

# Great Corby School and Nursery



## SEND Policy

**APPROVED BY <sup>1</sup>:**

**Name:** Kirsty Fox

**Position:** Headteacher

**Signed:** K. Fox

**Date:** April 2024

**Review Date <sup>2</sup>:** April 2025

<sup>1</sup> The Trustee Body is responsible for approving this policy.

<sup>2</sup> The Trustee Body must review this policy annually.

# Great Corby School Special Needs Policy

SENCO: Laura Mitchinson

SEN Trustee: Jan Winder

**At Great Corby School and Nursery, we are committed to meeting the special educational needs of pupils and ensuring that they make progress. In accordance with the SEND Code of Practice for 0-25 years (2015), it has been written with reference to the following documents:**

- **Equality Act 2010; advice for schools DfE Feb 2013**
- **School SEND Information Report Regulation**
- **Statutory guidance for supporting pupils in school with medical conditions**
- **The National Curriculum in England**
- **The Early Years Framework**
- **Safeguarding policy**
- **Accessibility plan**
- **Teachers Standards**

All children, regardless of disability, gender, ethnicity, or culture will be given full SEND entitlement according to their specific needs. Their education, safety, well-being, enjoyment and health are of paramount importance. We endeavour:

- To provide a broad and balanced curriculum within a happy, caring and safe environment, which enables each child to achieve their full potential.
- To pursue the achievement of the highest personal standards in academic, creative, spiritual, sporting, social and moral activities, within a stimulating environment.
- To provide equality of opportunity for all our pupils regardless of ability, race, gender, disability, religion or circumstances.
- To prepare children to take up the duties and responsibility of citizenship, both as individuals and toward the wider community.
- To encourage all children to develop at their own rates of progress through our curiosity approach.
- To encourage self-esteem and respect for the property, efforts, strengths and weaknesses of others.
- To actively encourage the involvement of parents so that they can become partners in their children's learning and bring out the best in each child academically, personally and socially.

## **Definitions of SEND (Code of Practice 2015)**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

## **Legislation**

Disabled children and young people **without** SEND are not covered by the Bill (Children and Families) or this Code of Practice but are covered by provisions elsewhere in legislation, including the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

## **Principles underpinning the Code of Practice**

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND

- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

### **Roles and Responsibilities**

The Trustee Body has identified a Trustee to have oversight of SEND provision in the school and to ensure that the full Trustee Body is kept informed of how the school is meeting the statutory requirements. At Great Corby School and Nursery this role is undertaken by Jan Winder.

- The Trustee body should, in cooperation with the Head teacher, determine the school's general approach to the provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head teacher should keep the Trustee body fully informed and also work closely with the school's SENCO
- All teaching and non-teaching staff should be fully aware of the school procedures for identifying, assessing and making provision for pupils with SEND.
- The SENCO, working closely with the Head teacher, Leadership team and fellow teachers, should be closely involved in the strategic development of the SEND policy and provision.
- The SENCO has responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.
- At Great Corby School and Nursery, the SENCO will maintain the SEND register as part of the day-to-day operation of the policy and they will report regularly to the SEND Trustee following the updating of provision mapping and SEND support plans.
- The SENCO will instigate the Early Help Assessment process for any children on the SEND register who have needs that have to be met by more than one support service.

### **Teachers are responsible for:**

Providing access to the curriculum for all the children in their class. Where teachers are concerned about a child's rate of progress, they must initially find different ways for the child to have meaningful learning experiences. This may require different resources, content, teaching style or adult support. If this does not result in appropriate progress, the teacher is responsible for discussing the situation with the SENCO and the child's parents, which may result in adding the child on the SEN register. The teacher is then responsible for identifying the child's specific area of difficulty and writing a SEND 'support plan' (SP) to address this through specific strategies (small achievable targets) and use of named resources. The teacher will instruct any support staff working with the child. The team around the child are responsible for the regular reviewing of the child's SP. The new SP will be discussed with the parents and the pupil.

**Teaching Assistants will** support children with SEND in appropriate ways following instructions and discussion with the Class Teacher. They might also provide the specific support indicated for children with an EHCP, and ensure that independence is developed alongside their targets.

### **Admissions**

Pupils with SEND will be admitted to Great Corby School and Nursery in line with the school's admissions policy. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND and what support might need to be put in place to enable the child to cope with transition and make progress. The school will make contact with feeder school settings in order to ensure that transition is as smooth as possible and support remains of the highest quality.

### **Access for Disabled**

At present we have a ramp at one entrance to school and a disabled toilet. We have a Disability Equality Scheme in place and an Accessibility plan.

## **Resources**

The Trustees will ensure that the needs of pupils with SEND are met by the SENCO. The SENCO will create a provision map for all pupils with SEND. The Head/SENCO will use appropriate professional advice, the LA banding document and an Educational Health Care Plan (EHCP) if the child has one to identify the areas of need and make appropriate provision. Trustees have the responsibility to ensure that the notional SEND budget is allocated effectively to offer all pupils with SEND the additional support and resources they require to make progress.

## **Identification, Assessment, Reviews**

Children are assessed on entry to school using the EYFS baseline data. Children considered to have special educational needs will be carefully monitored and adaptations may be put in place. If this does not result in appropriate progress, the child will be placed on the school SEND register following discussion with the SENCO and the child's parents. A SEND 'Support Plan' (SP) will then be drawn up to address the particular area of need and this will be discussed with the parents, including sharing the child's targets, strategies and suggestions for home involvement. The Class Teacher reviews the SP's termly, or sooner if the targets have been achieved. They are discussed with the parents and pupils.

Some children may have been identified as having Special Educational Needs prior to coming to school and any arrangements already in place will be supported and continued by school, where appropriate. Outside agencies such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist and CAMHS will be involved if required.

For some children, the support given by school and any outside agencies may not be enough to help them make progress. School will then discuss with parents and the outside agencies already involved whether to request that the Local Education Authority make an education, health and care needs assessment (EHCNA). A successful assessment will result in the authority preparing an Education, Health and Care Plan (EHCP).

Please see our SEND Information Report for a flowchart which provides a more detailed explanation.

## **Curriculum**

Children with special educational needs and disabilities are supported to access learning through an adapted curriculum. An adapted curriculum aims to ensure children are aiming for the same goal, but support is in place to help them to get there. Adaptions can include the content of the lesson being adapted, resources being provided, the level of support given or different methods of recording the learning activity. Sometimes adapting the curriculum can be based on back tracking from the class learning objective to an appropriate level within the National Curriculum framework. Where possible, children remain with their peers for the teaching session, but may work outside the classroom for the independent activities if this is felt to be beneficial. SP targets are reflected in the work the children undertake daily. Extra opportunities to achieve SP targets are also created throughout the school day.

## **Access to the full life of the School**

All pupils will be involved in the full life of the school. Children with special educational needs are encouraged to take part in all class and school activities, having regard to the nature of their need.

## **Complaints**

The complaints procedure for SEND is in line with the school's other complaints procedures, and is available from the Head teacher/Chair of Trustees.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the Class Teacher. If the concern continues then the SENCO and Class Teacher will discuss this with the parent/carer. If the concern cannot be resolved at this stage it should be brought to the notice of the Head teacher. Parents will be informed about Cumbria Parent Partnership, who can offer confidential advice. Parents may wish to inform the SEND Trustee, the Chair of Trustees or the LA (Local Authority).

## **Training**

The Trustees will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head / SENCO. They will ensure that any person appointed SENCO to Great Corby Primary School following the change in the law in 2009 will either have already worked as a SENCO for at least 12 months prior to 2009 or that they complete the Masters level National Award within 3 years of their appointment to the post of SENDCO in this school (The Education (SEND Co-ordinators) (England) (Amendment) Regulations 2009 No. 1397).

The SENCO and Head will keep fully up to date about SEND issues through attendance at training and cluster meetings.

Teaching staff and non-teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and INSET meetings. The SENCO will explain to new members of staff the SEND procedures in school. SEND provision for pupils and staff will be taken into account annually when planning for INSET and included in the School Improvement Plan.

**A range of outside agencies will be used where necessary to help a child with SEND and the parents. These will include:**

- Education – Educational Psychologists, Specialist Teachers, Counsellors
- Health – School Nursing Service, Occupational Therapists, Speech and Language Therapists, Physiotherapists
- Children's Services
- CAMHS
- BEWO

## **Parents**

Parents are always welcome in school to discuss their child's progress. The decision to place a pupil on the SEND register is always made following a discussion with the parents and they are involved termly, or sooner if appropriate, at the SEND 'SP' review. If a parent does not accept our invitation to discuss the SEND 'SP' or pupil progress, the appropriate paperwork will be annotated to that effect. Consent is always sought from parents to facilitate any outside agency involvement or to commence the Early Help Assessment process. More formal meetings such as Parents Evening and reviews ensure that parents are always informed of changes in arrangements and progress being made by their child.

## **Links**

School gathers information from pre-school and nurseries prior to admission in Reception. The EYFS teacher visits feeder pre-school settings to meet the children and discuss any special needs with staff. On transfer to secondary school, records of measures taken at Great Corby School and assessment results are forwarded along with transfer documents. Secondary school SENCO's are invited to the annual review of a child who is to attend their school.

This policy will be reviewed annually.

**Laura Mitchinson**

Signed: Kirsty Fox (Head teacher)

Signed: Jan Winder (Trustee Body)

Date: April 2024

Review date: April 2025