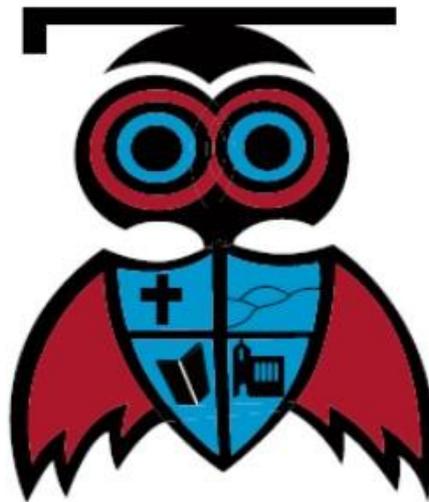


William Alvey Primary School



Special Educational Needs and Disability (SEND) Policy

How this policy relates to our school vision

At the William Alvey, we believe that every child is unique and deserves the opportunity to thrive within an environment where they can achieve their full potential. We understand that many children with Special Educational Needs/Disabilities (SEND) face specific challenges and we are committed to meeting those needs with care and expertise so that all our children can experience 'life in all its fullness' (John 10:10).

1 Compliance

1.1 Our legal responsibilities

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (January 2015) DfE/DoH which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

- **Children and Families Act (2014)**
- **Equality Act 2010:** The School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
- **Equality Act 2010: Advice for Schools (DfE February 2013):** Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
- **Working Together to Safeguard Children (2013):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission.
- **Supporting pupils at school with medical conditions (2014):** Statutory guidance from the Department for Education.
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

This policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, medical needs and curriculum. It should be considered alongside the SEN Information Report as identified in the SEN Information Regulations (Schedule 1 Regulation 51) for this school which can be found on the school website and also alongside the Disability Equality Scheme.

In line with DfE requirements, this policy will be updated annually, as will the SEN Information Report.

The SENDCOs at The William Alvey School are Mrs Emma Weston and Mrs Stacey Staples. The SEND governor is Suzie Pell. The Designated Safeguarding Lead is Mrs Laura Taylor. Our Deputy Designated Safeguarding Leads are Mr Shaun Farrington, Mrs Lynsey Warrener and Mrs Sian Lee.

2 Definition of Special Educational Needs and Disability

2.1 The Special Educational Needs and Disability Code of Practice (2014) states that:

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 him or her. A child of compulsory school age has a learning difficulty or disability if he or she has:

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

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

2.2 Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’.

2.3 This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

3 Inclusion Statement

3.1 At the William Alvey School we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community.

3.2 All children and young people are entitled to an education that enables them to make progress so that they achieve their best; become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

4 Policy Principles and Objectives

4.1 In line with the Code of Practice (2014) and the Children and Families Act (2014), the William Alvey School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- Raising the achievement of pupils with SEND is a whole school responsibility
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child

- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

4.2 Our Objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the governing board to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all pupils

5 Roles and responsibilities

5.1 Parents

Parents are encouraged and supported to play an active part in their child's education. This may be through:

- Completing homework regularly and reading with their child
- Asking for support and guidance
- Keeping informed through school letters
- Discussions with the class teachers/SENDSCO
- Attending parents' evenings
- Discussions with other professionals
- Commenting on their child's APP by sharing their views on SEND targets

5.2 Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Headteacher and the Governing Body will delegate the day-to-day implementation of this policy to the SENDCOs

5.3 SENDCO

In line with the SEN Code of Practice 2015, the SENCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with special educational needs and/or a disability
- Contributing to the in-service training of staff
- Completing annual reviews for all pupils with an EHCP
- Requesting EHC needs assessments when a graduated approach has been exhausted and a pupil may have significant special educational needs which will require support above and beyond that which can be provided through delegated funding
- Overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another
- Monitoring the school's system for ensuring that individual support plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Meeting regularly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are on the SEND register
- Liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers and outside agencies
- Attending area SENDCO cluster meetings and training as appropriate
- Liaising with the school's SEND governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with special educational needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support vulnerable learners
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

5.4 Class teachers

Liaising with the SENDCO to agree:

- Which pupils in the class are vulnerable learners
- Which pupils are underachieving and need to have their additional interventions monitored on the school provision map – but do not have special educational needs.
- Which pupils require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, an Additional Provision Plan to address a special educational need (this would include pupils with an EHCP)
- Securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing quality first teaching and learning opportunities, including adaptive practise for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge where appropriate

- ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely 'additional to or different from those normally provided as part of the differentiated curriculum offer and strategies.' (SEN Code of Practice 2015)

Every teacher is a teacher of every child including those with Special Educational Needs and/or disability.

6 Assess-Plan-Do-Review

6.1 In line with the Code of Practice methodology of Assess, Plan, Do, Review, children with SEND are identified as early as possible. Class teachers are continually aware of children's learning and the progress of every child is monitored half termly. Where a child is identified (**assess**) as not making progress, despite recommendations and strategies in the Alvey Toolkit being in place, he/she is raised as an initial concern with the SENDCO and the child is placed on our SEN Aware register. SENDCOs and teachers agree a plan of action in terms of support and interventions (**plan**).

After a cycle of support and interventions (**do**), teachers **review** the impact. If progress remains significantly slower than their peers from the same baseline; or fails to match or better the child's previous rate of progress or fails to close the attainment gap between the child and their peers, SENDCOs and teachers discuss whether the child should be placed on the school's SEND register.

Children who are placed on the SEND register may have needs that fall within one or more of the four distinct categories of SEND as identified within the Code of Practice, 2014:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and/or sensory

6.2 Once a child has been identified as having a SEND and is in on our SEND register, class teachers will meet regularly with parents/carers to discuss appropriate SEND targets and progress made. Target setting is a collaborative effort which includes the voice of the child and their families, and all SEND targets and provision are recorded on our Additional Provision Plans. These are reviewed with class teachers and/or SENDCOs at least three times a year, more frequently when required. At every stage of the SEND, process it is our policy to work in partnership with our parents and their child to secure the best possible outcomes: together we achieve more.

6.3 Most children with SEND are supported within their classroom, but for those needing more targeted support, this may be offered in small group interventions or on a 1:1 basis. Where appropriate, we work closely with a wide range of outside agencies to secure appropriate assessments and support.

6.4 For a few children, more specialist assessment or support may be required to ensure their needs are met and staff feel confident to do so. In a minority of children, this may lead to an Education Health and Care Plan (EHCP). This legal document sets out the complex needs of a child with SEND as well as the provision that would be most suited to meeting those needs.

7 SEND Governance

7.1 To meet the statutory requirements of the Code of Practice (2015):

- There must be a member of the Governing Body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.
- The Governing Bodies of maintained schools must publish information on their websites about the implementation of the schools' policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. Whilst we are an academy, we follow this model.
- The information required is set out in the Special Educational Needs and Disability Regulations 2015 and must include information about:
 - The kinds of SEN that are provided for
 - Policies for identifying children and young people with SEN and assessing their needs
 - Arrangements for consulting parents of children with SEN and involving them in their child's education
 - Arrangements for consulting young people with SEN and involving them in their education
 - Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
 - Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood
 - The approach to teaching children and young people with SEN
 - How adaptations are made to the curriculum and the learning environment of children and young people with SEN
 - The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

8 Our Complaints Procedure

8.1 The William Alvey works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs. However, all complaints are taken seriously and will be heard through the school's complaints procedure.

8.2 In most instances complaints can be resolved at the class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENDCO and/or the Headteacher.

8.3 If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address. The Clerk to Governors is: Ms Bev Dummett

8.4 If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service, Special Educational Needs and Disabilities:

Katie Marsden (katie.marsden@lincolnshire.gov.uk)

9-11 The Avenue,
Lincoln
LN1 1PA

9 Equal Opportunities

9.1 The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.