

Colmers Farm Primary School's

Special Educational Needs & Disability (SEND) Policy



[Rights Respecting Schools' Article/s](#)

A23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

A28: Every child has a right to an education.

A29: Education must develop every child's personality, talents and abilities to the full.

Special Educational Needs & Disability (SEND) Policy

Vision

Our vision at Colmers Farm Primary School is to provide an inclusive education in a happy and safe environment. We aim to nurture the whole child in order for them to be the best person they can be. We encourage success for all and celebrate the differences between us.

Legislative Framework

This policy for children with special educational needs or disabilities is governed and informed by the statutory frameworks set out in the following documents:

- 0-25 Special Educational Needs & Disability (SEND) Code of Practice January 2015
- Children and Families Act 2014
- Working Together to Safeguard Children July 2018
- Equality Act 2010: advice to schools DfE May 2014, updated 2018
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014, updated 2017
- The National Curriculum in England framework document Sept 2013, updated 2015

Fundamental Principles of SEND Provision

At Colmers Farm Primary School, we acknowledge the fact that all children are different and have diverse learning needs. We endeavour to provide quality first inclusive teaching. This enables **ALL** children to make progress and feel that they are a valued member of the school community.

At Colmers Farm Primary School children with special educational needs or disabilities are offered full access to the curriculum and are given the same opportunities as those experienced by others.

Every teacher at Colmers Farm Primary School is responsible and accountable for ensuring that all pupils, including those with SEND, in their class fulfil their potential. Teaching and supporting pupils with SEND is a whole school responsibility, requiring a whole school response. Meeting the needs of pupils with SEND requires partnership between school, parents/carers, pupils, external agencies and the local authority.

The Inclusion Team at Colmers Farm Primary School	
Special Educational Needs & Disability Coordinator (SENDCo)	Louise Evans
Special Educational Needs & Disability (SEND) Governor	Louise O'Brien
Pastoral Manager	June Taylor
Pastoral Teaching Assistants	Kelly Evans & Michelle Storer

Definition of Special Educational Needs

A child with special educational needs requires something **different from or additional to** other children of the same age to make progress. At Colmers Farm Primary School, we are aware that there are many factors that affect achievement, including ability, emotional and mental health, home circumstances and maturity.

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

“xiii. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age; or

- b) Has a disability which prevents or hinders the child 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.
- xv. For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age.”

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

According to the 0-25 Code of Practice 2014, the four main areas of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Aims and objectives

At Colmers Farm Primary School, our aim is to ensure that the whole school community has high aspirations and expectations for all pupils with SEND, and that there is a focus on outcomes for children with SEND, not just the nature of provision/support. To achieve this, we will ensure that:

- All children are given equal access to a relevant curriculum, meeting the National Curriculum 2014 requirements, including extra-curricular activities.
- We operate a “whole pupil, whole school” approach to the management and provision of the support for special educational needs.
- The needs of pupils with SEND are identified early and are clearly communicated to all who are likely to teach/support them. These needs will be assessed, planned for, provided for and regularly reviewed, following the Assess, Plan, Do, Review cycle.
- All children with special educational needs are encouraged to participate in the decision making processes about their needs. This includes encouraging them to give their views on assessment of their needs, progress review and to become involved in the transition process.
- Parents of children with SEND are treated as partners and are encouraged to play an active and valued role in their child’s education.
- The school recognises that gifted and talented children have individual needs and makes provision for these needs.

Identifying Special Educational Needs

At Colmers Farm Primary School, we use a variety of different ways to identify whether a child has special educational needs. Some of these ways include:

- Observations
- Information from parents and carers
- Information from the child
- Discussions with adults who work with the child
- School based assessments
- Specialised assessments carried out by the school’s external agencies
- Information from previous schools or settings

- Results from end of Key Stage assessments
- Use of the language and literacy, and maths toolkits

The results of any tests and information we have collected on individual children will be shared openly with parents.

Children may be seen as needing provision which is **additional to or different from** that provided as part of normal class teaching and learning when they:

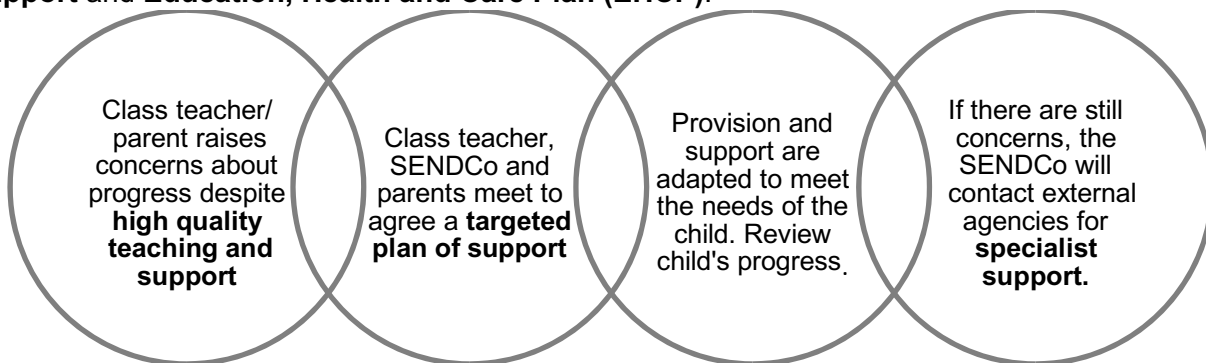
- Make little or no progress even when teaching approaches are targeted particularly in a child's area of weakness;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment;
- Has communication or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.

A Graduated Approach to SEND Support

The progress made by all pupils is regularly monitored and reviewed. In our response to meeting the needs of pupils with SEND, we adopt the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice 2014.

Initial concerns registered by teachers, support staff, parents and carers, are addressed by quality first teaching and appropriate differentiation in the classroom. Once an initial concern has been raised, a record will be made and progress will be closely monitored through the school's standard assessment procedures.

Under the 0-25 SEND Code of Practice 2014, there are two categories of special educational need: **SEND support** and **Education, Health and Care Plan (EHCP)**.



Targeted Support

This is action or provision which is additional to or different from what is available to all. Pupils benefiting from targeted support will have a profile, which will include the following information: •

- Background information about the pupil's difficulties, strengths and interests
- Short-term targets and desired outcomes
- Classroom differentiation
- Targeted support strategies to remove barriers to learning

Specialist Support

If the school has evidence that a child is making insufficient progress despite significant and appropriate intervention, they will require specialist support. This is when outside agencies become involved. Written parental consent is sought before involving any of these agencies.

These outside agencies may provide advice on the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of a child's progress. A SEND support plan may be drawn up at this stage if deemed necessary in consultation with outside agencies and reviewed regularly.

Education, Health and Care Plans (EHC Plans)

In a very few cases, if a child is still demonstrating significant cause for concern despite a SEND support plan being in place, a request for an EHC Plan will be made by the school to the Local Authority, who will then consider the school and educational professional's evidence, along with any provided by the Health and Social Care professionals. This will decide the nature of the provision necessary to meet the young person's SEND.

Review of Provision

All profiles will be reviewed regularly by the teacher in consultation the SENDCo and any other relevant professionals. Parents and pupils will be asked to contribute to this review at termly SEND Review Meetings and if applicable, at the Annual Review for an EHC Plan.

The child's class teacher and SENDCo will decide on the nature of targeted and specialist support which may be in the form of:

- Adapted tasks and resources
- Adaptations to the learning environment
- Use of visual support
- Adult support in whole class settings
- Small group work
- One to one work
- Targeted researched interventions
- Advice and support from outside agencies

Monitoring and Evaluation of SEND

The following procedures provide evaluative points for assessing the effectiveness of Colmers Farm Primary School's provision for pupils with SEND:

- Reports to Governing Body
- Pre and post assessment of intervention groups
- Pupil progress meetings and data tracking
- Pupil and parent views shared during SEND Review meetings
- Pupil and parent views shared during annual EHC Plan review meetings
- Evaluation of Profiles
- Monitoring and book scrutiny
- Learning environment walks to ensure the quality of provision in the classroom

Training and Resources

All school staff receive appropriate training so they have the knowledge and confidence to support children with a variety of needs.

The school provides training and support to enable all staff to improve the teaching and learning of **ALL** children. This may include whole school training for example: Autism, Attachment Disorder & ADHD.

In addition, the SENDCo is available to provide advice about teaching approaches and resources for children with additional needs.

Resources are allocated to support children with identified special educational needs. Where necessary, specialist equipment, books or other resources may be purchased.

Training for supporting children with physical disabilities will be provided such as physiotherapy and hearing/visual impairment classroom strategies provided for children with sensory needs.

Roles and Responsibilities

The **Head Teacher** has the responsibility for day-to-day management of provision for pupils with special educational needs. They work closely with the SENDCo to ensure full staff participation in the development and implementation of the SEND policy.

The **SENDCo** oversees the provision for and progress of children with SEND and ensures teaching staff are also enabled to do this.

The **SENDCo** has the responsibility for:

- Developing, monitoring and reviewing the school's SEND policy.
- Co-ordinating the provision for children with special educational needs or disabilities across the school.
- Ensuring that parents are:
 - o Involved in supporting their child's learning
 - o Kept informed about the range and level of support offered to their child
 - o Included in reviewing the progress their child has made.
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome any barriers to learning.
- Providing specialist advice and facilitating training for teachers and support staff.
- Overseeing the records for all pupils with SEND.
- Liaising with Nursery and Secondary Schools to ensure smooth transitions for pupils with SEND.

Class teachers are responsible for:

Checking on the progress of all pupils and identifying, planning and delivering any additional support underachieving pupils may need.

- Writing pupil progress targets and sharing and reviewing these regularly.
- Personalising teaching and learning for pupils with SEND to ensure they make the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom.
- Working in partnership with parents, the SENDCo, teaching assistants and outside agencies to support individual pupils.

In our school, we have a **SEND Governor** who is responsible for special educational needs and her name is Louise O'Brien. The SEND Governor's role is to liaise with the SENDCo throughout the year, ensuring that all children with SEND get the support they need to access all aspects of learning and to participate fully in the life of the school. The SEND Governor is the link between the school and the governing body in relation to pupils with SEND, meaning that any concerns over SEND provision can be raised, discussed and resolved.

Storing and Managing Information

Colmers Farm Primary School operates within the regulations set out by GDPR with regards to data protection. All special educational needs records are confidential. The SENDCo will keep and update the SEND register and will ensure all SEND records are held securely. When a child transfers to a new school, the SEND records will be passed on to the new school.

Working in Partnership with Pupils and Their Families

At Colmers Farm Primary School, we recognise the value of working in partnership with parents of children with special educational needs, in order to achieve the best outcomes for them. As a school, we strive to

ensure a high level of communication with parents so that they feel well informed about what is happening in school and how their child is progressing. This includes:

- Meetings with SENDCo
- Information on the school website
- Parents' evenings
- Parents' views
- Telephone calls and emails

We encourage parents of children with SEND to talk to their child's class teacher regularly so that we know what they are doing at home and we can tell parents what they are doing in school.

The SEND Information Report, available on the school website, gives details of support organisations which exist to provide additional help and advice to parents and carers of children with SEND.

Accessibility

Colmers Farm Primary School is a two-form entry school with classes from Reception to Year 6. It is set out over two floors: EYFS and key stage one on the ground floor and key stage two on the first floor. There is a lift available for anyone with physical disabilities to be able to access both floors. There is a disabled toilet situated on the ground floor.

Admission Arrangements

These are in line with the school's Admissions Policy. A child with SEND but without an EHC Plan will not be refused a place solely on the grounds of their special educational needs.

Arrangements for Handling Concerns about SEND Provision

At Colmers Farm Primary School, we are committed to working in partnership with parents and children to meet the needs of all children with special educational needs. If parents were to have a question or concern about the provision for a child with special educational needs, in the first instance, we would encourage them to contact their child's class teacher or the school SENDCo. If they still have concerns, the next step would be to contact the Head Teacher.

The SEND Governor can be contacted by telephoning the school office or writing a letter marked for their attention. The school and governing body take complaints seriously and will do everything they can to resolve the issue quickly. In the unlikely event the concern is not resolved, contact the Chair of Governors, in line with the 'Parental Complaints' policy and procedure.

Date Created – September 2020 By – L.Evans To be reviewed – As required