

Charlestown Primary School



SEND Policy November 2022

Approved by: Full

Date:

Governing Body

Last reviewed on:

November 2021

Next review due by:

November 2023

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

The SENDCo at Charlestown is SHARON PETERS

Aims and Objectives of this Policy

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide access for all to a world class curriculum
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Through our SEND policy we aim to

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Identifying those with special educational needs
- Assessing children as they start in the EYFS
- Employing two SEN assistants to carry out assessments, observations and interventions
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

Areas of Need

There are 4 broad areas of special educational need. These areas are to help the school identify and provide for their needs rather than to label them or put them in a particular category. The needs of the child will be identified with consideration of the whole child not just their special educational needs. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

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.

Communication and Interaction

This includes children with speech and language delay, impairments or disorders. Children on the Autistic Spectrum

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.

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

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.

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

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

Social, Emotional and Mental Health

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.

Identifying Procedures

Concerns about a child's progress and/or presenting behaviours around school/home may be raised by the class teacher, the child's parent or guardian or through the normal analysis of assessment data.

SEN Assistants will work alongside the class teacher to identify areas of difficulty and carry out, where appropriate, tests to identify a significant need.

Teaching staff will make adjustments to the curriculum, personalise their teaching and, if appropriate, set up interventions. If adequate progress is not made, they will be identified as having SEND Support.

The class teacher will produce an IEP (Individual Education Plan) which outlines the child's difficulty, the intervention that is additional to and different from others in the class they will receive and how that will be implemented (strategies, staff and frequency). This is a working document that can be reviewed at any time. A child will have a minimum of three IEPs per academic year. The document is shared with parents/carers through the on-line Edukey system.

If appropriate, school will make referrals to outside agencies for advice and support for a child where their needs cannot initially be met by quality first teaching.

Advice and support may be an appointment with a clinician, an observation in school, a meeting with Parents/School. Strategies will be adopted and included within their IEP.

If a child's needs are such that they require long-term and specialist intervention, School will consider applying for an Education, Health and Care Plan (EHCP) through the Local Authority.

School will gather the information and evidence according to the EHCP application guidelines and timescale.

Levels of Support

If a child has been identified as having SEND, they will be placed on our school SEN register as receiving SEN Support and will have an IEP (Individual Education Plan). This is written by the class teacher and has up to 4 targets identified around their area of need. During an academic year, a child will have 3 IEPs, each one being reviewed before the next written. IEPs are shared with home.

A child who has an EHCP will also have 3 IEPs during the school year. The targets will be based on the longer term targets identified in the EHCP. An Annual Review will also be held where all persons involved with the child will meet to discuss progress, areas for improvement and next steps.

Parental Involvement

The staff at Charlestown Community Primary will continue to forge home-school links and encourage parents to be partners in the education process. Parents and carers will always

be consulted if it is believed a child has Special Educational Needs. Parents are involved from the outset and encouraged to discuss concerns with class teachers. Parents are always consulted before outside agencies are involved and are included, as far as possible, in the strategies instigated.

There will be parents evenings in the Autumn and Spring terms and the end of academic year report is issued at the end of the summer term.

Teachers are available via email and telephone to discuss any concerns raised by parents/carers.

Assessment

Children are assessed using PiXL – the whole school assessment system. If they are working on a specific intervention programme, progress is tracked and reviewed through this system. For children working below their age-related expectation or their year group, attainment and progress will be monitored through the PIVATs system. This method acknowledges the smaller and often slower steps that the child with additional needs has. For the children with the highest level of need, Cherry Garden assessments are used to monitor progress and identify gaps in learning.

Transition

For children starting in our Nursery or Reception (EYFS) provision in September the receiving teacher and TA/EY Lead will carry out a home visit. If the child is known to have significant needs, the SENDCo will also attend the visit. The child will have a series of short visits arranged and if appropriate, the length or style of the visit may be altered to meet the needs of the child. The WELCOMM assessment will be carried out by the SEN Assistant(s).

For children starting in Reception class, information from their previous EY setting will be sourced and passed on to Class Teacher.

For any child starting at Charlestown mid-year, information will be obtained from their previous school and a conversation will be held with their SENDCo and paperwork shared. Baseline assessments will be carried out to ascertain any learning needs.

If time and circumstances allow, the child would be invited to spend some time in their new class prior to starting.

For any child leaving Charlestown to go to another mainstream primary setting, all paperwork would be shared with the receiving school and a phone call if appropriate.

For Year 6-7 Transition, the package would be individualised to suit the pupil and his/her needs. If the child has an EHCP, the arrangements would be arranged through the Annual Review at the start of the summer term. For children without an EHCP, discussions would be held between the SENDCo of each school or head of year/pastoral lead – whichever is most

appropriate. Additional visits may be arranged prior and/or after to the main Y6 transition days. Parents would be involved in the arrangements.

The ARC

In February 2020, an internal provision for children with high needs was conceived and created. Situated in its own area of school, the Additional Resource Centre (ARC) provides a nurture-based learning environment for a small number of children who find it difficult to access their mainstream class on a full-time basis. Each child follows the ARC timetable according to their need. For example, a child might be able to access learning with their year group peers in the afternoon but need specialist support in the morning for their English and Maths. It may be that they find the afternoons more challenging in class and need a quieter space to work. For those children able to work more independently, a separate working area has been created so that their independence can be developed. Children have access to sensory play throughout their day.

The provision is nurture based and the children come together for the start and the end of the day and in-between where appropriate. The children are split into learning groups in order for them to be able to access the most appropriate part of the curriculum. All children have access to the core and foundation curriculum from Year 1. The EY Framework is followed for those of R/N age.

Children and staff welcome visitors to the provision to encourage them to interact appropriately, build their confidence and develop their social and life skills.

The provision is led by a very experienced teacher (and trainee SENDCO) with four highly experienced SEN Teaching Assistants who have a wealth of experience in different areas of SEN. The provision is overseen by the SENDCo.

Accessibility

Charlestown School is a one level building (with separate EYFS unit) that is accessible by pupils who are disabled. There are disabled toilet facilities in each area of the school.

Link Governor

The Link Governor for SEND is Natalie Fawcett. She has termly meetings/visits to school to meet with the SENDCo.