

MITCHELDEAN ENDOWED PRIMARY SCHOOL



**SPECIAL EDUCATIONAL
NEEDS and DISABILITY
POLICY**

SPECIAL EDUCATIONAL NEEDS POLICY STATEMENT

Introduction

Our vision statement: to ensure that every child receives the highest quality education that is engaging, enriching and inclusive, in an environment that works hard to develop, support and care for all its members, with people that foster mutual respect and encouragement in accordance with Christian values.

At Mitcheldean Endowed Primary we value the abilities and achievement of all our pupils. We also value the contribution that every child can make and welcome the diversity of culture, religion and learning style. We aim to make sure that each child's needs are addressed and they are supported in their environment and their learning. The school endeavours to help every child make as much progress as possible and reach their full potential irrespective of their level of need and the barriers to learning they might encounter.

Supportive working relationships with parents and close involvement of children in all aspects of their learning help us to deliver the best opportunities for the future. All children with SEND are valued, respected and equal members of the school.

Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Headteacher, SENDCo and all other members of staff have important responsibilities in the implementation of the SEND policy. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs.

Our School Offer with information on SEND is available on the school website.

Gloucestershire's Local Offer for SEND can be found at www.glosfamiliesdirectory.org.uk

Objectives

- ◆ To enable pupils with SEND to reach their full potential.
- ◆ To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- ◆ To provide an environment that encourages co-operation and understanding as well as promoting ambition and excitement for learning.
- ◆ To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- ◆ To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- ◆ To work in partnership with parents to enable them to make an active contribution to the education of their child.
- ◆ To ensure that pupils with SEND are involved in their learning and progress, taking their views and wishes into account.

Roles and responsibilities

Roles and Responsibilities in implementing the Policy for SEND at Mitcheldean Endowed Primary -

The Governing Body

- Should, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

- We have a named SEND governor, Mrs Gill Sackett who closely monitors the SEND provision with the Headteacher and SENDCo.
- Will report to parents annually on the school's policy on SEND on the school web site.

The Head Teacher

- Has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher meets with the SENDCo regularly to discuss SEND issues and keeps the Governing Body fully informed.
- The Head Teacher and SENDCo will be closely involved in the strategic development of the SEND policy and provision.

The SENDCo - Mrs Mary Brown

- Working closely with the Headteacher and other members of staff, should be involved in the strategic development of the SEND policy and provision.
- The SENDCo has responsibility for day to day operation of the school's SEND policy and for co-coordinating provision for pupils with SEND, particularly through SEN Support and Educational Health Care Plans (Statements of Special Educational Needs).
- Liaising with the SEND governor to keep informed of SEND issues.
- Monitoring pupil progress with Class teachers and Teaching Assistants.
- Liaising with Class teachers / TAs to review and develop new individual plans.
- Liaising with parents of pupils with SEND to keep them informed of progress and provision – facilitating review meetings with parents.
- Maintaining / updating records of children on the Code of Practice.
- Liaising with external agencies.
- Working with pupils on the Code of Practice to support the targets on their My Plans.

Teaching and non-teaching staff:

- Should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Work with the SENDCo to decide on the action required to assist the pupil make progress.
- Work with the SENDCo to collect all available information on the pupil
- Work with SENDCo to develop and review individual plans for pupils
- Continuously assess pupil progress and identify the next steps to learning.
- Develop effective relationships with parents and keep parents informed of pupil progress.

Arrangements for co-ordinating SEND Education Provision

We aim to make the best and full use of resources, material and human, in making provision for SEND children. The Headteacher and SENDCo are responsible for the operational management of specified and agreed resourcing for special needs provision within the school, including the provision for pupils with statements of SEND. The Headteacher informs the Governing Body how the funding allocated to support SEND has been employed.

The SEND teacher is employed for .8 of week Monday to Thursday.

Pupils may be withdrawn from class for additional programmes of work to focus on a specific area of need which may be literacy, numeracy, speech and language, physical or social need. An appropriate

time for additional support is discussed with each class teacher to ensure this does not affect access to a broad, balanced curriculum or the national literacy/numeracy hour.

Administration time will include:

- Organisation and completion of review meetings
- Encouraging parental involvement
- Liaising with Teaching staff and Teaching Assistants
- Discussion of pupils with outside agencies
- Assessment
- Developing and maintaining resources
- Completing referral forms and reports
- Preparing for and attending meetings for SEND pupils with parents / carers and external agencies.

Review meetings are held for each pupil on the Code of Practice. The SENDCo, Class teacher and parents meet to discuss the progress of each child and to set target for the individual programmes (My Plan / My Plan +). There is always regular ongoing communication between the Class teachers and Teaching Assistants who support SEND pupils in the classroom or with individuals /small groups withdrawn for additional help.

Role of the Teaching Assistant (TA)

The school employs a TA for each year group every morning to support the teacher so that the children with SEND are able to access 1:1 or small group support in class either from the TA or the Class Teacher. A TA, specifically employed for SEND (3 days Tuesday, Thursday and Friday) works under the guidance of the SENDCo to implement individual intervention programmes linked with targets on individual programmes (My Plans) and support SEND pupils within class for learning and behaviour.

Statemented pupils who have allocated TA support time may have a specific TA working with them in class or on specific programmes linked to their needs.

Under the guidance of the class teacher, TAs may work alongside SEND pupils in the classroom, or withdraw individual and small groups for extra help in intervention groups to meet the needs of the children.

Admission Arrangements

The Governing Body and the LA are responsible for the admission arrangements to Mitcheldean Endowed Primary. The school admission number is 30.

Mitcheldean is an inclusive school that welcomes children from all backgrounds and of all abilities. The school acknowledges in full its responsibilities to admit pupils with already identified SEND, as well as identifying and providing for those not previously identified as having SEND.

There are no special units at Mitcheldean School.

Equal Opportunities

Mitcheldean Endowed Primary is committed to ensuring that all members of school should be treated with respect, have individual needs recognised and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture. (Refer to Equal Opportunities Policy)

Our school will be proactive in securing the best provision possible for members of our school community in order for them to access provision to the full. Accessibility plans are always under constant review.

Specialised Provision / Accessibility

Dropped kerbs

Ramps to the mid-block, main entrance and play areas

Painted edges on steps

A lift from mid-block of building to the upper block

A specific toilet facility for people with disabilities

Outside pathways are provided to improve access for parents and pupils with SEND.

All pupils are encouraged to take part in all activities. This includes pupils with SEND participating fully in extra-curricular activities. Activities are monitored to ensure this is happening and where this is not every attempt is made to encourage pupils to be involved.

Where educational visits are being planned it is assumed that all pupils will take part. We do this through:

- Planning well in advance and checking feasibility of the venue
- Making sure there is accessible transport to the venue
- Completing a risk assessment / checking the venue has appropriate facilities for the specific needs of SEND pupils eg. medical needs.

Room 9 is currently being used by the SENDCo and SEND TA for teaching of individuals and small groups. SEND resources are also housed in this room. Laptops and a computer for the Rapid Reading Programme / Word Shark and other IT resources are set up. The room is also used by visiting external agencies and meetings with parents.

Personalised teaching using multisensory methods of teaching, reading and spelling, i.e. working to a child's strengths whilst remediating their weaknesses, are encouraged.

Identification, Assessment, Provision and Review

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in E.Y.F.S and N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Frameworks.
- Standardised screening or assessment tools.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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

Pupils may arrive in school with an identified need which will be provided for and reviewed in the usual way. Liaison with previous settings is essential and SEND records need to be received as soon as possible.

A special need may be identified through the course of regular, ongoing classroom assessments and observations.

Assessments are completed termly - please refer to the English and Maths Assessment timetable which show the termly assessments for each Year group.

Every year group completes termly writing assessments (Big Write) in fiction, and non-fiction. The progress of SEND pupils is closely monitored and tracked within the whole school system.

The child's wishes and perception of their difficulties are always considered. The class teacher's observations (especially of success areas are noted). Observations are underpinned by evidence that the child is:

- Making little progress
- Has difficulty in literacy and mathematics
- Has persistent emotional or behavioural difficulties
- Has sensory or physical problems
- Has communication and interaction difficulties

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Any information passed to the school from another school, Early Years setting or parent will also be used.

If a medical or physical need arises, a pupil may be referred to the school nurse or doctor following consultation with the parents of the pupil.

The school will implement the approach as outlined in the New Code of Practice from September 2014.

The class teacher will organise interventions that are additional or different from those already provided. If the teacher, in consultation with the parent, decides further support is needed, the teacher will seek the help of the SENDCo for further assessment and consider placing the pupil on the Code of Practice.

The New Code of Practice September 2014

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age. They may have a disability (hearing, visual, physical, medical) which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Children's needs and requirements may fall into at least one of four areas, though many children may have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The areas of need are:

Communication and Interaction Difficulties (C&I)

Children may have speech and language delay, impairments or disorders / social interaction difficulties, pupils on the autism spectrum

Cognition and Learning Difficulties (C&L)

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning.

Social, Emotional and Mental Health Difficulties (previously Behaviour, Emotional and Social Development Difficulties (BES))

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, or present with immature social skills and/or present challenging behaviours.

Sensory and/or Physical Difficulties (HI, VI,)

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Further detailed information on these areas can be found in Code of Practice paragraph 6.28 – 6.35. Appendix A

Medical

A medical diagnosis or disability does not necessarily imply SEND. However, certain medical conditions can impact on learning and school must carefully monitor pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Schools are required to have regard to statutory guidance '*Supporting pupils at school with medical conditions*'.

The LA audit descriptors for the areas of special needs are used to place a child at SEN Support on the Code of Practice. These are specific criteria for each year group covering:

- Communication and Interaction
- Cognition and Learning
- Behaviour / Emotional / Social
- Sensory – Hearing Impairment and Visual Impairment
- Physical Disabilities
- Medical Needs – eg. asthma, diabetes, epilepsy.

Some pupil's difficulties may be described by a combination of descriptors in the different areas of need and this will need to be reflected in the additional SEN support provided.

SEN support

Following discussion between class teacher, SENDCo and parents the school will then make provision for the pupil under the Code of Practice at SEN support stage. The class teacher and SENDCo will agree on the level of intervention to be taken. The Class teacher will remain responsible for working with the pupil on a daily basis and delivering differentiated tasks / interventions as required. The class TA will also be involved in supporting SEND pupils within their class. The SENDCo / SEND TA may also provide additional support for a pupil or group relating to the targets on a pupil's My Plan / My Plan +.

A My Plan / My Plan+ will be drawn up between staff who teach/support the child. Intervention could and should take many forms and is individually tailored to the child.

- ◆ A My Plan (individual programme) contains information about the child's special needs and the provision being made for them. In particular, they contain current targets and how the child may be expected to achieve them. Parents, pupils and class teachers all contribute to the My Plan. The SENDCo and class teacher are responsible for seeing that the My Plan is delivered and reviewed.

Reviews are held up to three times a year when parents have an opportunity to meet with the SENDCo and Class teacher to review the My Plan and contribute to the next one, if necessary. Pupils also attend the review and are actively involved.

Formal parents meetings are also held in the autumn and spring terms when parents meet with the class teacher and are offered following parents receiving the annual written report in the summer term.

In addition frequent informal conversations take place when the need arises.

- ◆ In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

External Agencies Support

Where a pupil continues to make less than expected progress, despite interventions that are matched to the pupil's area of need, the school may consider involving specialists from external agencies.

This will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and an individualised programme of intervention at SEN support, the pupil:

- Still makes little or no progress in specific areas over
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

SEN support (My Plan +) is characterised by a sustained level of support and the involvement of external agencies. External support services may include Educational Psychology Services, Speech and Language Therapy, Occupational Therapy, Physiotherapy and Behaviour Support.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil.

Parents will be consulted about requesting the involvement of external agencies and for their consent. Consultations are arranged and parents are invited to attend. School will follow the recommendations of the specialists and will incorporate these in the SEN support. These may be implemented by the Class teacher / SENDCo / Teaching Assistant or other adults in school. Parents are aware of the recommendations and are encouraged to support their child.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream school. However if there are continued significant concerns about a pupil's SEN needs and progress it may be necessary to request an Education Health Care needs assessment from the Local Authority who may decide to provide specific provision through an Education Health Care Plan.

The purpose of an Educational Health Care (EHC) plan is to make SEN provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support
- the achievement of the agreed outcomes.

If there are significant concerns it may be considered to request assessment for an Education Health Care Plan (EHC) from the Local Authority.

Requesting assessment for an Educational Health Care Plan. (EHC Plan)

The school may request an EHC needs assessment from the LA when, despite an individualised programme of sustained intervention and following advice and recommendations from external agencies the child remains a significant cause for concern.

An EHC Assessment may also be requested by a parent. The school will have the following information available:

- The SEN support the pupil has received over time.
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Educational Health Care Plan will normally be provided where, after assessment, the LA considers the child requires provision beyond what the school can offer. However, the school and parents should recognise that a request for an EHC assessment does not inevitably lead to an EHC Plan.

The EHC plan will include details of learning outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term outcomes set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in a My Plan.
- Implemented in the classroom

- Delivered by the designated school personnel with appropriate additional support where specified.

For pupils with statements of special educational needs / EHC plans, the terms of the statement usually set out the provision to be made, but the school may at times want to supplement this provision with in-house arrangements.

Annual Reviews will be arranged by the SENDCo in accordance with the Code of Practice. Parent and pupils' views will be sought prior to the Annual Review. The SENDCo will organise the review and invite all the relevant people involved including a representative of the LA.

The aim of the review is to assess pupil progress, review the provision, considers the appropriateness of the existing statement in relation to the pupil's performance during the year and whether to continue, amend or cease it.

New targets are set for the coming year.

Year 5 reviews will indicate the provision required in secondary school. At Year 5 and 6 reviews the SENDCo of the secondary school is invited to attend as the LA recommends that transfer arrangements be discussed at the Year 5 Annual review for planning ahead and give the parents opportunity to liaise with the secondary school. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease a statement of SEND / EHC Plan.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

Pupils should be aware of their targets and their own strengths and weaknesses.

Access to the curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for the vast majority of the week with their peers in mainstream classes by class teachers and study the age appropriate curriculum. All teaching and support staff are aware of the National Curriculum Inclusion Statement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

By seeking advice from and the support of the SENDCo, class teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation ensuring that they have support when learning is difficult for them. There are times though, when to maximise learning, we ask children to work in small groups or in a one-to-one situation outside the classroom for intervention. Very occasionally a statemented pupil may be disapplied from the Key Stage 2 SATs tests if it is felt to be best for that pupil.

Access arrangements for KS2 SATS - prior to KS2 SATS in May, pupils may be considered for additional time (25%) / special consideration depending on their specific individual needs. The SENDCo and Year 6 Teacher will assess pupils according to the specific National criteria and if this is met, an application is made through the Department for Education. The school will be informed if the application is successful and appropriate arrangements are made.

Access to the wider curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities. Lunch time and after school clubs are organized for Year 2 to Year 6 pupils to participate in if they wish. All pupils are actively encouraged to join and benefit from these varied activities. At playtimes all pupils play on their allocated playground supervised by adults.

All pupils have the opportunity to take part in educational visits. The appropriate adult supervision is always provided in line with Gloucestershire LA guidelines. On occasions it may be necessary to increase the levels of adult supervision.

All pupils are encouraged to participate in sports days. As a school we look positively on all pupils and try to boost their self esteem; a philosophy of 'doing your best not being the best.

Monitoring and evaluating the success of the education provided for pupils with SEND

The school, including the Governing Body is committed to regular and systematic evaluation of the effectiveness of its work. The Governing Body publishes statutory information for parents on the school website. This will include how the school uses Pupil Premium for pupils. The school employs a series of methods to gather data for analysis including:

- ◆ Regular observations of teaching by Headteacher, governors and link advisers.
- ◆ RAISEONLINE which analyses the attainment and achievement of different groups of pupils with SEND
- ◆ System of monitoring and reviewing targets on My Plans.
- ◆ Success rates in respect of SATs tests.
- ◆ Scrutiny of teachers' planning and pupils' work.
- ◆ The views of parents and pupils.
- ◆ Regular monitoring by the Governing Body / SEND governor.
- ◆ Maintaining Provision Maps
- ◆ Maintenance of assessment records such as reading and spelling age tests, which illustrate progress over time.
- ◆ Regular meetings between SENDCo, Class teachers and TAs.

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

Class teachers track and observe the progress of all their pupils.

The SENDCo tracks the progress of SEND pupils.

LA Advisory Teachers monitor the progress of the individual pupils they support.

Arrangements for dealing with complaints from parents

The school is obliged to have procedures in place in case there are complaints by parents.

If parents feel they have a complaint they should approach the Head Teacher. However, an open school policy is practiced at Mitcheldean Endowed Primary School and it is hoped that any parent would feel able to discuss any concerns with the class teacher or SENDCo before they become a problem or

cause for complaint. The aim of our school is to work in partnership with the parents. If there is a difficulty the parent will be contacted by the class teacher, SENDCo, or Head Teacher.

- In the rare circumstance that a complaint cannot be resolved informally, parents should follow the procedures laid out in the Complaints Policy which can be found on the school website.
- Names of organisations that can provide advice to parents and one independent of the LA can be obtained from the Family Information Service, Choice Advice and Parent Partnership Service at Shire Hall, Gloucester. www.glosfamiliesdirectory.org.uk

Arrangements for In-service Training

All staff and governors in our school are entitled to CPD opportunities as funds allow. These opportunities are linked to school, local and national priorities such as:

- Those identified within our school development plan.(SDP)
- Appraisal as part of Performance Management system.
- DfE guidance for newly qualified teachers.
- Priorities identified in the LA's Educational Development Plan.
- The SENDCo attends the local SEN cluster meetings and any county primary SEND meetings that are being held.
- SEND courses may be attended by staff as and when the need arises.
- The SENDCo is available to give advice and share expertise with teaching and non-teaching staff.
- The SENDCo will spend time with NQTs and new members of staff to induct them with regard to SEND in the school.

External Agencies:

If external help is required, the school is able to call on specialists. Referrals are made to the appropriate agency with the consent of the parents.

Educational Psychology Services

Advisory Support Team including:

Advisory Teacher Hearing Impaired Team

Advisory Teacher Visually Impaired Teacher

Advisory Teacher Multi-Sensory Impaired Team

Advisory Teacher, Communication and Interaction Team (C and I)

Advisory Teacher, Cognition and Learning (C and L)

Medical – School Nurse / GP / Paediatrician

Gloucester and Forest Alternative Provision GFAP (Primary Behaviour Support Team)

Area Education Officer

Child mental Health services – CYPS (CAMHS) / YES team

Social Services

Speech and Language Therapy: Community Speech Therapist

Occupational Therapy

Physiotherapy

Parental permission will be obtained before any agency is consulted about a named child. All records will be kept and stored confidentially. The Data Protection Act is applied at all times and is clearly marked on all paperwork.

Links with other schools and facilities

If a child with SEND has a medical problem the parents can refer to their own GP, or the Head Teacher / SENDCo can contact the school nurse or doctor with the parent's permission.

The Head Teacher will contact the Educational Welfare Office if there are concerns with attendance.

If a child is not meeting one of the five 'Every Child Matters' outcomes the school may undertake a Common Assessment Framework (CAF). Following discussion with the Head / SENDCo a CAF may be completed. A CAF co-ordinator may be available to consult regarding the CAF. The school has appointed a Family Support Worker, Mrs Kathy Histed, who works closely with the Head Teacher, SENDCo and parents.

The five outcomes are:

- Staying Safe (S)
- Being Healthy (H)
- Achieving (A)
- Positive Contribution (P)
- Economic Well-being (E)

The CAF is a baseline assessment for multiple agencies e.g. social services, health care, primary care trust, young offender teams, the education authority, early years, police, etc. It is a common approach to assessment aiming to share information and improve communication

The school maintains close links with the following schools and organizations.

- Early Learners and other Pre-school settings and their SENDCo
- Dene Magna School (or other secondary school) and SENDCo to ensure smooth and successful transfer for pupils into Year 7. Meetings are arranged with parents and the secondary school SENDCo in the term prior to transfer.
- There is regular communication with the secondary SENDCos and at transition all paperwork relating to Year 6 SEND pupil is forwarded to the relevant school and SENDCo. The secondary school SENDCo is invited to the Year 5 Annual Review of statemented pupils.
- Health professionals
- Virtual School and Learning Mentors who support Looked after Children (LAC)
- Social Services.

The role played by parents and carers of pupils with SEND

In accordance with the SEND Code of Practice the school believes that all parents / carers of children with SEND should be treated as equal partners. The school has positive attitudes to parents / carers, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

Parents and carers will be supported and empowered to:

- ◆ Recognise and fulfil their responsibilities as parents / carers and play an active role in their child's education meeting their obligations under the Home-School contract. Concerns about a child's progress will always be discussed with their parents / carers before placing them on the Code of Practice. Parents / carers are always consulted and involved in the decisions about referrals, provision and seeking advice from outside agencies. Individual programmes are shared with parents / carers and they are asked to support targets where possible. Parents / carers are invited to review meetings to be kept informed of their child's progress through the year.
- ◆ Have knowledge of their child's entitlement within the SEND framework – when a child is placed on the Code of Practice, parents / carers are informed about the individual programme –My Plan, the targets set, the extra support their child will receive and how they can help their child at home.
- ◆ Make their views known about how their child is educated – parents / carers are invited to share their views about their child, regarding strengths and their concerns.
- ◆ Have access to information, advice and support during assessment and any related decision making processes about special educational provision – parents / carers are able to contact class teachers, the SENDCo and the Head to discuss their child's SEND needs and find out any information they require. Parents are made aware of the Parent Partnership Service

Cross referenced with policies :

Inclusion policy
 Behaviour policy
 Teaching and Learning policy
 Assessment policy
 Equal Opportunities policy / Accessibility policy
 Safeguarding and Child Protection policies
 Gifted and Talented policy

M. Brown SENDCo
 April 2015

Appendix A

6.27 These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Broad areas of need

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) 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. The profile for every child with SLCN 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.

6.29 Children and young people with ASD, 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

6.30 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 (MLD), severe learning difficulties (SLD), 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 (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), 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

6.32 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.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

6.34 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 (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

