

# Loudwater Combined School Special Educational Needs and Disabilities Policy

This policy was presented to the Governors

Agreed June 2016

Reviewed September 2019

*“Loudwater Combined School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Please refer to our Safeguarding Policy.”*

### **Loudwater Combined School Mission Statement**

“Loudwater School is a place of learning where everyone is valued, achievements are celebrated and differences are respected.”

## **Section 1: SEND organisation**

At Loudwater Combined School, every teacher is a teacher of every child. We aim to support all our children to enable them to achieve their potential through quality teaching. We recognise that some children will require additional support at some stage in order to do this.

The person responsible for the SEND policy is the school SENDCo, Mrs Eve Heard who may be contacted through the school office ([office@loudwater.bucks.sch.uk](mailto:office@loudwater.bucks.sch.uk)). She has received the National Award for SEN (NASENCo Award).

The SENDCo is represented on the SLT by Mrs Cunnington. The SENDCo is invited to SLT and governors’ meetings as and when appropriate.

This policy was developed in consultation with the SEND Governor, the Governing Body and the Head teacher.

The policy reflects the SEND Code of Practice 0 – 25, 2015 guidance. It should be read in conjunction with other school policies, including our Inclusion policy, Accessibility policy, Safeguarding policy, Admissions Policy and Anti-bullying policy. Policies are available on the school website (<http://www.loudwater.bucks.sch.uk/website/home/8574>) or on request at the school office.

## **Section 2: Aims and Objectives**

### **Aims**

At Loudwater Combined School, we aim to teach our children who have special educational needs through extra provision, support and resources while raising aspirations and expectations, always with a view to outcomes which reflect the individual potential of each child.

### **Objectives**

- To identify and provide support for our children who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate an inclusive approach to the management and provision of support for children who have special educational needs.
- To provide support, advice and development for all staff regarding the teaching and care of children who have special educational needs.

- To provide support and advice for parents of children who have special educational needs.

### **Section 3: Identification of Special Educational Needs**

Special Educational Needs are divided into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These areas give an overview of the range of needs which should be planned for. The purpose of identification is to decide what action our school needs to take in order to address the needs of the child. At Loudwater Combined School, we identify the needs of our children by considering the whole child rather than to fit a child into a category.

We are aware that there are factors which are **not** SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### **Section 4: The Graduated Approach to SEN support**

All teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

Some children have identified needs before coming to Loudwater Combined School, in which case we liaise with their previous setting and the relevant outside agencies. They may already have a Statement of Special Educational Needs or an Education Health Care Plan.

The first step in responding to children who have or may have SEN is high quality teaching, differentiated for individual children. Additional intervention and support cannot compensate for a lack of good quality first teaching.

The quality of teaching is monitored through teachers’ planning, lesson observations, learning walks and performance management procedures. Children’s books are surveyed and children are encouraged to talk about their learning. Pupil Progress Meetings are held termly and any concerns highlighted.

All children's progress is tracked rigorously. The teacher and head teacher have Pupil Progress Meetings to consider all of the information gathered about pupil progress, alongside national data and expectations of progress. The SENDCo is informed of any concerns.

Children are identified as having special educational needs if they do not make adequate progress despite having had 'quality first teaching' including personalised intervention and/or support.

Some children are referred for assessment by outside agencies including:

- The Speech and Language Therapy Team
- The Specialist Teaching Service, including the Hearing Impairment Service and Downs Syndrome Team, behaviour specialists, Integrated Services
- Occupational Therapists
- The Dyslexia Research Trust
- The Educational Psychology Service
- The Cognition and Learning Team
- CAMHS (Child and Adolescent Mental Health Service)

Once a decision has been made to place a child on the SEND register, we begin an ASSESS-PLAN-DO-REVIEW cycle.

Children have opportunities to discuss their progress with teachers and support assistants. Children are always invited to Annual Reviews and provide their own written report wherever possible or their views are obtained on a 'talking mat'.

Parents are invited to discuss their child's progress with their child's class teacher and/or the SENDCo and any concerns are shared as they arise or at termly Parents' Evenings. From this discussion, a provision map is created which is reviewed termly. Parents are advised how they may help their child at home.

Parents are informed before outside agencies are contacted and their written consent is required. Parents also have the opportunity to meet with the outside agency and discuss the outcomes of any reports. Coffee mornings are organised so that parents can meet with their child's support assistant and discuss their work and progress informally. The SENDCo is available at parents' evenings, as is the SEND Governor.

Parents are given the opportunity to express their views in regular anonymous surveys. Parents receive a letter when there is cause for celebration, for example when their child makes rapid progress.

## **Section 5: Managing pupils' needs on the SEND register**

As part of the ASSESS-PLAN-DO-REVIEW cycle, the child has a baseline assessment using appropriate published assessments, targets are set and a provision map is drawn up for a set period of time, typically ten weeks. Class teachers are responsible for evidencing progress and that progress is reviewed termly. Success is celebrated, for example, the child may receive a certificate of achievement in assembly. Silver and gold certificates have been introduced to reward small steps of progress. Many children who have SEN have received the termly 'Learning Champion' Tshirt (a white

polo shirt which has 'LEARNING CHAMPION' printed on the back) which they wear with pride and keep for ever. Some have received the Key Stage Cup at the end of the year.

Provision is changed or removed as appropriate. Provision maps are discussed with the SENDCo and updated by the teacher. Parents receive a copy of the provision map which they can discuss with the child's class teacher or the SENDCo.

If a child does not make expected progress against set targets, parents are consulted so that outside agencies such as the Cognition and Learning Team and The Educational Psychology Service can be become involved.

The school may apply to Buckinghamshire County Council for High Needs Block Funding, extra finances in addition to that provided by the school, by explaining the needs of the child, the aims to be achieved and the extra resources required to achieve them.

If it is identified that the school is unable to fully meet the needs of that child, an alternative setting may be considered. Parents are involved in the process and their views are respected.

### **Section 6: Criteria for exiting the SEN register**

When a child has achieved his/her long- term targets, he/she will be removed from the SEND register after discussions at Pupil Progress Meetings. Parents will be informed and success celebrated by receiving a certificate of achievement.

### **Section 7: Supporting pupils and families**

Parents are encouraged to consult the Bucks Local Offer which can be found on the Buckinghamshire Children and Young People's Partnership website

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/family.page?familychannel=5>

The school's SEND Information Report can be found on the school website

<http://www.loudwater.bucks.sch.uk/website/home/8574> and is added as an appendix to this policy.

We are keen to support families, running courses of parenting classes in school when possible and directing parents to courses run by outside agencies. Loudwater Combined School has links with 'Family Resilience' and have used 'Holding Hands' for families of our very young children. Our Family Support Adviser assists families as appropriate to their needs. Through CAMHS (Child and Adolescent Mental Health Service), we have a link Barnardo's Buddy and some children are supported through Bucks Young Carers.

### **Special arrangements**

In some situations, e.g. The 11+ or SATs tests, special arrangements are made for children with certain special educational needs. These include extra time and assistance to focus on the task. The child may receive 1:1 support in a separate room from an appropriate adult who follows special instructions. The head teacher informs County of the necessary special arrangements well in advance of the assessments.

### **Transition Arrangements**

If a parent wishes to apply for a place at Loudwater Combined School, our admission arrangements can be found in the Admissions policy on the school website.

Before coming to Loudwater Combined School in Foundation Stage, a child who has previously identified special educational needs is visited by the SENDCo in their pre-school setting to meet the child and their support assistant. We then make transition plans which may involve contacting outside agencies, adapting our building or providing additional staff. The child is invited to make extra visits to our school in the summer term, accompanied by the parent and/or support assistant. Photographs are taken to make a transition booklet for the child.

When a child joins Loudwater Combined School between Foundation Stage and Year Six, relevant information is provided by their former school, meetings take place with parents, and outside agencies are contacted to ensure that the appropriate provision is made for that child.

When leaving Loudwater Combined School and transferring from Primary to Secondary school, arrangements begin in Year 5 when parents are encouraged to visit a range of schools. Sometimes the child's support assistant goes along too, to support the parent. For children who have a Statement of Special Educational Needs or an Education Health Care Plan, we have a Transition Review when the views of the child, the parents, school staff and outside agencies meet to discuss the most appropriate secondary placement. The school's Education Officer is also invited. Once that decision has been made, staff from the chosen school will attend the child's Year 6 Annual Review. Towards the end of the summer term, extra visits will be made to the chosen secondary school, supported by staff and parents. Photographs may be taken to make a transition booklet for the child.

Transition support is available to other children who may need it and secondary staff visit to talk through any concerns to prepare the way for a happy and smooth transition.

School SEN records are passed on to the new school.

## **Section 8: Supporting children at school with medical conditions**

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have a Statement of Special Educational Need, or an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

If a child has a medical need, a health care plan will be compiled with support from the school nurse and parents. The school policy on managing medical conditions can be found on the website. If appropriate, all staff will be made aware, including mid-day supervisors. Information will be displayed in the staff room and details will be found in the class inclusion folder.

## **Section 9: Monitoring and evaluation of SEND**

All children's progress is tracked rigorously using 'Target Tracker'. Before we begin interventions, the children are assessed to provide a baseline from which their progress can be measured.

Half termly Pupil Progress meetings are held to monitor the progress of all children and information is fed back to the SENDCo to advise future planning.

The SENDCo meets half termly with the SEN Governor and the success of SEND provision is discussed using progress data. Data is presented to the Governing Body termly at the Raising of Achievement committee meetings.

Coffee mornings are organised so that parents can meet with their child's support assistant and discuss their work informally. The SENDCo is available at parents' evenings, as are school Governors, including the SEND Governor. Parents are given the opportunity to express their views in regular anonymous surveys. Parents receive a letter when there is cause for celebration.

Our children are encouraged to take an active role in their learning. They help to set their own targets and have opportunities to discuss their progress with teachers and support assistants. Children are invited to Annual Reviews and provide their own written report wherever possible or their views are obtained on a 'talking mat'.

Children receive certificates at our weekly achievement assembly or end of term assemblies if progress is over a longer period of time. Some children with Special Educational Needs have received our termly 'Learning Champion' T-shirt. The views of all our children are given through the School Council and the children complete anonymous surveys about the school and their learning.

Other means of monitoring and evaluation include SEND learning walks (SENDCo and SEND Governor), book surveys, class room observations and Performance Management of support assistants by the SENDCo and performance management of the SENDCo.

Staff feedback is given in staff meetings, Pupil Progress Meetings and through anonymous surveys which are analysed externally.

In the year 2011-2012 the school received an SEND audit by the SEN advisor from Bucks County Council.

## **Section 10: Training and resources**

In order to maintain and develop the quality of teaching and provision, all staff receive internal and external training and development relevant to their role. Members of staff are trained according to the specific needs of the children they teach or support. Whole school training is given on relevant topics, e.g. Makaton signing, behaviour management and 'Team Teach'. Outside agencies come into school to demonstrate how to use equipment, for example, hearing aids. Support assistants follow the advice of other specialist teachers e.g. Speech and Language. Courses are attended by teachers and support assistants.

Teachers and support staff who are new to the school meet with the SENDCo who explains the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children. Each class has an inclusion folder which contains relevant information about the children who have special educational needs. These are particularly useful for new teachers and supply staff.

The SENDCo attends regular network meetings with local SENDCos in order to keep up to date with local and national developments in SEND. The SEND Governor also attends training.

SEND funding is received from Bucks County Council. Some children are funded through their Statement of Special Educational Needs, over and above an advised level which is provided by school through a devolved budget. A child may receive High Needs Block Funding if they require more than 13.5 hours of support per week and have no other funding. Looked after children receive funding through Social Services and some children receive additional Pupil Premium funding. A wide range of resources are used, according to pupils' needs. These resources are continuously updated and added to.

## **Section 11: Roles and responsibilities**

The Governing Body is responsible for monitoring and evaluating SEND provision. The SEND Governor attends relevant training to keep up to date with developments in SEND. The governor meets with the SENDCo half termly and provides the role of a 'critical friend' in order to ensure the progression of SEND provision in the school. The SEND governor visits school to carry out learning walks and meets with parents at coffee mornings and parents' evenings. Should the need arise; the SEND Governor will be invited to meetings with parents.

The SENDCo, Mrs Eve Heard, is responsible for the day to day management of the support assistants, carrying out Performance Management and arranging relevant professional development. Mrs Heard works closely with teachers and arranges appropriate provision for our pupils with special educational needs.

Support assistants work closely with teachers in planning, marking and feedback. They record their interventions and their outcomes. They meet with outside agencies and follow their advice. They liaise with parents, often meeting them at the end of each day. They attend Annual Reviews if the child who they support has a Statement of SEND or an EHCP (Education Health Care Plan).

## **Section 12: Storing and managing information**

Further details are available in the school's Confidentiality Policy.

SEND information is stored in the head teacher's office. It is arranged in class groups and each child who has a statement of special educational needs has his/her own, individual file.

Information which is not confidential is also kept in an inclusion folder in each class. This is to help supply staff when visiting and for easy reference for class teachers.

SEND records are passed on to secondary schools at the end of Year 6 or the next school of those who leave Loudwater at any other time. Copies of some paperwork are kept for future reference and archived.

## **Section 13: Reviewing the policy**

The SEND policy is constantly under review to ensure that it is current and relevant. It will be reviewed annually.



## **Section14: Accessibility Statutory Responsibilities**

The school has an Accessibility plan which is available on the school's website in accordance with the SEN and Disability Act 2001. Our school site is built into a hillside which means that there are many internal and external stairs. Some adaptations have been made to the building for pupils with minor mobility issues, for example lowered handrails on stairs and smaller sanitary ware in some cloakrooms.

## **Section 15: Dealing with complaints**

The school's Complaints Policy is available on the school website should parents have concerns about any aspect of their child's provision. Most issues are solved through discussion with the class teacher, relevant professionals and, in some cases, the SEND governor. Loudwater Combined School has a Family Support Advisor who may be contacted through the school or directly by parents.

## **Section 16: Bullying**

The school's Anti-Bullying Policy is available on the school's website. Our children and parents are made aware of cyber-bullying and appropriate use of social media in assemblies and meetings.

## **Section17: Appendices**

The school SEN information Report, is available on the school's website.

Policies including:

- SEND policy,
- Confidentiality Policy,
- Anti- bullying policy,
- Equality policy,
- Medical Conditions policy
- Pupil Premium Policy
- Safeguarding Policy
- Complaints Policy
- Admissions Policy

are available on request from the head teacher. Please also see the SEND section in the school prospectus.