

SEND POLICY

MARCH 2016



Date Reviewed	June 2016
Signed	
To be Reviewed	March 2018

POLICY TO PROMOTE THE SUCCESSFUL INCLUSION OF ALL PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES AT ILFRACOMBE CHURCH OF ENGLAND JUNIOR SCHOOL.

At Ilfracombe Church of England Junior School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

“Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.”

“Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.”

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia. Dyslexia is evident when accurate and fluent reading and or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the “word level” and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching (British Psychological Society 1999)

THE SPECIFIC OBJECTIVES OF OUR SEND POLICY ARE AS FOLLOWS:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met
- To ensure children with special educational needs are supported through a range of intervention programmes
- To ensure that children with special educational needs and disabilities join in with all the activities of the school
- To ensure that all learners make the best possible progress from their own starting point
- To ensure parents are informed of their child’s special needs and provision and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate
- To be as sensitive as possible within the classroom setting for children with dyslexia
- To appropriately assess children with dyslexia which may result in giving the pupil additional time in test situations
- To take account of pupils with dyslexia’s difficulties when setting homework assignments.

To motivate children who have dyslexia we try to make tasks as attractive and stimulating as possible

SEND TEAM

Co-ordinators - Debbie Darke (Deputy Head Teacher)

- Claire Tanner (EHCPs, DAF's, Dyslexia support)

- Governor - Annie Cook

- Pastoral Care - Dawn Moore (Lead)
 - Julia Hunt (Lead & Year 4)
 - Becky Beers (Year 6)
 - Shelley Couling (Year 5)
 - Jo Kybert (Year 3)
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- LSA's - Freya Ballantyne
 - Julie Davidson
 - Terri Cook
 - Emma Isaac

Archive Learning - Jamie Petrie

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014. However effective provision is always through “First Teach” and the responsibility of the class teacher. Progress is evidenced through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will meet with the parents to discuss these additional needs. Where possible, the class teacher, with the guidance of their Year Head and any other relevant staff/professionals, will provide additional learning support for the child. This may be in class or through targeted 1:1 or small group intervention. Where the child's needs are still not met, the class teacher will refer to the SEN team in order to decide whether additional and/or different provision is necessary.

Provision/action that is additional to or different from that available to all will be recorded in an individual action plan or passport. This will be written by the teacher or The Bridge Team but always in consultation with pupils, parents, carers. It may also involve consultation and advice from internal specialists e.g. dyslexia and speech and language, as well as advice from external agencies e.g. Educational Psychologist and Occupational Therapy.

The individual action plan will set targets for the pupil and will detail:

- Specific barriers to learning

- The short-term targets for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- For children with dyslexia the plan will set out provision which can be made from within the school's resources and the strategies which class teachers can adopt to help the pupil access the curriculum
- All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and the agreed strategies to help give the pupil access to the printed aspects of the curriculum

The individual action plan will be regularly monitored and reviewed termly and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target-setting and review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, the SEND pathway will be followed supported by the DAF process. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have EHCP (Educational Health Care Plans), as well as the review of their IEPs, their progress and the support outlined in their statement, will be reviewed annually and a report provided for the Local Educational Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SEND lead responsible for 1:1 provision will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

The schools' complaint procedures are set out in the school prospectus. Your child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The school has an allocated budget for the support of children with special educational needs.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

MEETING MEDICAL NEEDS

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school 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. ***Please see the schools Medical Policy for further details.***

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

