



Special Educational Needs Policy

Our philosophy is to recognise and value individual difference, providing equal opportunities and appropriate challenge for all learners, in a nurturing environment, thereby enabling our children to reach their full potential. Upton-upon-Severn is a Mainstream Primary School with an inclusive ethos.

'We aim for happy, self-motivated children who show independence and flourish within a caring and stimulating Christian environment. We respect the key British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.'

Aims

To ensure all children with SEND have access to the school curriculum through:

- setting suitable learning/behaviour/social challenges.
- appropriate differentiation inherent in good classroom practice.
- effective monitoring, provision mapping and personalised child-friendly Individual Provision Maps.
- effective intervention programmes, monitored at regular intervals, targeting specific needs.
- a whole school approach involving parents, carers, pupils and external agencies in planning provision for individuals.
- dissemination of relevant information in accordance with the Common Assessment Framework.
- providing a safe, nurturing, supportive and inclusive environment.

At Upton we follow the Code of Practice definition of SEND therefore identification and assessment of special educational needs will follow the guidance within the Code of Practice.

Identification and Assessment

In order to enable all of our children to achieve their potential it is essential that any special needs that our children have are identified as early as possible and that intervention will be a priority.

Initial Identification may include

- liaison with previous school or pre-school setting
- child performing below 'age expected' levels (or equivalent e.g. percentile rankings)
- concerns raised by a parent
- concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- liaison with external agencies e.g. a physical / sensory issue
- use of tools for standardised assessment

How do parents raise concerns if they need to?

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Head teacher and SENCo (Julie Wills) or the Deputy Head teacher (Sarah Shakles). Appointments can be arranged in person, by phone or by email.

How will the school support SEND children?

- the class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is being made in every area
- the SENCo and Deputy Head oversee the progress of any child identified as having SEND
- a LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) may work either with individual children or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning.

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children with a Statement / EHCP already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Authority

If the child makes limited or no progress despite intervention provided (Wave 1), provision at school action level will be made.

School Action

At this level teachers will:

- begin a provision map with SMART targets which are stepped to be attainable within a term and include resources and approaches to be used.
- create a child-friendly IPM to personalise learning and ensure children are aware of their own learning journey.
- monitor progress against provision map targets and evidence achievements through annotation, written work, observations and photographs.
- review progress three times a year, agreeing with parents, and pupils to set further targets.
- provide small group or one-to-one provision at a class-based level.

If, despite receiving individualised programmes of work or concentrated support under School Action, the child continues to make little/no progress over a sustained period, the child is moved to School Action Plus.

School Action Plus

- With the cooperation of parents the Inclusion Leader will seek the help of external support services. They can advise on new and appropriate targets for the child's provision map and any accompanying strategies.
- extra intervention may be advised by the inclusion leader, and delivered accordingly by our trained intervention TAs.
- progress will be monitored and dated annotations made on provision maps.
- reviews will take place as required, at which, outside agencies may be asked to attend.

Statutory Assessment

A request for statutory assessment is made when the child has not made measureable success, despite effective provision maps and targeted intervention.

- the inclusion leader, in consultation with parents/carers, class teacher, headteacher and outside agencies will submit a request for statutory assessment.
- whilst a request for statutory assessment is being made, the child will continue to be supported through School Action Plus and Wave 3 interventions.
- if request for statutory assessment is successful a statement of the child's special educational need is provided by the LA.
- children with statements will have termly reviews where the Inclusion Leader and class teacher will invite the parents to attend. An annual review will also take place, where outside agencies may be asked to attend as their input may have a significant impact upon the review and subsequent targets. In the case of year six pupils, a representative of the child's secondary school will be invited to attend.
- provision mapping and child friendly IEPs will continue to be part of monitoring progress on a child's individualised learning journey.

Roles and Responsibilities

The Inclusion Leader will

- in collaborating with the headteacher and the governing body play a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.
- take day-to-day responsibility for the SEN policy and coordination of the provision made for individual children with SEN, working closely with staff, parents/carers, and outside agencies.

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- provide professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.
- with the support of the headteacher and colleagues, seek effective ways of overcoming barriers to learning.
- analyse school data and identify intervention needs from resources available.
- monitor the quality of teaching and achievement by pupils with SEN and set targets for improvements.
- monitor support staff and intervention they provide at Wares 1,2,3
- Collaborate with curriculum coordinator to ensure learning for all children is given equal priority and available resources are used to maximum effect.

Part of the SENCO's role is to monitor and review the provision of special education to children with SEN. They will include:

- monitoring of intervention programmes
- regular pupil observation
- scrutiny of class SEN files and provision maps
- discussions with pupils and staff
- preparation of annual SEN report to governors

Teachers

Teachers are responsible for writing provision maps, monitoring progress of children in their class and annotating it accordingly, liaising with the Inclusion Leader as needed. Differentiation of learning applications opportunities to meet all the needs of all learners with SEN.

Teaching Assistants

Teaching assistants provide vital support to class teachers in meeting the needs of pupils with SEN.

Their roles include:

- preparation of SEN resources in line with provision maps under the direction of the class teacher.
- delivery of aspects of provision maps to individuals and small groups of children.
- deliver intervention provided by outside agencies with support of the Inclusion Leader.
- provide support/encouragement to children with SEN in normal classroom work.
- feedback to teachers about responses/progress of pupils
- embrace new initiatives and SEN training

SEN Governor

There is a named governor whose responsibility it is to liaise with the headteacher/Inclusion Leader to monitor implementation of the policy and feedback to governors. As part of their role, they will:

- attend relevant SEN senior management and staff meetings
- meet half termly with the Inclusion Leader to discuss SEN provision in the school
- work with the Inclusion Leader to write annual SEN report to governors
- evaluate action plans at regular intervals and monitor progress

Parents

Parents will be involved at the first stages of concern and be kept fully informed about their child's progress, following identification and their views actively sought to ensure we achieve the very best for all of our children. We encourage parents to share concerns, seek help and advice and actively support their child at home. At each stage, school procedures will be explained, advice will be shared and regular review meetings will take place.

Health and Safety

Risk assessments are carried out for all curricular activities to include **all** children.

Resources

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Money is allocated from the school's delegated budget for inclusion. The money is used for staff, training and practical resourcing to delivery a differentiated curriculum and intervention programmes.

Current resources are located in the Rainbow Room, and their use by teachers, teaching assistants and pupils is actively encouraged.

Facilities for Children with SEN

The school is accessible to disabled pupils and adults using wheelchairs. Ramps have been fitted to some external entrances. A disabled toilet, change area, shower and medical bed are available if required.