

Great Orton Primary School

SEND Policy

September 2018

New legislation came into force in September 2014 and this policy reflects the new SEN Code of Practice (CoP).

The CoP distinguishes between children in receipt of an EHCP (Education, Health and Care Plan) and those who do not have an EHCP. The Local Authority, does, however, make some distinctions between children in need of support from other agencies and those who are managed by school alone and the policy therefore, also reflects the systems in place in our county. The county stipulates that children receiving support, or advice from other agencies should be managed using an Early Help Assessment process which involves a multi-agency meeting to plan provision to meet those children's needs. The CoP places parental and (if appropriate) child involvement at the heart of all action relating to SEND and we as a school are committed to facilitating this.

Policy Aim

This policy aims to describe how Great Orton Primary School will endeavour to ensure that the provision required in support of pupils with SEND is available to them, so as to secure the best possible outcomes for all pupils in school.

Objectives

- To provide an environment where barriers to learning and participation are minimised.
- To promote success, confidence and esteem in pupils with SEND.
- To ensure that all pupils have access to a broad and balanced curriculum and are able to reach their full potential as people and as learners.
- To provide an integrated system to support children with SEND that places the child and their family at its core.

Definition of Special Educational Needs

According to the new CoP, children have SEND if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have significantly more difficulty in learning than the majority of children the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definitions above or would do so, if special educational provision was not made for them.

Responsibilities for co-ordinating SEND provision:

Policy Determination	-	Governors and Head Teacher
Staffing	-	As Above
Day to Day management	-	Head Teacher
Day to day operation	-	SENDCo
Reporting on policy	-	Governors
Designated Teacher for Looked after Children	-	Head Teacher
Designated Safeguarding Lead	-	Head Teacher: Jaime Robertson

SENDCo:

Jaime Robertson

Admission Arrangements

Great Orton Primary School embraces the uniqueness of every child and genuinely welcomes all children irrespective of need. We endeavour to provide a quality educational experience for all and a happy place to be. When a child has SEND, we will work with parents, previous schools or nurseries and any relevant outside agency to ensure that we are able to effectively meet the specific needs of the child and offer them the educational experience that they are entitled to.

Identification of SEND

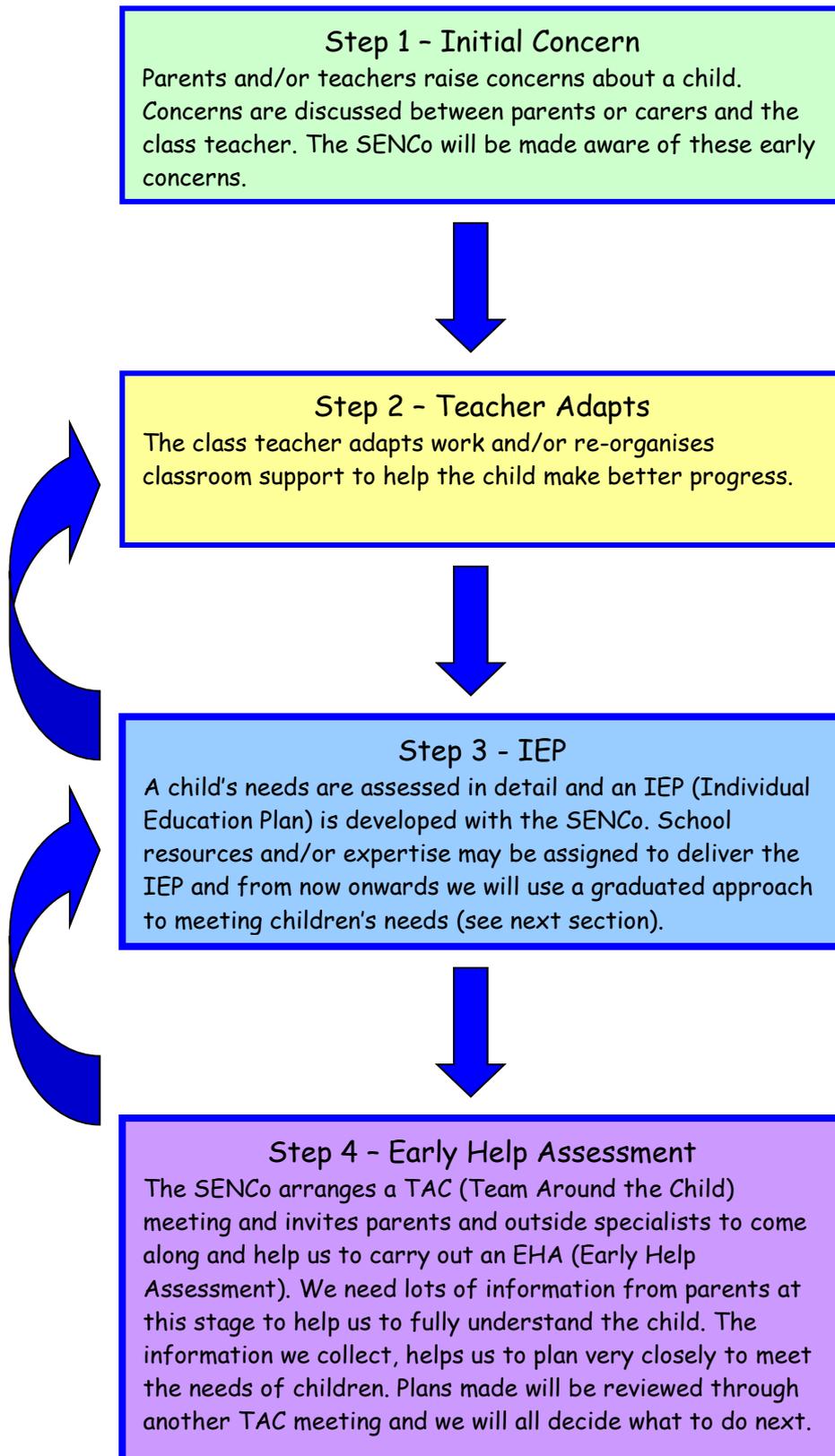
- Children may already have been identified as having SEND by nurseries or previous schools when they begin at Great Orton Primary School.
- Parents or teachers may raise concerns.
- Assessment data may tell us that a child is not making the progress we would like, or that despite good progress, a child is significantly behind their peers in one or more areas of their learning or development.

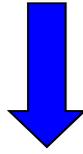
Supporting Pupils with SEND

We have clear systems in place to support children with SEND in school and these are detailed in the SEND flow chart below.

SEND Flow Chart

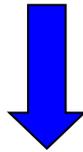
Here is a flow chart showing the steps we take to support children with SEND. We only move from one step to another if a child still needs more support and is not making sufficient progress. If a child makes excellent progress, we may decide to move back a step.





Step 5 - Education and Health Care Plan

If it has been agreed by everyone at step 4, we will apply for an EHCP (Education and Health Care Plan) from the County. This is where the County assesses a child's needs and gives the school extra resources to help us to support that child's learning and development. This process takes around 20 weeks from start to finish.

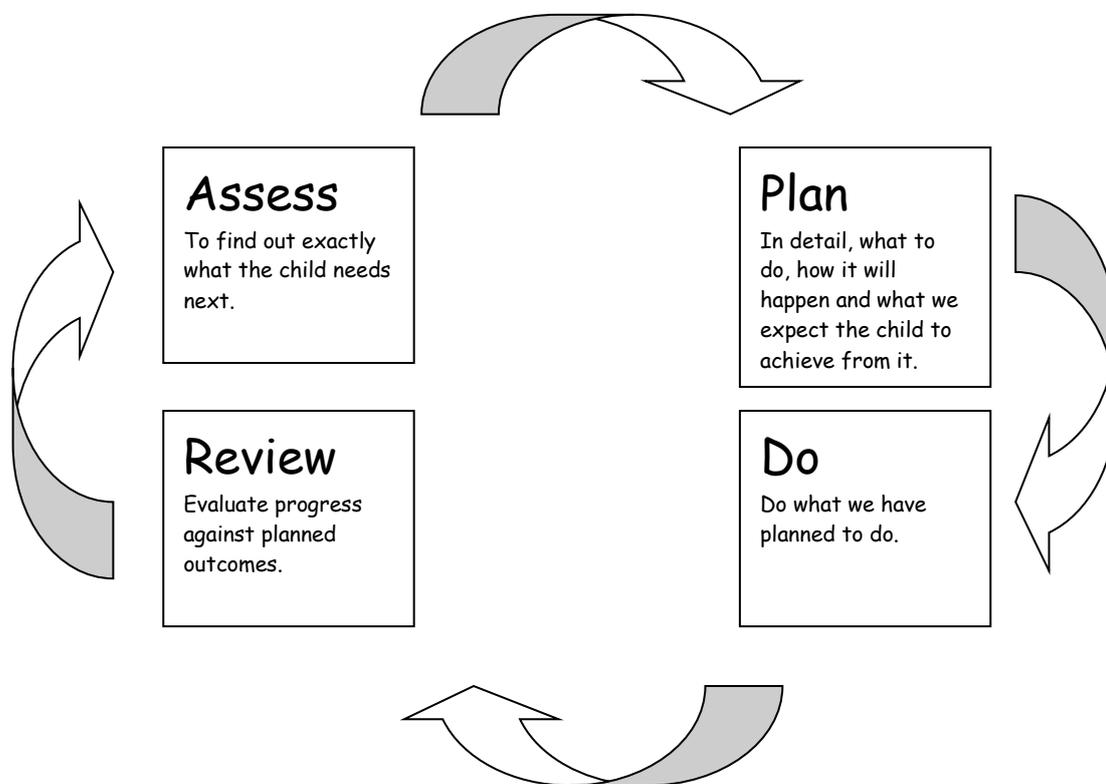


Step 6 - EHCP is in place

Once we have the EHCP, parents will have a copy and have chance to come into school to discuss it so that they know exactly what is going to happen. The EHCP will be reviewed at least once a (school) year and everyone that supports the child (including the child and their parents/carers) will be involved in the review to make sure that the Plan is working well.

The flow chart mentions that we have a graduated approach to managing provision for pupils with SEND. At Great Orton Primary School, we use a graduated approach to supporting pupils with SEND. This involves a cycle of actions which may become more intensive in its content as it is repeated. Our graduated response cycle follows a four step system. First we *assess* pupils needs, then we *plan* to meet those needs. Next we *do* what we have planned and then we *review* what has happened before we begin the process again.

1. *assess*
2. *plan*
3. *do*
4. *review*



If a child is not making sufficient progress, then we may involve other agencies or specialists in the process to ensure that we have the best possible advice.

SEND Provision

In supporting children with SEND, we have a wide range of strategies and interventions available in school. This will always start with high quality first teaching, moving on to differentiated and personalised work provision. We would then implement an IEP and this is where specific interventions are being utilised by school from their own resources in support of pupils with SEND. Interventions will always, where possible be run in small groups so as to reduce the stress and stigma placed on individual pupils and to promote peer tutelage and a lively and engaging learning environment. All interventions will be monitored closely for impact on pupil progress.

Record Keeping

Each pupil with SEND will have an individual provision map, where we record provision made for them in support of their areas of need. There will also be a general record card that is used to record other actions taken on behalf of the child e.g. referrals to other agencies, telephone calls, meetings with parents etc. It will be the responsibility of the SENDCo to ensure that these documents are up-to-date.

For pupils whose needs are managed via an IEP, a copy of their current IEP will be held on file and this will be reviewed at least twice per year. Parents will be invited to a meeting to discuss progress and to help us to plan for the next step.

Children in Receipt of a Statement of SEND

Children who currently have a statement of SEND will continue to have their statement managed through annual reviews in the same way as happened before. The county are beginning the process of converting all statements of SEND to EHCPs and this process is anticipated to be complete in 2018. The new EHCP has some features that are different to the old statements and are generally much more specific in terms of the outcomes expected for children, which is a good thing. The EHCPs will still be managed via an annual review. Children under five in receipt of either a statement of SEND or an EHCP will have them reviewed at least every six months and possibly every three months to take into account how quickly children grow and change in this age group.

Looked After Children

In school, we have a Designated Teacher, who takes overall responsibility for managing support for children who are looked after. We are committed to supporting children in these circumstances and will offer enhanced pastoral, educational and socio-emotional support to ensure that children who are looked after thrive in every way.

Policy Details

There is a huge amount of SEND information also included in our School Offer, which can be found on the school's website and supplements this policy.

Approved and Adopted by The Governing Body on 6 December 2018

**Signed Laura Thorp
Chair of Governors**