or My Plans have Specific, Measurable, Achievable, Realistic and Timed outcomes and clear review dates. The child's progress will be reviewed regularly and outcomes change as necessary. |
| Do | The specific actions that are detailed on the Open Doors Plan or My Plan will be carried out as specified. These may be 1:1 support weekly or daily; group work or specific work in the classroom. The child may work with the class teacher, a |

teaching assistant or another teacher. The person working with the child will provide feedback for the class teacher on how the pupil is progressing. We feel it is important to work in partnership with parents and activities may be provided to be carried out at home.

Review The outcomes on the Open Doors Plan or My Plan will be reviewed by the SENDCO and then discussed with the class teacher. The teacher will talk to the child and new outcomes will be agreed. Parents will be involved in the review process sometimes informally through a brief chat when collecting their child or a note in a reading record, or more formally at least three times per year.

Supporting Pupils and Families

We understand that having concerns about how your child is getting on in school can be very worrying. We have a skilled and experienced team who will listen carefully to your concerns, so please come and talk to us.

On our website we have an offer of early help for families as well as our SEND offer. There is also a link to Gloucestershire's SEND Local offer.

The Gloucestershire SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) provides information, advice and support for parents and carers of children with Special Educational Needs (www.sendiassglos.org.uk).

Our admission arrangements are also set out on our website.

Transition Arrangements

We aim to make transitions as smooth as possible. When children move between year groups the teachers have designated time to meet and discuss the needs of all the children in the class, particularly the more vulnerable pupils and those with Special Educational Needs. Teaching Assistants also meet to discuss children they work with. If children need more support we may

- produce transition booklets with photographs of key people and places
- arrange additional visits to the classroom environment
- arrange for 1:1 sessions with the new teacher or TA

When children with special educational needs transfer to our school from another school the SENDCO liaises with the SENDCO at the previous school to ensure we can help the child to settle quickly by providing continuity as much as possible.

When our children move to secondary school our staff work closely with the teachers and SENCO at each school and ensure that key information is passed on. We often arrange extra visits for children to help relieve any anxieties they may have. Children with EHC Plans have a transition review in year 5 and parents are asked to express their secondary school preferences. The SENCO of that school will be invited to attend that meeting and all further progress reviews.

Monitoring and Evaluation of SEND

We are always striving to improve and develop our practice and we regularly monitor and evaluate the quality of provision we offer all pupils. We welcome feedback from pupils, parents, staff and governors as part of an active process of continual review.

The Senior Leadership Team, SENDCO and subject leaders regularly monitor standards through lesson observations, scrutiny of planning and children's work and learning walks. Governors visit the school regularly to observe work in class and to have discussions with pupils. Pupil views are ascertained through discussion groups, 1:1 sessions and an annual survey. Parents' views are actively sought through My Plan and EHCP review meetings as well as questionnaires, an annual survey and specific parents' discussion groups about SEND.

Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities in meeting the needs of children with SEND and fulfils the requirements of the Code of Practice 2014. The Governor for SEND is Joey Kerr-Wilson, who meets with the SENDCO at least termly to accomplish this.

Storing and Managing Information

All pupil information is stored securely and transferred to other relevant agencies by secure means e.g. a secure online system or delivered by hand. On transfer to another school all information on a pupil's record is transferred to them.

Accessibility

Leckhampton C of E Primary School is fully accessible. The school is on one level, the corridors are wide and we have 3 accessible toilets. We have plenty of experience supporting pupils with physical disabilities including wheelchair users. We use a wide variety of physical aids to allow all children to access all activities e.g. specially adapted scissors, rulers and other stationery, voice recognition software.

Our school curriculum is designed to allow pupils with SEND to access all topics and themes. All teachers use a wide variety of strategies within the classroom to support children with tendencies towards dyslexia, dyspraxia, ASD etc which is vital for their learning but also benefits all children. All of our children have access to our extra-curricular clubs and activities, and adaptations are made as necessary. Class trips are part of our curriculum and we aim for all children to benefit from them.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If you are not happy about a situation please come and find someone to talk to, whether the class teacher, SENDCO or Head Teacher.

All complaints are taken seriously and are considered through the school's complaint policy and procedures.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Examples of My Profiles

My Profile

Name: _____ Age: _____

What is important to me...

My aspirations and goals...

What people like and admire about me...

What helps me...

What doesn't help me...

MY PROFILE

Name: _____ Age: _____

What is important to me...

My aspirations and goals...

What people like and admire about me...

What helps me...

What doesn't help me...

MY PROFILE

Name: _____ Age: _____

What is important to me...

People	Places	Things

My aspirations and goals...
 Things I like and want to do more...

What people like and admire about me...
 What my family like about me...
 What my friends like about me...
 What my teachers like about me...

When I grow up I want to be a...
 Sometimes I worry about...

What helps me...
 My friends/family/teachers/other people...

What doesn't help me...
 My friends/family/teachers/other people...

MY PROFILE

Name: _____ Age: _____

What is important to me...

People	Places	Things

My aspirations and goals...
 Things I like and want to do more...

When I grow up I want to be a...
 Sometimes I worry about...

What people like and admire about me...
 What my family like about me...
 What my friends like about me...
 What my teachers like about me...

What helps me...
 My friends/family/teachers/other people...

What doesn't help me...
 My friends/family/teachers/other people...

Open Doors Plan



Open Doors Plan

Start date:	Review date:	Name
OUTCOMES	ACTIONS	REVIEW
		Achieved Partly achieved – carry on Partly achieved - need changes Not achieved – carry on Not achieved - need changes
		Achieved Partly achieved – carry on Partly achieved - need changes Not achieved – carry on Not achieved - need changes
		Achieved Partly achieved – carry on Partly achieved - need changes Not achieved – carry on Not achieved - need changes
Parent's Response:		Pupil's Response:
Comments after review		

My Plan



My Plan	Name:
Date of completion:	29 th September, 2018
Completed by:	

Area of my life:	My needs:	My outcomes: These are my goals (How should we specify, measure, agree, monitor and check with a review date)	When by	Actions: What will help me achieve my goals (What is being used to help me achieve my goals (Who will do what, when and how often)	Comments	Review
						Achieved Partly achieved – carry on Partly achieved - need changes Not achieved – carry on Not achieved - need changes
						Achieved Partly achieved – carry on Partly achieved - need changes Not achieved – carry on Not achieved - need changes
						Achieved Partly achieved – carry on Partly achieved - need changes Not achieved – carry on Not achieved - need changes
Parent's Response: (Signature/initials/Name)			Pupil's Response:			