

# Southam Primary School

## SEND Policy and Information Report



Chair of Governors Signature

Head teacher's signature

Ratified: 26<sup>th</sup> January 2021

Review date Spring term 2022

Person responsible for implementation: SENCO and Headteacher

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## 1. Objectives of the Policy

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At Southam Primary School Primary School we aim to enable children to continue to get better in all aspects, within a challenging and caring environment by:

- Creating an environment that stimulates curiosity, initiates and supports learning through a broad and balanced curriculum.
- Maintaining a strong partnership between parents, teachers, governors and outside agencies.
- Placing a high value on the community as a source of learning and using the school as a community resource.
- Developing in the children's self-esteem and awareness of moral and social issues in preparation for responsible adulthood

The objectives of this policy are:

To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources

To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment

To ensure that all pupils are enabled to enjoy their time in school

To identify any pupil's SEND as early as possible in order to put in place appropriate interventions and resources

To enable full participation alongside other pupils

To ensure that pupils with SEND, where there may be a vulnerability, are kept safe at all times within the school environment and are enabled to integrate as fully as possible with the school population having equal opportunities.

To correspond to all SEND requirements and provisions contained in the SEND Code of Practice 2014

To ensure all working practice is kept in line with current local and national policies relating to SEND

To work in partnership with parents, pupils, educational professionals and external agencies to enable the best possible outcomes for our children

To access and utilise all available resources, training opportunities and funding in order to provide the best possible outcomes for our children

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## 2. Definition of Special Educational Needs and Disabilities (SEND)

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“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.” Code of Practice, 2014

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill).

There are four areas of need set out in the code of practice, these are:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical

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### 3. Roles and Responsibilities

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The SENCo at Southam Primary School is Mrs Heath.

Name/Role	Contact Details
Emma Longworth, Head teacher	Emma.Longworth@stowevalley.com
Mrs Heath, SENCO	<a href="mailto:Heath.A@stowevalley.com">Heath.A@stowevalley.com</a>
Mr Fulner, SEN Governor	Fulner.M_G@stowevalley.com

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The SEN Governors meet regularly with the SENCo. Their role, on behalf of the Local governing body, is to monitor progress and provision for pupils with SEN and to monitor the budget for Special Educational Needs.

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#### **4. Facilities for vulnerable pupils or those with SEND**

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Southam Primary School benefits from the following facilities: nurture provision where sufficient need exists and forest schools in Key Stage 1.

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#### **5. Identification, assessment, monitoring and review.**

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The rate of progress a child makes is carefully tracked and monitored during their time at Southam Primary School. If their rate of progress is slow despite high quality teaching and targeted interventions, the class teacher will refer to SENDCO.

The SENCo will liaise with the child's parents, class teacher and other staff who may have supported the child; complete diagnostic work with the child if appropriate; and possibly refer the child (with parental consent) to specialist professionals who work with the SENCo (e.g. Specialist Teaching Service, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.). Other professionals (external agencies) may also raise concerns via the SENCo, which may also lead to identification of pupils with SEND. The SEND register will be updated to reflect these changes.

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEN register. This is known as School Support.

At Southam Primary School we follow a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.

Parents, pupils, teachers and other professionals (where appropriate) are all involved in the review process.

Once a child has been identified as having SEND an Individual Learning Plan will be put in place and short term targets will be set. These targets should reflect any advice from external professionals and should be Specific, Measurable, Achievable and Relevant. The Learning Plan will be shared with pupils and parents and targets will be reviewed termly by the class teacher. For pupils who have an Education, Health Care Plan the SENCo will be involved in the setting and reviewing of targets.

Records of all SEN pupils are stored on Edukey and in personnel files .This is overseen and managed by Mrs Heath and Miss Longworth.

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## **6. Provision for pupils with SEND**

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At Southam Primary School we aim to provide high quality teaching that is differentiated and personalised to meet the individual needs of our children.

We want to ensure our special educational provision is underpinned by high quality teaching and that teachers know precisely where children and young people with SEN are in their learning and development.

As for all of our pupils, we have high ambitions and set stretching targets for pupils with SEND.

All provisions are tracked on Edukey and linked to Individual Learning Plans. Provisions are kept under review (observations, learning walks, data analysis, book monitoring etc.) and the impact of provision is evaluated termly.

### Provision Overview at Southam Primary School

	Cognition and Learning	Social, Mental and Emotional Health	Communication and Interaction	Sensory and/or Physical
Universal	All children receive quality first teaching			
Targeted	<p>Apples and Pears spelling intervention</p> <p>Dancing Bears reading intervention</p> <p>Power of one/Plus two maths intervention</p> <p>Reading support groups e.g. Better Readers / Inference training</p> <p>Phonic support groups</p> <p>Precision teaching</p> <p>TA group support in core lessons.</p>	<p>Social skills groups</p> <p>Emotional literacy groups</p> <p>Friendship groups</p> <p>Nurture provision</p>	<p>Speech and language target groups</p> <p>Pre teaching groups</p>	<p>MOVES programme</p> <p>Fine motor interventions e.g. handwriting groups</p> <p>Access to sensory toys/ activities to regulate feedback.</p>
Higher needs	<p>1:1 TA support</p> <p>Personalised curriculum.</p>	<p>Access to quiet work stations</p> <p>Access to Dove Room for quiet, calming space.</p> <p>1:1 TA support</p> <p>Personalised curriculum</p>	<p>Speech and language groups run by trained external staff.</p> <p>1:1 TA support</p> <p>Personalised curriculum</p>	



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## 7. External Agencies

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The SENCo maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Southam Primary School to review children with SEND in order to ensure the correct and appropriate provision is in place. Southam Primary School has access to an STS teacher for one visit every half term. The SENDCO and STS teacher review higher needs pupils and the provision they are receiving. The Speech and Language therapist also visits half termly, providing guidance and resources for individual children's needs and discussing these with the SENDCO.

At Southam Primary School we have access to...

Specialist Teacher Service and Educational Psychology Service (for learning, social, emotional and mental health difficulties, hearing and visual impairments, training and advice)

Physiotherapy and Occupational Therapy services

Speech and Language Therapy (SALT) service

School Health

CAMHS (Child and Adolescent Mental Health Service)

Family Support Services

Social Services

Looked After Children (LAC) Service

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## 8. Statutory Assessment

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Most learners with SEN will have their needs met through the school making reasonable adjustments to remove or reduce barriers to learning. For a small percentage of pupils the additional support and strategies employed by the school will not be enough to enable sufficient progress to be made. In such cases, or if there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission).

Warwickshire County Council will consider whether an EHC Needs Assessment of a learner's difficulties is appropriate against the following criteria:

### Criteria 1

The learner's needs are significantly greater than other learners the same age, and are likely to be long term. They require significant, continuing additional support to promote their emotional wellbeing, social inclusion and/or develop their life and independence skills. The learner has either one area of severe difficulty, or moderate to severe difficulties in a number of areas which have a significant, combined impact upon their ability to access, and make progress within, the curriculum.

### Criteria 2

A graduated response to the learner's special educational needs (an assess-plan-do-review cycle) has been followed, involving the educational setting, the learner, and the learner's parents/carers. The learner has received the appropriate support from Elements 1 and 2 of the Warwickshire SEND Provision Matrix over at least two terms, and some support at Element 3 level. Specific records of the

learner's progress through the review cycle have been kept, which suggest that they have a need for continuing support at Element 3 level, and that this need is likely to be long term.

### **Criteria 3**

Suitably qualified external specialists have contributed over time to the review and refinement of evidence based interventions carried out by the setting, and can comment on their implementation. This will include the involvement of an Educational Psychologist.

### **Criteria 4**

The educational setting has fully and appropriately used its delegated funds, as demonstrated by a fully costed individual provision map, including records of targeted intervention and review.

Education Health Care Plans (EHCPs) must be reviewed formally every 12 months. Pupils with EHCPs will also have Individual Learning Plans (with short term targets informed by EHCP Outcomes) which will be reviewed at least termly.

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## **9. Staff training / CPD**

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It is the responsibility of the SENCo to update all staff with regards to any changes in SEND procedures and assessment tools. The SENCo will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified through monitoring activities.

All new staff receive an induction which includes meeting with the SENDCO to talk through processes, procedures and the needs of children within their class.

All staff receive ongoing professional development training on high quality teaching and learning, including that for children with SEN. This training is balanced between general and specific support for children with SEN. An on-going programme of training is provided to relevant staff. Staff have training in supporting children with Autistic Spectrum disorders and supporting children with Attachment difficulties and trauma. Staff also have training in a variety of interventions designed to promote the acquisition of reading, spelling and maths skills. A variety of agencies, including specialist teachers, train staff on an on-going basis for the individual needs of pupils as they arise.

The SENDCo keeps their working knowledge up to date by attending LA SENCO network meetings and Consortium SENDCo meetings.

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## **10. Children with medical needs**

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The school database is updated as and when information comes into school. Any major changes are passed on to the teacher immediately. Updated class medical information is passed on to the teacher every term and kept in the class supply file. A medical diagnosis or a disability does not necessarily imply inclusion on the register of SEND pupils. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The school recognises that pupils in school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Arrangements are in place in school to support pupils with medical conditions and parents/carers may access the schools' policy for supporting pupils with medical conditions.

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## **11. Transition arrangements**

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Some children who join our school are already recognised as having a special education need. Information is passed on to the school from the child's previous school and this is used by the SENDCo and the school's staff team to appropriately adapt provision. In some cases the SENDCo and class teacher will hold a meeting with staff from the previous school to discuss the pupil's needs prior to their starting.

In addition, Southam Primary School has an established transition programme with our main feeder nurseries and secondary school, which include regular visits and familiarisation

When children leave our school at the end of Year 6, the SENCo and the Year 6 team meet with the receiving school's SENDCo and Head of Year. Information is shared both verbally and in writing by transferring the child's SEN file containing all assessments and records used to support the child's progress during their time at our school, to the receiving school. If appropriate, additional visits are arranged by children to their secondary schools to support transition. For children with an EHCP a transition package may be provided by the Specialist Teaching Service. This begins in the summer term of year 6 and continues until October half term of year 7.

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## **12. Warwickshire Local Offer**

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Warwickshire County Council has produced a Local Offer for parents with children who have SEND which shows what is available within Warwickshire.

<https://www.warwickshire.gov.uk/send>

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## **13. SEND Information and Advice Support Service (SENDIAS)**

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In keeping with the guidance contained in the 2014 Code of Practice, Southam Primary school aims to ensure that parent/carers are fully involved and consulted over their child's progress and provision, including the drawing up of Individual Learning Plans and termly reviews.

In addition, parents of children with SEND can receive free and impartial support and advice from Warwickshire's SEND Information and Advice Support Service. Contact details below:

SENDIAS (Kids)  
Exhall Grange Specialist School,  
Easter Way,  
Off Pro Logis Park,  
Coventry  
CV7 9HP  
Telephone - 024 7636 6054

Email: [warwickshire@kids.org.uk](mailto:warwickshire@kids.org.uk)

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## **14. Complaints and Appeals**

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In the event of any complaint being made, the SENDCo should be contacted in the first instance. Should the matter remain unresolved:

- the case will be passed to the Headteacher/ Head of School for further investigation
- the case will be passed to the SEND Governor for further investigation
- formal complaints should be made in writing and the school Complaints Policy (available on the school website) should be followed
- free mediation is also available from SENDIAS

Parents/carers can appeal decisions made by the local authority regarding their child's special educational needs.

Parents/carers can also appeal to the tribunal if the school or local authority has discriminated against their disabled child.

Information for appeals can be found at:

<http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

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### **15. Policy Review**

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This policy will be reviewed annually with the Governing Body, SENDCo and Headteacher.

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### **16. Links to Guidance and other policies**

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This policy has been written with reference to:

Equality Act 2010

SEND Code of Practice

Schools SEN Information Report regulations

Statutory Guidance on supporting pupils at school with medical conditions

Safeguarding Policy

Accessibility Plan

(add any other relevant school specific policies)