



# **Stoke Prior First School**

## **SEND Policy**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- \* Equality Act 2010: advice for schools DFE Feb 2013
- \* SEND Code of Practice 0 -25 (September 2014)
- \* Schools SEND Information Report Regulations (2014)
- \* Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- \* The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- \* Safeguarding Policy
- \* Accessibility Plan
- \* Teachers Standards 2012
- \* This policy has been created and reviewed by the SENDCO, Headteacher, teaching and support staff, and Governors. We have done this as we feel this is the most effective way of producing a policy that reflects the SEND standards of Stoke Prior First School. Therefore this policy represents a holistic approach as recommended in the Code of Practice 0-25 (September 2014).

HEADTEACHER                 L Satchwell, *L Satchwell is the advocate on the Senior Leadership Team (SLT) as E Pincher is not SLT*  
(head@stokeprior.worcs.sch.uk, 01527 832520)

SENDCO                         E Pincher, *National Award SENDCo (NASENDCO)*  
gained July 2017  
(send@stokeprior.worcs.sch.uk, 01527 832520)

SEND GOVERNOR   Mrs Sabel

~~SPECIAL SUPPORT ASSISTANTS — M. Lewington,~~

The SEND Code of Practice starts from the assumption that a differentiated curriculum is delivered in every classroom. This means that a wide range of needs will be catered for by the actions of the class teacher, the resources available to that teacher and the curriculum planning which the teacher undertakes for all pupils. This enables our school to reflect the belief that every teacher is a teacher of every child. The overall philosophy within our school reflects the high expectations we have of all our children. We ensure that all children with SEND receive their entitlement to a

broad, balanced and differentiated curriculum enabling them to develop their full potential.

Our School Special Educational Needs and Disability (SEND) policy gives the school's definition of special needs along with its aims and objectives. It deals with admission arrangements, identification, assessment and recording and provides information about curriculum entitlement and integration. This policy was developed by the SENCO and the Headteacher, and through consultation with the Governors, staff and parents, it was shared and reviewed. This ensured the policy reflected the true SEND standards of Stoke Prior First School and that it represents the Code of Practice, 0 – 25 Guidance.

### Aim

At Stoke Prior First School we do our best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the school together with pupils who do not have special educational needs and disabilities. So far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

### Objectives

We will achieve this by:

- Identifying any difficulty as early and as thoroughly as possible.
- Working in a very close partnership and listening to the views of the parents and pupils.
- Setting specific, measurable, achievable, realistic and time related pupil targets which will help raise the expectations of that pupil
- Providing a whole school response to special educational needs and disabilities within the overall ethos of the school.
- Providing training for all so that there is a positive, consistent and active approach from school staff.
- Endeavouring to give maximum equal opportunity for gaining access to the curriculum at the appropriate level of learning.
- Employing a variety of resources and teaching strategies to enable differentiation in the approach to the Foundation Stage and National Curriculum within inclusive classrooms, with every teacher being the teacher of every child.
- Teaching children with SEND to become independent learners and to raise the aspirations and expectations of those children, as we do with every child in school.

As a school we work within the guidance provided in the SEND Code of Practice 0 – 25 (2014) and have a designated Special Needs and Disability Co-ordinator (SENDCO).

## **Identifying Special Educational Needs**

As described in the Code of Practice 0 – 25 our identification of special educational needs and disabilities fall into 4 broad categories:

- **Communication and interaction:** This area includes children with speech, language and communication needs, and children and young people with ASD, including Asperger's Syndrome and Autism.
- **Cognition and learning:** This category applies to children who have learning difficulties and who may learn at a slower pace than their peers displaying needs such as dyslexia, dyscalculia and dyspraxia. Children may have moderate learning difficulties or severe learning difficulties, through to profound and multiple learning difficulties.
- **Social, emotional and mental health difficulties:** This area includes children who display a range of social and emotional difficulties, which may present as being withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour. They may also have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs:** This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

At Stoke Prior First School we use these areas to help identify how best to support the needs of the children whilst considering the child as a whole. Children are not regarded as having SEND solely because they have English as an Additional Language (EAL), if they have poor attendance and/ or punctuality when attending school, if they are a Looked After Child (LAC) or if they are in receipt of a Pupil Premium Grant (PPG). Children will not be regarded as having SEND if they have behaviour issues, however if their behaviour is challenging then the teacher and SENCO will need to look into any underlying issues to effectively support the child.

## **The Graduated Response and Managing Pupil Needs on the SEND Register**

The Code of Practice sets out a model of action and intervention that is designed to help children towards independent learning. This is referred to as the Graduated Response, please refer to our School Information Report for further details on the three different waves, how they are identified and about the support provided throughout. The report also details the process of identifying and managing the needs of children at the different stages.

As a school we regularly review the standard and quality of teaching for all pupils. This is done through lesson observations, work screening, performance management, SENCO monitoring, and through pupil progress meetings. If this highlights any training needs then these are met as and when required.

For information on how we manage the needs of pupils on the SEND register then please refer to the School Information Report.

## **Exiting the SEND register**

Children can move off the SEND register when their needs can be met at the Wave Two part of the graduated response. This would occur through discussion with the class teacher, SENCO, Headteacher and parents/carers.

## **Supporting Pupils and Families**

On our school website we have published our School Information Report which can be found, and downloaded, from the 'School Policies' section. If you require a paper copy then please ask at reception. Our published report is in accordance with regulation 51, part 3, section 69(3)(a) of the Act found in The Special Educational Needs and Disability Regulations 2014 document. We have also developed a leaflet for parents that gives key, manageable information about Stoke Prior First School's School Information Report. This is also available on our website and as a hard copy from the office. For information on managing medical conditions within school then please refer to our Medical Policy.

Transition periods can be difficult for some children with SEND so we aim to make it as fluid as possible. When transitioning to middle school the SENDCO liaises with appropriate staff in the Summer Term before transfer. Children visit middle schools with their peers and all information, records, and reviews are passed to the next school so that staff there are very aware of SEND issues. The children often have more than one visit to their new school. If needed, we accompany them and take photographs. These are then incorporated into a Transition Booklet. For further information on transition into school and from class to class then please refer to the School Information Report. If you would like information on our school admission arrangements then please look on our website where it will be clear that we follow county guidelines.

As a school we have links with Family Support, Early Intervention and with our school nurse - we can guide you in accessing this support if needed. For further support, parents and carers can contact SEND Information, Advice and Support Services for Worcestershire, 01905 610858, [www.SENDworcestershire.co.uk](http://www.SENDworcestershire.co.uk). **IPSEA also provides support for parents and carers and their website is <https://www.ipsea.org.uk/> and their telephone is 01799 582030 (Monday to Friday, 9am-5pm).**

## Pupils with Medical Conditions

We are an inclusive school and recognise the importance of supporting and including children with medical conditions. For more information please refer to our Supporting Pupils with Medical Conditions including the Administration of Medicines Policy.

## Monitoring and Evaluation of SEND

Intervention groups are reviewed when appropriate, with a minimum of a termly review, by the class teacher to assess the progress and current needs of the pupils. IEP's are reviewed termly by the class teacher and the next targets are created, or continued, with support of the SENDCO. We regularly collect views from the parents,

children and staff regarding the SEND provision currently in place. By continually reviewing this we ensure that the current needs of the pupils are being met and that the intervention and support given reflects their present needs.

### Training and Resources

SEND resources are stored centrally and can be used in the classroom as and when. Please refer to our School Offer for further information on training. The training needs of staff are identified through discussion with staff, SENDCO, Headteacher and/or Curriculum Leader, and where a training need is identified then the appropriate provision will be made for the staff member. To maintain and develop the provision provided within school all staff are asked to undertake training and development as part of their role within school. As part of a comprehensive induction program for new staff members there is a meeting with the SENDCO where current provision, systems and structures are discussed. The SENDCO attends network cluster meetings where updates are discussed and feedback is then given to staff where necessary.

### Roles and responsibilities:

Please refer to our School Information Report for the specific roles and responsibilities of the SENDCO, Headteacher, SEND Governor, Teachers, Teaching Assistants, Parents/ Carers, and the child. Leigh Satchwell is the designated teacher responsible for Safeguarding, managing the medical needs of pupils and for managing PPG/LAC funding. Ian Roberts is the line manager for Teaching Assistants.

### Storing and Managing Information

Master copies of SEND documents are stored in a secure, locked area within the school grounds. Class files also contain SEND information for teachers and teaching assistants to refer to, these are confidential files and are kept in a locked cupboard in the classroom. For further information on how we store and destroy confidential documents then please refer to the Information Management policy and Confidentiality policy.

### Reviewing the policy

The SEN policy will be reviewed and revised through day to day delivery and reviewed annually – see end of policy for current review date.

### Accessibility

We are aware of our responsibilities as mentioned in the SEN and Disability Act 2001 regarding accessibility for pupils with SEN and disabilities. We have an Accessibility Plan which provides further information and strategies, and our School Information Report will provide detail on how we enable SEND pupils to access the curriculum and how parents/carers can communicate with staff members. Any necessary adaptations will be made for SEND pupils when formal testing is required.

To promote effective learning we are in the process of identifying and removing barriers which may hinder children's learning within the classrooms.

### Complaints

For information on how parents can make a formal complaint please refer to our Policy and Procedure for Responding to Complaints document.

### Bullying

In our school we take all steps necessary to reduce the risk of bullying for all pupils, particularly those seen as being more vulnerable. Our Anti-Bullying Policy gives detailed information about how we deal with bullying; with particular focus on how we respond to bullying, our pastoral approach and how this approach is implemented at Stoke Prior First School.

### Documents referred to in this document are:

School Information Report  
Ordinarily Available Document  
Supporting Pupils with Medical Conditions Policy  
Anti-bullying Policy  
Accessibility Plan  
Policy and Procedure for Responding to Complaints

PERSON(S) RESPONSIBLE:	E Pincher
DATE POLICY AGREED:	June 2022
TO BE REVIEWED BY:	June 2024
DISTRIBUTION:	Staff / Governors / Website