

# Great Corby School and Nursery



## SEND Policy

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

**Name:** Kirsty Fox

**Position:** Headteacher

**Signed:** K. Fox

**Date:** April 2023

**Review Date <sup>2</sup>:** April 2024

<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 Primary school, 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 September 14 (last updated April 2020) and 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. In line with our mission statement, we endeavour:

- To provide a broad and balanced curriculum within a happy, caring, safe and disciplined environment, which enables each child to achieve his/her 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 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 2014)**

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 new 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 Primary School 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 the SENCO will maintain the SEND register as part of the day-to-day operation of the policy and they will report termly to the SEND Trustee following the updating of provision mapping and SEND support plans.
- The SENCO, in conjunction with the Head teacher, 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, 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 and putting 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). (Appendix 1) 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 after discussion with the SENCO and the child's parents. The new SP will be discussed with the parents and the pupil.

**Teaching Assistants will** support the child in appropriate ways following instructions and discussion with the Class Teacher. They will give feedback to the teacher orally following each activity with the child. They will provide the specific support indicated for children with a statement and ensure that appropriate resources are available.

## **Admissions**

Pupils with SEND will be admitted to Great Corby Primary School 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 pre-school settings in order to ensure that transition for children with special needs is as smooth as possible remains of the highest quality.

## **Access for Disabled**

At present we have a ramp at one entrance to school. We have a disabled toilet. We have a Disability Equality Scheme in place and an Accessibility plan. These were produced with full parental consultation and will be reviewed annually.

## **Resources**

The Trustees will ensure that the needs of pupils with SEND are met by a SENCO. The SENCO will create a provision map for all pupils with SEND which reflects the notional SEND budget available, staffing, resourcing costs and allocated time for support. 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. From September 2014 the school has a greater responsibility to make provision for all SEND pupils regardless of EHCP's and ensure that appropriate provision is put in place.

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, while working at a differentiated curriculum. 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) (Appendix 2) will be drawn up to address the particular area of need and this will be discussed with the parents, when the targets, strategies and activities are explained and suggestions for home involvement identified. The SP is reviewed termly, or as appropriate.

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.

Outside agencies such as Educational Psychologist, Speech Therapist, Occupational Therapist, Physiotherapist and CAMHS are involved if necessary.

The Class Teacher and SENCO review SP's termly or sooner if the targets have been achieved. They are discussed with the parents and pupils.

For some children the support given by school and any outside agencies they have referred to 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 assessment of education, health and care needs. A successful assessment will result in the authority preparing an Education, Health and Care Plan (EHCP)

## **Curriculum**

Children with special educational needs and disabilities access learning through a differentiated curriculum based on back tracking from the class learning objective to an appropriate level within the National Curriculum framework. Differentiation may be content, resources, level of support or learning activity.

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. Opportunities to achieve targets are also created during registration, quiet reading and at the end of teaching sessions.

Children with special educational needs and disabilities access foundation subjects with adult support, group work and differentiated methods of recording.

Resources are shared throughout the school and during planning discussions the TA and teacher will identify appropriate resources. The TA will ensure they are available.

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

All pupils will be involved in the full life of the school.

Those with special needs are encouraged to take part in all class and school activities having regard to the nature of their special need and the terms of their statement.

### **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/carers. 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:

- SEND Trustee
- Chair of Trustees
- LA

### **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 – IDSS(T) IDSS Educational Psychologists Specialist Teachers Counsellors
- Health – School Nursing Service Occupational Therapists, Speech and Language Therapists, Physiotherapists
- Children's Services.
- CAMHS

## **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.

*See also Child protection, Behaviour, Assessment, Admission, Inclusion and Individual Curriculum Areas policies*

## **Laura Mitchinson**

Signed: Kirsty Fox (Head teacher)

Signed: Jan Winder (Trustee Body)

Date: April 2023

Review date: April 2024