

Colton Primary School

SEND policy



Colton Primary School aims to be a vibrant learning community where everyone feels safe and happy in a culture of tolerance and respect. Children and staff are supported and challenged to achieve their full potential with positive regard to gender, religion, age, economic background, disability and ethnicity. The needs of the whole child are at the centre of our inclusive environment. Attainment and progress are valued alongside personal and social development. Pupils at Colton are confident, independent learners who are not afraid to ask questions of themselves and others.

Colton Primary School fosters positive attitudes to learning, where children embrace their mistakes as the next steps along their educational journey. We aim to develop resilient, inquisitive learners; children who love learning, who are intrinsically motivated and who leave our school confident in their abilities and eager to continue their education.

“Everyone Successful Everyday”

Date policy agreed by all staff:

Date policy ratified by Governing Body: September 2023

Date of policy review: September 2024

Headteacher: _____ Caroline Johnson

Chair of Governors: _____ Nic Welsh

Colton Primary School
Special Educational Needs and Disabilities Policy 2023

Aims

At Colton Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

In providing for children with Special Educational Needs and Disabilities (SEND) we aim to: -

- Support and challenge children to achieve their full potential and to value them equally.
- Offer all children access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional and intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 SEND Code of Practice.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Identification and Assessment of Special Educational Needs

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The Colton 4 Stage Graduated Approach



Differentiation	All teachers plan learning activities at the appropriate level for each child to succeed and make progress.
Stage 1 (Catch up)	If children are working below age related expectations or make less than expected progress, they will be targeted for catch up. This may be targeted teaching or an intervention. If accelerated progress is not made after a half term, then stage 2 of SEN support will begin.
Stage 2 (Additional Support)	Children will receive additional support in class and/or in intervention groups. A pupil passport is written involving the child and pupil friendly targets are agreed, these are sent home to parents. If the outcomes are not achieved, then Stage 3 begins, and external support is requested where possible. The child's name will be recorded on the SEND support list.
Stage 3 (External Support)	Children will receive support from an outside agency/ agencies. Children and parents will work alongside teaching staff and other professionals to begin the-Assess, Plan, Do Review cycle. An APDR plan is written, clear outcomes are set, and a review date is arranged. Child will be reported as SEN Support + on the SEND list. Funding for Inclusion may be applied for. If there is a continued lack of progress, stage four will be considered.
Stage 4 (Education Health and care plan. EHCP)	After consultation with parents, children and professionals an Education Health and Care Plan can be applied for (EHCP). Where possible, Funding for Inclusion will also be applied for.

Stage 1 – Catch Up

Pupils who are working below national expectations or those that are not making expected progress will be targeted for catch up.

Stage 2 – Additional Support

The triggers for intervention through additional support could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of difficulty;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Stage 3-External Support

The school's Educational Psychologist (EP) or any other assessing professionals should be involved in considering whether to proceed to Stage 3.

They should be provided with up-to-date information about the pupil, including all previous interventions, pupil passports and targets set.

At Stage 3 external support services, both those provided by the Local Authority and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on appropriate targets and accompanying strategies.

The triggers for Stage 3

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at stage 1 and 2 have had little or no impact on learning or progress.

Progression to Statutory Assessment- Stage 4 Education Health and Care Plan (EHCP)

If after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources the Special Needs and Disabilities Coordinator (SENDCO) completes the form requesting an Education Health Plan from the Local Authority (LA).

Once the Local Authority (LA) receives a request for assessment, a SEN Casework Officer from the council will arrange a home visit to discuss the request and provide information about what the assessment will involve. The council may need to ask professionals involved to provide advice and evidence of their interventions.

Within six weeks of the request, a Multi-Agency Panel (MAP) is held to discuss the request and decide whether or not to proceed with the Education Health and Care plan (EHCP) Needs Assessment. The child/young person and family are invited to this meeting, along with the professional who made the initial request.

If it is decided not to proceed with the EHCP Needs Assessment, the family are signposted to alternative sources of support via the Local Offer.

Children with complex needs

As a highly inclusive school we are constantly adapting our provision to ensure the curriculum meets the needs of our pupils. Most pupils work in class alongside their peers or at breakout stations around the school. We also have an alternative curriculum with a focus on life skills and developing social and communication skills. All pupils with complex needs have a pupil passport which is used to communicate their needs to all. These are displayed in the staffroom.

Monitoring and Evaluating SEND Provision

It is the class teacher's responsibility to monitor the progress of children in their class each half term and identify those that are working below what is expected or those that are not making expected progress. These children are classed as 'Catch Up' and require targeted teaching or interventions. These children must be added to the class provision map. The provision map states what the area of concern is and what the teacher intends to do to support the child. The provision map is updated half termly or as appropriate.

If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication this must be discussed at a SEN meeting with the Special needs coordinator (SENDCO), a pastoral meeting with the Learning Mentor or at a data meeting with the Senior Management Team. The SENDCO is responsible, with support from the class and head teacher, in deciding what further action is to be taken.

Provision Mapping

All children receiving additional and different support and provision must be identified on the whole school provision map. (Provision Map software). The Provision Map identifies the key next steps/ key objectives the child is working on and the provision needed to ensure the next steps are met. These objectives are set with a start and expected end date.

Pupil Passports

All pupils on the SEND list will have pupil passport, these are a simple summary of what is important to the pupil and identifies how the pupil would like to be supported. It also states their next steps in clear pupil friendly language. These profiles will be shared with parents.

Individual SEN Files

Each child has their own file which is kept by the SENDCO. These files contain everything that concerns that child, including Provision Maps, Learning Plans, reports from outside agencies. The class teacher will be access to reports as needed, which is kept the child's folder or electronically on a secure shared drive.

Partnership with Parents

We aim to promote a culture of co-operation with parents, schools, Local Authority and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for Special Educational Needs and Disabilities (SEND) including the opportunities for meetings between Parents and Special Educational Needs Coordinator (SENDCO).
- Providing Plan, Do, Review meetings at least three times a year for parents of all pupils who are at stage 3
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the Special Educational Needs and Disability Coordinator (SENDCO) to discuss the child's needs and approaches to address them.
- Supporting parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with EHCPs.

During parent/teacher meetings, teachers will explain any concerns there are and any targets that have been set.

When a child is at Stage 1 'Catch Up' it is at the teacher's discretion as to if/how the concern is passed on to the parent but if the parent is informed then there must be an explanation of what the school are going to do to support the child and what the parent can do to help at home.

When a child is at Stage 2 'Additional Support', the parents need to be informed that there is a concern. If the child has a pupil passport, it should be shared with the parents explaining the provision and strategies that will be used to support the child. Pupil friendly targets should be shared with the child and parent too.

If the child is at Stage 3 'External Support' there should be an Assess, Plan, Do, Review meeting with parents where the needs of the child are discussed and targets are drawn up together, so that the parent knows what is expected of the child, school and Parent.

At stage 4 'EHCP' (Education Health and care plan) parental involvement will be more regular, there are formal meetings including Annual Review Meetings.

Roles and Responsibilities

The Special Needs Coordinator (SENDCO) – Karen Weddle

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Monitoring data to identify SEN children and report back to the head teacher throughout the year during data meetings and informal meetings throughout the year and a written yearly report.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising with staff to ensure the SEN Policy is carried out.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including support staff and educational psychology services, Mind Mate, health and social services and voluntary bodies.
- Chairing Annual Review/ Education Health Care Plan meetings, attend planning meetings and being available for meetings as needed.
- Attending course to keep skills and knowledge up to date.
- Planning interventions to be used in school.
- Writing and updating the SEND policy.

The Role of the Headteacher –Caroline Johnson

The responsibilities of the Headteacher include:

- Involvement with parents as partners in the learning process.
- Determining the pattern of work, timetable and role of the SEN Coordinator.
- Dealing with queries or complaints from parents.
- Liaising with the SENDCO.
- Liaising with the LEA with respect to policy and enactment.
- Ensuring that the SEND Policy is implemented as described.
- Involvement in how children with SEND are integrated within school as a whole
- Liaising with external agencies including the Educational Psychology Service and other.
- Ensuring that the legal requirements of current legislation are met within the school
- Keep the Governing Body well informed about SEND within the school.
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

- Ensure the SENDCO receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENDCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.

Complaints

Any complaints will be dealt with by the class teacher, SENDCO, Headteacher and Governing Body through the school's complaints system.

Contacts

Karen Weddle (SENDCO) Colton Primary School 0113 2647514