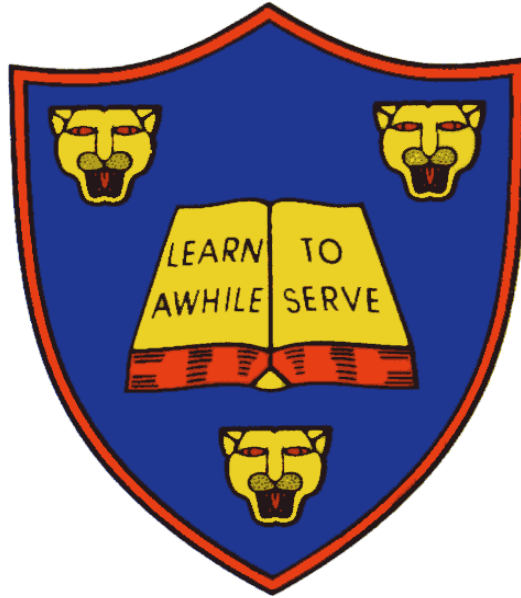


# STRATFORD PRIMARY SCHOOL



## SEND Code of Practice

This policy was drafted by K Hoskin. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

## **Code of Practice – SEND Information Report**

This school and others in the Stratford Cluster have a similar approach to how they accommodate pupils with Special Educational Needs and Disabilities. This document aims to provide parents with all of the information they need to understand how their child's needs will be met by both the school, and also by the Local Authority and Special Support Services. At the end of the document there is a glossary to explain some of the terms used, as well as the main people responsible for SEND provision within the school and externally.

<b>The SEND needs that the school provides for</b>
Stratford Primary School aims to meet all children's needs and when we need to, provide specific support or advice. We cater for pupils who experience difficulties in communication and interaction, cognition and learning, behaviour, emotional and social development and sensory and/or physical and medical conditions. The children require different strategies for learning and need a range of different teaching approaches and experiences. We have access to a range of specialists to provide support in meeting our pupils' needs.
<b>Our policy for identifying children and young people with SEND and for assessing their needs</b>
Teachers identify SEND and adapt teaching in response to the diverse needs of pupils. They set clear targets for pupils and if they do not make adequate progress, the class teacher will consult with parents and the SENCo to see if a diagnostic assessment should be carried out. Provision is made within the school to meet the child's needs which are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. We record in an IEP (Individual Education Plan), the strategies used to support the child. It shows the short-term targets, which are reviewed each term. If after a review meeting it is felt that the child would benefit from further support from outside services, we will consult parents prior to any support being actioned. This enhanced level of support is called 'SEND support'. External support services will provide information for the child's new IEP. If the child continues to demonstrate significant cause for concern, a request for an 'Education, Health and Care Plan' (EHCP) will be made. A range of written evidence about the child will support the request. Further details of this are set out in the school's SEND policy.
<b>How we consult with families of children with SEND and involve them in their child's education</b>
Parents or carers are seen as important partners in the effective working relationship with the school. They are fully involved in the identification, assessment and decision making process in the school. They are kept up to date with their child's progress through termly review meetings, parents' evenings and an annual report. If any outside intervention is sought parents are informed. All parents of children identified to have SEND will receive copies of their IEP's.
<b>Our arrangement for assessing and reviewing a child's progress towards their potential outcomes</b>
Early identification is vital. The class teacher informs the SENCO and the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an on-going process. If the child is not making the expected progress the next step in the graduated approach is that discussions will take place regarding a higher level of additional support. IEPs, which employ a small-step approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
<b>Our approach to teaching children with SEND</b>
As the 2014 Special Educational Needs Code of Practice states 'Teachers are responsible for all children's progress including those with SEND'. We believe in promoting every possible opportunity to develop the full potential of all children.
<b>How we prepare children as they move between phases of education, i.e. our preparations for their transfer to secondary education or their move to another primary setting</b>

<p>Prior to the children starting in reception teachers will visit them in their nursery provision and, if needed, additional meetings will take place with the school's SENCo, external professionals and parents.</p> <p>The SENCo will meet with appropriate secondary staff, and pupils will have the choice of extra transitional visits. Some SEND children work through a 'transition notebook' which helps them prepare for secondary education.</p>
<p><b>How we adapt our curriculum and our learning environment for our children with SEND</b></p>
<p>The curriculum is differentiated to meet the needs of all our children. Some children with SEND need adaptation such as visual timetables or additional phonics support. We can modify the learning environment to meet the needs of children.</p>
<p><b>The expertise of our trained staff who will support SEND children and advise on how specialist expertise will be secured</b></p>
<p>The school SENCo has a national qualification at masters level for the co-ordination of SEND. Staff receive sufficient training to be equipped to identify and support children with special educational needs. Resources are well adapted, modified and used to boost learning. The quality of the partnership and dialogue between support staff and class teacher is of a high standard. A number of teaching assistants have been trained to teach specialist programmes such as First Class@Number and Reading Recovery. The school uses specialists through referrals where necessary.</p>
<p><b>How we evaluate the effectiveness of our SEND provision</b></p>
<p>Teachers review the impact of provision for SEND children on a termly basis through review meetings and data tracking. Individual Education Plans (IEPs) are effective in ensuring that individual needs are met. The SENCo tracks the progress the children have made each term and analyses the impact of any intervention they have had.</p> <p>The SEND policy is reviewed on an annual basis by the SENCo and SEND Governor.</p>
<p><b>How children and young people with SEND are enabled to engage in activities with their peers</b></p>
<p>The school is on ground level with no access restrictions. We encourage all pupils to be engaged fully in the curriculum with any adaptations needed. Lesson differentiation and classroom arrangements are used to maximise the opportunities for pupils with SEND to access activities.</p>
<p><b>Our support for improving emotional and social development, including how we listen to the views of SEND children and how they are included in the schools anti bullying policy</b></p>
<p>Every year each class delivers the Taking Care Project, which helps children to be able to share their worries including any concerns about bullying. In addition to the PSHE curriculum we have a TA trained to run nurture groups and provide support for children with social, emotional and mental health problems. Our aim is to remove of barriers to learning and participation by establishing a climate of trust and respect for all. The use of drama, role-play and social stories are used to help pupils understand their feelings and express their views. Pupils are invited to tell us their views about a range of school issues through the annual pupil questionnaire.</p>
<p><b>How this school helps to meet the needs of SEND children and their families with regards support from external bodies, such as health services, local authority support services and voluntary sector organisations</b></p>
<p>Services, including the Educational Psychology services, IDS (Integrated Disability Service), Speech and Language Therapy and CAMHS, are bought in when they are needed.</p>

**Glossary** – notes taken directly from the 'Draft special need and disability code of practice; 0-25 years – April 2014' by the Department for Education and Department for Health

**SEND** – Special Educational Needs/Disability - 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 him to her. A disability as defined under the Equality Act 2010 is a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

EHC – Educational, Health and Care plans – The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood. A request for an EHC can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine whether the EHC assessment is needed and must communicate its decision to the parents within 6 weeks of making the request.

Parent Carer Forum - These are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan commission, deliver and monitor meet the needs of children and families. Warwickshire Parent Carer Forum can be reached through the Integrated Disability Service on 01926 413737.

The Local Offer - Local Authorities must publish a Local Offer, setting out in one place information about provisions they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. <https://www.warwickshire.gov.uk/send>

### **Roles within the school with responsibilities for SEND children**

<b>Class/subject teacher</b>
Your pupil's class teacher is your first point of contact and will have day to day responsibility to ensure that lessons are planned to address potential areas of difficulty and to remove barriers to your child's achievement. Your children will therefore be able to access the same curriculum as the rest of the class. The class teacher is aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them. IEPs (Individual Education Plan) for SEND pupils are developed by working closely with the SENCO and support staff on a termly basis.
<b>SENCO</b>
Your school's SENCO, Miss Tabitha Bradburn, is a qualified school teacher with relevant qualifications in SEND. The SENCO co-ordinates the provision for and manages the responses to children's special needs, oversees the records of all children as well as acting as the link with external agencies, parents and other support staff. The SENCO supports and advises colleagues, monitors and evaluates the special educational needs provision, and reports to the governing body.
<b>Head teacher</b>
The Head teacher has the overall view of the school and how to support your child's SEND provision. They look at the budget available to the SENCO and help to review that. They also work to ensure the correct support from Teaching Assistants optimises your child's support and learning environment. They discuss the overall school SEND issues with the Governors and also ensure that the training needs of SENCO and support staff are met. They will also work to source the very best package of external support for all pupils with SEND.
<b>SEND Governor</b>
The SEND governor has specific oversight of the school's provision for pupils with special educational needs. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. Termly meetings with the SENCO and SEND governor take place.

### **Specialist groups run by outside agencies**

#### **Local Authority Teams:**

##### **Educational Psychology Team –**

Warwickshire Educational Psychology Service is a professional psychological support service for children and young people (aged 0-25), their families, schools, communities and other settings. Educational Psychologists (EPs) have expert knowledge of psychology, child development, social interaction, learning, behaviour and motivation, as well as experience of working with children and young people.

##### **Integrated Disability Service (IDS) –**

IDS provides support for children and young people with physical disabilities, sensory impairments, communication difficulties (which includes pupils with autism spectrum and specific language disorders) and children with complex learning difficulties.

##### **Special Educational Needs and Disability Assessment and Review (SENDAR) -**

SENDAR is aimed at supporting schools, academies and other educational providers when pupil progress and achievement is being limited by their special educational needs, despite the specialist provision they have put in place.

SENDAR provides non-traded support for children and young people between 0 – 16 years alongside their family / carers. The service is responsible for coordinating information and advice relating to the statutory assessment and review processes from across relevant professionals and family representatives.

##### **Early Intervention Service (EIS) -**

The Early Intervention Service offers early intervention and specialist services to children, young people and families with additional and complex needs, both through our staff and across partner agencies. Their trained Teaching Assistants work within the class with pupils alongside their class teacher.