

# Sheriffhales Primary School Special Educational Needs and Disability (SEND) Policy

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation: Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

**This policy should be read in conjunction with the Sheriffhales SEND information report.**

## **What are Sheriffhales' aims?**

- That all children should be treated equally
- That all children should have access to a broad and balanced curriculum
- That children with special educational needs have the right to reach their full potential and should have their voice heard
- That children with special educational needs should feel respected in the school environment
- That children with special educational needs should take part in the full life of the school in a culture that enables them to feel a sense of achievement in what they do
- That children have a right to have any special educational need identified as soon as possible.

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives”. *Special educational needs and disability code of practice: 0 to 25 years.*

## **What is SEND?**

- We have regard to the definition of SEND stated in the ‘SEND Code of Practice 0-25’,

**‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her’.**

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for learners of the same age in mainstream schools or mainstream post 16 institutions.

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Learners 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.

## How do we manage SEND in school?

- We identify early. Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual learners.
- At Sheriffhales, we recognise that some pupils will have additional needs but these will not necessarily be of a level to be identified as a special educational need. In order to be deemed to have special educational needs, a range of factors are taken into account and our identification criteria are in line with those used in the other local schools in our area, whilst ensuring we pay due regard to the Code of Practice. Pupils deemed to have additional needs will, however, also receive support and intervention appropriate to their needs.
- Learners who make slower academic or social progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress. SEND pupils work alongside their class peers but may also receive additional interventions dependent on their needs.
- We support pupils through providing opportunities for them to achieve in a way which reflects their abilities and talents.
- We inform parents of our concerns. They will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child. A review meeting will be offered at least once every term for pupils with SEND. This will be in addition to the parents meetings offered to all parents.

## Who is responsible for SEND provision?

- **Miss Sarah Hodgson** (head teacher) is responsible for monitoring provision for all children (including children with SEND).
- The SENDCO is responsible for co-ordinating the school's SEND provision.
- (Special Educational Needs Co-ordinator) for our school is...

### **MRS KATE HANSON**

Mrs Hanson has a Masters Degree in SEND and has advanced teacher status in relation to dyslexia.

- **All staff** are responsible for the learning provision of children with SEND
- The governor with responsibility for SEND is **Mrs Jeanette Battye**.
- Governors, via reports and the SEND link governor, are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. They consider the effectiveness of the work and report if any amendments to the SEND policy need to be made.

- The quality of SEND provision is continually monitored, evaluated and reviewed. SEND provision is an integral part of the School Development Plan.

## **What are the roles and responsibilities of the SENDCo?**

### **The SENDCO will:**

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

## **What are the roles and responsibilities of the class teachers?**

### **Class teachers will be responsible for:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching including keeping all records up to date
- Working with the SENDCO, as appropriate, to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **What is our Admissions Policy for SEND?**

- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. All children are assessed within two weeks of their arrival to provide a baseline assessment.
- All learners with SEND are encouraged to play a full part in the daily life of the school and are encouraged to join in all activities. If additional SEND provision is necessary, the parents/carers are always informed.

- Pupils with statements/educational health and care plans are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.
- For those children who are disabled and need additional access arrangements please see the Single Equalities Policy of which the Accessibility Plan and the Disability Equality Scheme are part.

## **Partnerships and training**

### **Support services available:**

- Advice and support from outside agencies is available if requested by the school including NHS services such as Occupational therapy and Speech and Language. The school buys external advice from appropriate services, such as learning support and/or behaviour support, to support work within the setting.
- We have links with various voluntary agencies that the school can contact and is available as a support for parents, if applicable.

### **Links with other agencies:**

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. We include all in social events, curriculum workshops and informal meetings.
- Records of all children are sent to the receiving educational establishment for their attention. The SENDCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

## **How do we work in partnership with parents?**

We believe parents/carers are the most fundamental influence in the children's lives and as such aim to foster key and meaningful relationships by:

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling learners with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with learners with SEND and seek constructive ways of reconciling different viewpoints.

- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.
- We endeavour to do our best for all learners but if there are any concerns we encourage those concerned to approach the class teacher in the first instance. If this action does not alleviate the concern, then they should be brought to the attention of the SENDCO, the head teacher or the SEND governor and a response will be made as soon as possible.

### **How do we work with pupils?**

- Learners' views are taken into account, they are encouraged to express an opinion.
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their PCPs, discussing their choices, assessment of needs and in the review procedures.

### **What happens when pupils leave Sheriffhales?**

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.
- Wherever possible, staff from secondary schools will be invited to the annual review meetings of children with Statements/Education health and care plan within year 5 or/and Year 6.

Additional information about SEND services in Shropshire can be accessed through the authority's local offer. The link to the local offer is as follows: <http://shropshire.gov.uk/local-offer/> .

**Policy updated by Mrs K Hanson (SENDCO).**

**June 2020**

**Next policy review due June 2020**

