



Abbots Ripton Church of England Primary School

SEND Policy & Information Report

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Every teacher is a teacher of every child or young person, including those with SEN. At Abbots Ripton CE Primary School, it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. Some children with SEN may need bespoke education plans to ensure this happens.

All pupils, whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum and life of the school. Pupils with SEN will be encouraged to become independent and take responsibility within the school.

The promotion of inclusion within Abbots Ripton CE Primary School, where parents want it and where the appropriate support can be provided, is fundamental to our strategy. There are strong educational, social and moral grounds for educating children with SEN with their peers. This is an important part of the establishment of an 'Inclusive' society. However, we will be honest when we feel that we cannot provide the best provision for a child and when specialist placement may be more suitable for their individual needs.

2. Legislation and guidance

This policy and information report 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](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Claire Matthews

She will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- 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 governing body 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 SEN up to date
- Maintain a map of SEN provision for the whole school

4.2 The SEN Governor

The SEN Governor (currently Colombe Flint) will:

- Help to raise awareness of SEN issues at governing body meetings
- Be the communication link between the governing body and the SENCO
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Monitor the effectiveness of the school's spending on SEND
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Keep informed about SEN issues and development both locally and nationally

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is 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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Providing all children with quality first teaching

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school can provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment at the start of the academic year, which will build on previous settings and Key Stages, where appropriate. Following these assessments, class teachers will report any concerns to the SENCO immediately. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Class teachers and the SENCO will then work together to complete an Assess, Plan, Do, Review form (APDR), which will set targets and interventions, monitor progress and create a record of provision to date.

Class teachers can discuss any concerns with the SENCO at any point in the academic year, not just at key assessment points. Advice can be sought at any time.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need additional special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty, recognising that children develop and progress at different rates
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the class SEN folder and a copy given to their parents. Children will complete a One Page Profile with their class teacher, which gives them the important opportunity to voice their concerns and how they specifically would like to be supported. Pupil voice is very important to us at Abbots Ripton Primary.

We will formally notify parents when it is decided that a pupil will receive additional SEN support in school.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment (both summative and formative) and their experience of the pupil in school
- The child's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, (if relevant)

The assessment will be reviewed half termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for secondary school

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Typically, transitions can be a particularly stressful time for children with SEN and we will look for ways to support them to reduce this anxiety. With the move to secondary school, we will look for opportunities to visit, as well as liaising with the Inclusion team. Transitions within school will be prepared for by thorough communication between class teachers and the preparation of a transition book.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions in the following areas, which we are hoping to add to over the coming year:

- Reading using Reading Recovery style intervention
- Phonics and reading using ERT (Extended Rehearsal Technique)
- Fine motor/Handwriting using Speed Up Handwriting and Write from the Start
- Speech and Language
- Sensory Circuits
- Memory Development

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, word mats, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have six part-time teaching assistants who can work with children with SEN across the school.

Teaching assistants will support pupils on a 1:1 basis when a specific gap in their learning has been identified or if they need significant support to acquire a new skill or concept.

Teaching assistants will support pupils in small groups when they would benefit from further scaffolding, a role model, pre-teaching or consolidation or that a common gap has been identified.

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teaching Team
- Educational Psychologists
- The health service for example occupational Therapy and Speech and language therapists
- START team
- Support groups and charities

5.9 Expertise and training of staff

All staff have a good knowledge of supporting children with SEN and Claire Matthews has many years of experience as a SENCo. We have 1 teaching staff member who is a Reading Recovery trained teacher.

We have a team of 6 teaching assistants, including 1 higher level teaching assistants (HLTAs) and 2 qualified teachers who are all trained to deliver SEN provision. This training includes Expanded Rehearsal Technique, Talking Maths, Every Child a Reader, ELKLAN to name a few.

5.10 Evaluating the effectiveness of SEN provision

The SENCo and class teachers will evaluate the effectiveness of provision (APDR cycle) for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions after half a term.
- Using pupil voice sessions
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our pupils with SEN. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. If extra support is required to enable participation in these events, it is given.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to apply to be part of the school council, all children are encouraged to take part.
- Pupils with SEN are also encouraged to be part of friendship games at playtime to promote teamwork and fun.

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

At Abbots Ripton Primary, we are committed to working with a range of external agencies to support our children in the best way we can. We may need to complete an Early Help Assessment (EHA) to request further support from the Local Authority. We will always ask parents' permission before this paperwork is completed and submitted.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

5.16 Further support for parents of pupils with SEN

Parents of children with SEN may find the following publications helpful:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/Local_offer_jargon_buster.pdf?inline=true

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

5.17 Contact details for raising concerns

If you have any concerns, please do not hesitate to contact the SENCo, either by ringing the school office and making an appointment or emailing:

office@abbotsripton.cambs.sch.uk and marking your email for the attention of Claire Matthews.

5.18 The local authority local offer

All local authorities working with their partners must publish information about how children and young people 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the local offer. The local offer includes information on:

- universal services that are available to everyone, such as schools, GPs, (universal services)
- targeted support and services for children and young people who may need some additional, short term support
- specialist services for children and young people who have complex needs and need longer term specialised support

The local offer will develop and improve over time in response to feedback and consultation with parents, carers, children and young people and partners.

Cambridgeshire's local offer is published here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.