

Stoneraise School



SEND Policy

Signed by:

Head Teacher

A handwritten signature in black ink, appearing to be 'C. Crady'.

Date: 16/09/2019

Chair of governors

A handwritten signature in black ink, appearing to be 'R. D.'.

Date: 16/09/2019

Next review date:

September 2020

School Governance:

Responsibility of the Curriculum Committee

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1. Aims

This policy will:

- This policy demonstrates that we are committed to support the inclusion of all our children.
- It outlines the framework for Stoneraise School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Stoneraise School therefore intends to work with Cumbria Local Authority and within the following principles, which underpin this policy:
- The involvement of children, parents and young people in decision making.
- The early identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support, including working with local special schools
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.
- The responsibility for the implementation of this policy falls to the Head teacher however the day to day effective running of this policy requires that all stakeholders work closely together

2. Legislation and guidance

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions 2017.
- Keeping Children Safe in Education September 2019.
- Working Together to Safeguard Children 2018

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO / Leader of Access and Inclusion

The SENDCO / Leader of Access and Inclusion is Mrs. Sarah Bulman

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans (EHCP).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated response to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Where possible, work with the headteacher, governing body and external agencies to ensure that with the available resources and skills, the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is a teacher of Special Educational needs and is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Reviewing Support Plans and effective target setting
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The range of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, ADHD
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, dyspraxia
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. At Stoneraise School we have a robust cycle of intervention groups. Through Case Studies we can track their effectiveness in closing the gap. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- We focus on the child as an individual, not their SEND label
- We avoid professional jargon
- Focus on the strengths of the child
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Bring all stakeholders together to ensure clarity and agreement. Minutes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:
 - The teacher's assessment and experience of the pupil
 - Their previous progress and attainment and behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The pupil's own views

- Advice from external support services, if Early Help is initiated.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

- We will share information with the school, or other setting the pupil is moving to.
- We will agree with parents and pupils which information will be shared as part of this.
- Transition Plans put in place
- Induction sessions
- Getting to know key staff
- Open door policy after the child has left for any questions

5.6 Our approach to teaching pupils with SEND

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.
- Were needed we can provide the following interventions:
 - Writing
 - Spelling, Punctuation and Grammar
 - Maths skills
 - Smart Moves
 - Time to Talk
 - Socially Speaking
 - Nurture Groups
 - 1:1 Pastoral support
 - Speech and Language as advised by external specialists
 - Phonics
 - 1:1 Reading

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by 1:1 work, teaching style, content of the lesson.

- Adapting our resources and using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. word banks, spelling dictionaries, dictation software
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Where possible, being open and flexible with our approach and listening to the advice of external specialists

5.8 Additional support for learning

We employ high quality senior teaching assistants who are trained to deliver interventions such as those listed above. Teaching assistants will support pupils on a 1:1 basis when their additional need requires this. Teaching assistants will support pupils in small groups when a group of children's needs are similar or when being together would be mutually beneficial. We work with the following agencies to provide support for pupils with SEND:

- SEND Teaching Support Team from Local Authority which includes advisors for Autism, Severe Learning Difficulties, Physical/Medical, Deaf/Hearing Impaired, Educational Psychologists, Speech and Language.
- Barnardos
- Spiral – Charity to support children with the effects of bullying
- Springboard Child Development Centre
- Fairfield / CAMHS
- Counselling services
- Speech and Language Therapy
- Occupational Health / Physiotherapy

5.9 Expertise and training of staff

Our SENDCO has over ten years' experience in this role and also holds the position of Specialist Leader of SEND, offering support and advice to schools in Cumbria. She is allocated two days a week to manage SEND provision and also fulfil duties of Senior Leadership Team (SLT). We have a team of five senior teaching assistants and one Higher Level Teaching Assistant who are all trained to deliver SEND provision.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term – Graduated Approach
- Reviewing the impact of interventions through case studies
- Using pupil and parent questionnaires
- Monitoring by the SENDCO
- Using provision maps
- Holding annual reviews for pupils with an EHCP

- Team Around the Family meetings

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the wider school life such as being in school council or school teams e.g. chess
- Pupils with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying and take any accusations of bullying seriously.

5.13 Working with other agencies

- Our SENDCO has built up an excellent professional relationship with external agencies.
- In order for other agencies to become involved parents will be asked to consent to an Early Help Assessment. This would be done with the help of the SENDCO.

5.14 Complaints about SEND provision

- Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.
- The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
 - Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

- There are a range of support services on www.localoffer.cumbria.gov.uk

5.16 Contact details for raising concerns

- Mrs Sarah Bulman can be contacted on sarahbulman@stoneraise.cumbria.sch.uk. When contacting Mrs Bulman please be aware she only works 2 days a week at Stoneraise but will respond as quickly as possible.

5.17 The local authority local offer

Our contribution to the local offer can be found on our website
www.stoneraise.co.uk/send

6. Monitoring arrangements

This policy and information report will be reviewed by Sarah Bulman SENCO, Clem Coady Head Teacher and Amanda Ryan Governor for SEND **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.