

Compton CE Primary School

Special Educational Needs Policy

(please also read the SEND Information Report)

September 2022

The Code of Practice (2014) covers the 0-25 age range:

- There is a clear focus on the views of children and young people and on their role in decision-making
- It includes guidance on the joint planning and commissioning services to ensure close cooperation between education, health services and social care
- For children and young people with more complex needs, a coordinated assessment process and the new 0-25 Education, Health and Care Plan (EHCP).

The Four Areas of Special Educational Need are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Rationale:

Compton CE Primary School is committed to providing an appropriate and high quality education to all the children in our school community. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced inclusive and accessible academic and social curriculum.

We believe that all children should be equally valued in school and will strive to develop an ethos and environment where all children can flourish and feel safe.

In line with our commitment to inclusion, we will adopt policies and practices that include all learners, regardless of ability, responding to their individual and diverse needs. We use the Thrive approach to identify gaps in emotional development where appropriate.

We recognise that pupils learn at different rates and that many pupils, at some time in their school career, may experience difficulties which affect their learning.

At Compton CE Primary School, we aim to identify these needs as they arise, and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

All members of the school staff have a responsibility for supporting and developing the policies and practices within the school.

Our SENDCOs are Mrs Annabel Connatty and Ms Sarah Howells (who is responsible for our Mental Health team and is our Designated Teacher for Looked after/Post Looked after children).

Our SEND Governor is Mrs Diane Werker.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support and intervention as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, LDL, and support staff as appropriate.

5. To provide specific intervention, matched to individual needs, in addition to differentiated classroom provision, for those pupils with an Individual Education Plan.
6. To ensure that pupils with SEND are perceived positively by all members of the school community and ensure their voice is heard.
7. To involve parents/ carers at every stage in planning to meet their children's needs.
8. To involve the children themselves, at a level which is appropriate, in planning, to meet their needs.

Arrangements for coordinating the SEND provision.

The SENDCO will be responsible for overseeing the day to day running of SEND provision within the school including

- The co-ordination of referrals for pupils suspected of having SEND.
- The assessment of pupils suspected of having SEND.
- The overseeing of IEPs for children with SEND.
- The management of provision mapping for pupils with SEND.
- The monitoring of the effectiveness of provision for pupils with SEND.
- The management of the SEND team within the school.
- The coordination of outside agencies for pupils.
- The monitoring of progress of pupils with SEND.
- The conducting of reviews and EHCP reviews.
- The overseeing of transition arrangements for pupils with SEND.
- The support of colleagues within the school in delivering provision for pupils with SEND.
- Coordinating Teaching Assistants to support children with SEND effectively
- Ensuring staff, teachers and teaching assistants, receive appropriate CPD to enable them to support SEND children.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Through the school's internal referral system, the SENDCO will coordinate assessment, and oversee the provision for children suspected of having SEN.

Based on some or all of the above, the child may be recorded as needing either:

1. Differentiated curriculum support within or outside the class.
2. Additional support through other specialist members of staff in school such as Parent support advisor, ELSAs (Emotional Literacy Support), time in The Nest (feelings and sensory room) or Learning Mentor Programme.
3. Additional support through interventions that the teacher deems appropriate for the child's needs. Not linked to an IEP (Individual Education Plan).
4. Additional support through School SEN Support, interventions usually linked to an IEP.
5. MAST (Multi Agency Support Team) referral.

Pupils with SEN will have their needs catered for through a programme of differentiated planning, individual and small group intervention and targeted teaching.

A child receiving support at **School SEN Support** will usually have an Individual Education Plan.

For other children with identified needs the teacher will provide additional interventions as they see fit in their class and appropriate for the child/children, this may be on a temporary basis and is not always necessary to provide an IEP unless a significant need is identified. Progress will be monitored regularly by the Team Leader and overseen by the SENDCO.

Monitoring

Monitoring will be carried out by all those involved with the child on a regular basis in line with the school's

monitoring procedure for all children.

Individual Education Plans will be reviewed twice a year, although some pupils may need more frequent reviews. The teachers are responsible for reviewing and forming new IEPs, the SENDCO will monitor. Parents/carers and, where appropriate, children will be invited to contribute.

It is the responsibility of the SENDCO to coordinate all outside agencies and to ensure partnership working.

Arrangements for partnership with parents/carers

Parents of children with SEND are encouraged to participate fully in partnership with the school and support services, where appropriate, in meeting the needs of their children.

Parents/carers will be involved at all stages of the education planning process.

IEP targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. Regular communication between school and home is encouraged in a variety of ways, both formal and informal.

Evaluating the success of the School's SEND and Inclusion Policy

The SENDCO will meet with the SEND governor to discuss Inclusion and current SEND concerns and will lead governor monitoring of the SEND policy.

The effectiveness of the school's SEND provision will be evaluated using a range of data relating to pupil progress including academic achievement and progress in meeting IEP targets, academic, social and behavioural.

Protocol for Supporting Children

Rationale: From time to time many children will require some extra support whether this be personal/emotional, social or academic. To ensure the best outcomes for the child it is important that all staff involved are consulted before putting support into place.

All staff are involved in children's learning and welfare.

If you have any concerns about a child:

- Where there are Safeguarding concerns please report to the Safeguarding Lead Ms Arscott.
- When there is a concern but it is not a Safeguarding issue this can be recorded via CPOMS (child Protection Online Monitoring System) and shared with the relevant members of staff.
- Verbally inform other relevant staff of the concern and seek their views
- Determine who is going to take the lead in addressing the concern.
- If necessary, organise a meeting to identify required support.
- If necessary, amend the child's IEP and inform the child's parent/carer.
- Keep all relevant staff informed of progress in addressing the concern.

By keeping all lines of communication open we can ensure:

- The child receives the best possible support.
- There is no conflict or overlap in support offered to the child.