LEICESTERSHIRE COUNTY COUNCIL

STATHERN PRIMARY SCHOOL

SEND POLICY

2021

SEND Policy Jan 2021

Overview
This policy complies with the guidance given in the 2014 document “Special Educational Needs and Disability Code of Practice: 0 to 25 years” (DFE Ref 00205-2013 available online at www.gov.uk/government/consultations) It has been written with reference to the following guidance and documents.

Children and Families Act
DfE 2014

Disability and Discrimination Act
DfES 2005

Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being)
DfES 2004

SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001)
DfES 2001

National Curriculum Statutory Statement on Including All Pupils
DfES 2000

Aims and Objectives of this Policy

Inclusion statement: We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils’ individual needs.

The aims of SEND policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give resources to SEND
- To provide curriculum and extracurricular access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Links with the Leicestershire Local Offer

Our local offer is placed within that of the local authority and as such, we work with existing partnerships but are willing to forge new ones to in order to enable us to continue to provide for every pupil who wishes to attend our school. For more information about Leicestershire's local offer please visit http://www.leics.gov.uk/special_education_needs

Admission Arrangements

Admission arrangements for Stathern Primary School are determined by the Leicestershire Authority.

Stathern Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA's admissions policy.

Special Provision

This school;

- Is largely suitable for pupils with physical disabilities because

of its design and facilities.

- Has experience in the education of pupils with learning difficulties.
- Has experience in the education of pupils with emotional and behavioural difficulties.
- Has experience in the education of pupils with specific learning difficulties/dyslexia/visual impairment/autism/attachment difficulties.

Identification and Initial Assessment of Needs

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the school assessment co-ordinator using whole school data as an early identification indicator. Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEND.

The school adopts the levels of intervention as described in the 2014 SEND & Disability Code of Practice.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, annual pupil assessments
- the completion of teacher initial concern forms
- following up parental concerns
- pupil self - referral
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

Roles and responsibilities with the school

In response to the principles of Remodelling the Workforce the SENCO focuses on the leadership role for SEND in the school, the management of SEND is supported by Mrs Karen Lambert.

All staff in the school have responsibility for pupils with SEND, showing a positive and sensitive attitude towards those pupils. Teaching assistants (TAs) play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is both pupil centred and class based depending on the nature of those with specific learning needs

The governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO/Head Teacher.

The SENCO

The SENCO is Mrs Denise Waller.

In line with the recommendations in the 2014 SEND & Disability Code of Practice, the SENCO *(with the SEND team)* is responsible for:

- Working with the headteacher and SEND governor to determine the strategic development of SEND policy and provision in the school
- overseeing the day-day operation of this policy and co-ordinating provision for children with special educational needs including those with SEND support plans and EHCPs
- liaising with and advising teachers to ensure that pupils with SEND receive appropriate support and high quality teaching
- managing learning support assistants
- overseeing the records on all children with SEND
- advise on the graduated approach to provide SEN support
- liaising with parents of children with SEND *(in conjunction with appropriate staff)*
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- allocating delegated budget to the benefit of pupils with additional needs (including staffing provision)
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- The SENDCO is responsible for reporting to the governor with responsibility for SEND on the day-day management of SEND policy.

The SEND Governor

The name of the governor with responsibility for SEND is Lisa Leathborough.

Roles of the SEND governor

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Regular meetings take place as and when it is deemed necessary.

The Headteacher

The headteacher will:

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

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants 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 SEND policy

Teaching Assistants

The teaching assistants will:

- Liaise with class teacher before lessons to understand their supporting role within the classroom
- To work with children on individual interventions following the class support timetable and the interventions recommended by teaching staff
- Be aware of the children`s targets from their IEPs, SEND support plans or EHCP
- To feedback to class teacher and SENCO any concerns about pupils from in class group work or 1-2-1 sessions
- Complete assessments tasks as required by SENCO

Written by D Waller (SENDCO)
Jan 2021
To be reviewed Jan 2023