



SEND Policy

Last Review: February 2019

Frequency: Annually

Signed: _____ (HT)

_____ (COG)

A Policy for Special Educational Needs and Disability at Alma Primary School

This policy should be read alongside:

Every Child Matters

DfEE Circular 10/99 Social inclusion Pupil Support

Related school policies;

Equal Opportunities

Behaviour

Safeguarding

Attendance

Asthma

School Offer

At Alma Primary School we believe that all children matter. Each child is an individual with individual needs and is entitled to access the curriculum at their level and achieve to their potential.

The focus of inclusion is on raising educational attainment for all pupils including those with SEND. This policy may be particularly relevant to children from the following groups:

Pupils with identified learning needs

Pupils with communication or social interaction difficulties

Minority ethnic and faith groups

Travellers

Asylum seekers and refugees

Children with English as an additional language

Boys and Girls

Looked after children

Pupils with disabilities and medical needs

Gifted and Talented children

Pupils with emotional and behavioural difficulties

Pupil Premium pupils

Aims:

- 1) To meet the needs of all pupils.
- 2) To identify pupils at risk and proactively plan to meet their needs.
- 3) To promote the highest possible standards in teaching and learning.
- 4) To treat all children and their families fairly with respect to important educational decisions which affect their lives.

Admissions:

From 2010 the LA has responsibility for all admissions to the school.

The school operates its admissions procedures in accordance with borough guidelines. The school does not discriminate on any grounds. The school is willing to offer new opportunities to children who have experienced difficulties elsewhere.

All children entering the school have an interview, with translators if necessary, and a tour of the school. Class teachers have the opportunity to make sound preparations for the new child's entry.

Attendance

Pupils are expected to attend the school fulltime and on time. The attendance officer works closely with parents and children to resolve any difficulties at an early stage. The school operates in accordance with the LA guidelines covering the marking of registers, granting of leave, removal of pupils from role and the authorisation of absence.

Maximising attendance at school is a priority while paying regard to the particular needs of individuals or groups. The school ensures that parents understand that they have a legal responsibility for their child's attendance. The school has a Breakfast Club to help those families for whom punctuality is an issue.

Behaviour

The school sets high standards of behaviour for and with its pupils. It is working towards being a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. The school aims to prepare pupils to be good citizens living in a diverse society. The school has a fair system of rewards and sanctions. Pupils having difficulties with their behaviour will be offered individual support for example through a support plan, meetings with parents and/or a referral to Place 2 Be or an appropriate outside agency. Exclusion will only be used as a last resort when no other alternatives are available.

Uniform

The Local Academy Advisory Board (LAAB) expect all children to wear the uniform.

Provision

The school is seeking to promote inclusion in the following ways:

Staffing:

- Attendance officer
- Pastoral Support Manager
- Lead teacher for Inclusion
- 1:1 SEND Educational Support Workers
- Learning Mentor
- SEND Educational Support Worker

Services:

Place 2 Be

Place 2 Be offers a counselling service for children and their parents. Place 2 Think offers support to teachers. Place 2 Talk allows children to self refer on a confidential basis.

Assessment and Tracking

The school uses a tracking system for monitoring children's progress. This enables staff to make an early identification of those children who are not reaching their full potential and make appropriate provision.

Social Skills groups

An experienced SEND Educational Support Worker offers the opportunity for small group work focussing on a range of social skills. The group uses many of the principles found in nurture groups.

Learning Mentor

A Learning Mentor offers support to pupils on a one to one basis to support with their learning and their social skills

Learning Programmes

There are many types of specialist learning programmes which support individual needs. These programmes are administered by experienced Educational Support Workers who have had training in implementing them. Programmes include:

- Colourful Semantics
- Turnabout
- Precision Teaching
- Language and Social Skills (LASS)
- PAT programme
- Numicon
- Stile Maths
- Stile Comprehension
- Stile Writing
- LETTS comprehension
- Speech and Language Support
- Fine Motor Skills activities
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Other Agencies

The school has close links with the Behaviour Support Service, the Education Welfare service, the Educational Psychologist, the In School Support Service, the School Nurse and a Speech and Language Therapist. The school also has links with other schools in the borough so as it can acquire other professionals view points.

The Child Guidance Service is comprised of the Educational Psychology Service and the Child and Family Service

The Educational Psychology Service (EPS) supports parents and teachers in developing their understanding of, and response to, the educational needs of children and young people. It also provides advice for the Local Authority if a child has particularly complex needs and may need additional support. The EPS works closely with children, their families, teachers and other professionals. Educational Psychologists also work with the Child and Family Service in Child Guidance.

The Parent Support Service supports children/young people and families where there is concern about their child's emotional or behavioural difficulties either at home or at school. They offer assessment and therapy to children/young people and families. The professional staff include:

Child and Adolescent Psychiatrists, Child and Adolescent Psychotherapists, Child Guidance Social Work Therapists, Clinical Psychologists, Child and Adolescent Mental Health Workers and Specialist Nurses.

Pupils with Disabilities

A pupil has a disability if they have a physical or mental impairment that has a substantial and long term adverse affect on their ability to carry out day to day activities.

The school is committed to increase and improve accessibility for disabled pupils as required by the SEN and Disability Act of 2001.

Measures already in place:

- Acoustics in the hall
- Ramp to front of school
- Portable ramp on site
- Acoustics in a variety of classes
- Woodland walk is wheelchair user friendly
- Chair lift for children to access the upstairs classrooms
- Ramp to gain access to the outside classroom

Teachers modify teaching and learning as appropriate for pupils.

- Children may need extra time to complete tasks.
- Children may need extra support.
- The classroom environment and/or equipment may need to be adapted.
- Alternative activities in subjects where pupils are unable to manipulate tools and equipment should be planned for.
- Children should be assessed appropriately.
- Special arrangements may be needed at playtimes and lunchtimes.
- The school will liaise with any relevant professionals and carry out any programmes suggested by them e.g. speech therapy, occupational therapy etc.

With reference to Health and Safety Issues individual children's needs in the event of an emergency must be considered and accounted for in the schools risk assessment plan.

Gifted and Talented Pupils

At Alma Primary School we believe that gifted and talented pupils are children that show a significantly higher level of ability than an average child in one or more areas:

These may be:

- Academic
- Physical
- Artistic
- Creative
- Social

We need to be aware that some pupils may be highly able but poorly motivated, have great ability but poor concentration skills, have excellent verbal ability but poor writing skills or are very talented but seek to hide their talents.

Objectives:

- To recognise and identify high level potential.
- To ensure that there is provision in the curriculum for stretching the more able pupil and developing specific skills and talents.
- To track pupils consistently to identify significant abilities.
- To celebrate pupils' talents and share this with parents and carers.
- To provide an enriched curriculum which develops all pupils' potential.
- To provide opportunities for pupils to share their talents with community members.
- To foster links with outside agencies and secondary schools to support provision for G and T pupils.

Pupils with Medical Needs

Most pupils at some time in their school life will have medical needs, which may affect their participation in a normal school day. For the majority of these pupils this will only be short term, e.g. taking of medication, injury that prevents participation in PE.

The few children who have a medical condition that, if not properly managed, will limit their access to education, will be regarded as having a medical need. (See Asthma Policy)

Responsibilities and procedures of the school:

- Children with a medical condition have the same rights to admission as all other children.
- The Inclusion Leader will be the named person within the school to liaise with the family and the other concerned professionals in order to ensure that the fullest access to education is met.
- The attendance officer will monitor the child's attendance to ascertain if the pupil should be / is receiving education off site.
- The Inclusion Leader / Head Teacher will notify the LA/Education Welfare service if a pupil is likely to be absent for more than 15 days.
- The class teacher will provide curriculum support for pupils so that home tuition by parents or other professionals is running parallel to the school's curriculum.
- The Inclusion Leader will liaise with the home and teaching services to draw up a support plan.
- The school staff will be sensitive to the family's needs in a reintegration programme to return the pupil to school.
- The school staff with the school nurse and parents will set up a Health Care Plan, in order to support the child's medical needs.
- Maintain confidentiality.
- The Inclusion Leader will ensure that all staff involved with the child have relevant up to date information and know the correct emergency procedures as set out in the Health Care Plan.
- All concerned staff will be given appropriate training.

Administration of medicine

(See Misuse of substances Policy, Asthma Policy and Health and Safety Policy)

- The Head Teacher accepts the responsibility for the supervision of **prescribed** medicines.
- Relevant school staff will administer medicine.
- Parents/Carers must complete a consent form before any medication is administered.
- The school will keep a record of medication given.
- All medicines will be kept in secure locations.
- Medication e.g. asthma pumps will be returned to parents when they have reached their expiry date.

Inclusion for Children with Special Educational Needs

This was written in the light of and with regard to Government legislation, namely the Education (SEN) Regulations 2001 as contained in the Code of Practice (2016) for the Identification and Assessment of Special Educational Needs, the SEN and Disability Act (2001), Inclusive Schooling: Children with SEN – Guidance and the National Curriculum 2002.

Definition of Special Educational Needs

- 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 or a young person 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
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Definition of Special Educational Needs Provision

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Provision

Provision for pupils with special educational needs is a matter for the school as a whole. The School is responsible for supporting children, families and staff in providing a relevant curriculum at a level which allows each individual to make progress.

Responsibilities of the Alma Primary School Inclusion Team

- To maintain the SEND database and records for individual SEND children
- To support and co-ordinate the learning programmes of children with SEND
- To act as contact and liaison between teaching and non teaching staff as well as parents, central services, external agencies and other schools as appropriate
- To maintain, review, revise and update any information and procedures required by the LA
- To support class teachers in their role of identifying, recording and meeting provision for special educational needs
- To advise teaching and support staff to plan and carry out support for children with SEND, incorporating class plans, Additional Education Targets and Provision Maps
- To maintain and make available a range of resources, information, differentiated apparatus and learning equipment

Identification, assessment and provision

Class teachers will be first to identify the child as needing extra provision. This basis will be on the fact that the child is

- a) Working below Age Related Expectations,
- b) The behaviour is affecting their learning,
- c) A disability
- d) Or that they have made no progress in a certain length of time (with support)

The Inclusion Team will then be sent in to observe the child in their classroom environment and find out information regarding the child and their learning. The Team will then carry out a reading, writing and/or Numeracy assessment (this will depend on the child's needs). The Inclusion Leader will then meet with the Class teacher and the SEND Educational Support Worker to agree targets and what provision would be effective for the child to carry out over the next term, so as they can achieve the targets set by the staff.

Partnership with parents

Parents and carers are seen as partners with the school in the education process and this is especially so with SEN children. Parents are consulted and kept informed at all intervention stages and wherever possible their involvement in the learning programme is encouraged.