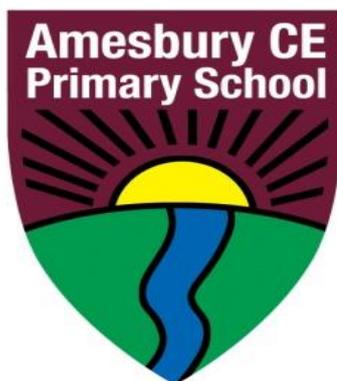


Amesbury CE VC Primary School



Special Educational Needs and Disability Policy SEND

Date produced: November 2016

Date of review: November 2017

Agreed by the governing body

Date

Signed

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

1. SEND Code of Practice 0 – 25 (July 2014)
2. Children and Families Act (2014)
3. Equality Act 2010: advice for schools DFE (Feb 2013)
4. The Special Educational Needs and Disabilities Regulations (2014)
5. Schools SEN Information Report Regulations (2014)
6. Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
7. The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
8. Safeguarding Policy
9. Accessibility Plan
10. Teachers Standards (2012)

This policy was created by the SENCo with the SEND Governor in liaison with the staff and parents of pupils with SEND.

CONTACT DETAILS FOR SENCO

Amesbury CE Primary School's SENCO is Mrs Liz Cook. She holds the National Award for SEN (NASENCo) and is also the school's Deputy Head teacher and a member of the SLT. She can be contacted via the school on liz.cook@amesbury.wilts.sch.uk or on the Admin Officer's number: 01980 623009.

Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of children of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

(Special Educational Needs Code of Practice 2014 p15)

For children of two or more, special educational provision is education that is additional to, or different from, that made generally for children of the same age by mainstream schools.

(Special Educational Needs Code of Practice 2014 p16)

When considering the needs of a pupil with SEN, the staff at Amesbury CE Primary School take into consideration the needs of all our pupils.

Disabled children and young people

Children who have a disability as identified under the Equality Act 2010 will not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Amesbury CE Primary School's beliefs and values around SEND

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupils who have special educational needs and / or disabilities and that those needs are made known to all who are likely to teach them.

- Our school will use its best endeavours to ensure that teachers and teaching assistants are able to identify and provide for those pupils with special educational needs and disabilities to enable them to participate in the activities of the school along with other pupils, so far as is reasonably practical and compatible with their special educational provision and the effective education of the pupils with whom they are working.
- Our school will have regard to the SEND Code of Practice 0 – 25 (July 2014) whilst carrying out its duties toward all pupils with special educational needs and disabilities and will ensure that parents are consulted about the provision of SEND that is being made for their child.

Partnership with parents/carers plays a key role in enabling children to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting that child. All parents/carers of children with special educational needs and disabilities will be viewed as partners and supported in playing an active and valued role in their children's education.

AIMS

*We believe that all children and young people are entitled to an education that enables them to make progress so that they achieve their best; become confident individuals living fulfilling lives; and make a successful transition into adulthood, whether into employment, further education or training.
(Special Educational Needs Code of Practice 2014 p92 6.1)*

We believe in providing every possible opportunity to develop the full potential of all children. Our aim is that all children with SEND participate in activities compatible with the education of other children and the efficient use of resources.

We recognise that children may require additional support at any time during their school life. This may be as a result of learning difficulties, physical or sensory impairment, behavioural or emotional problems.

- All children have the right to a broad and balanced curriculum including extra-curricular activities, where appropriate, and full access to the School Curriculum to maximise their potential.
- All children are valued and their self-esteem promoted.
- We will develop the social, moral, spiritual and cultural understanding of each child
- We will work closely with families to support pupils with SEND
- We ensure that children and young people with SEND are offered the opportunity to engage in all activities of the school alongside pupils who do not have SEND

Objectives.

The objectives of this policy are:

- To identify and monitor pupils' individual needs at the earliest possible stage so that appropriate provision can be made and their attainment can be raised so that they can reach their potential
- To ensure that the children with Special Educational Needs and/or learning disabilities make at least the expected progress across each Key Stage and in FS2 (SIAP-Area for Improvement 1)
- To work in close partnership with parents/carers of children who have special educational needs
- To involve pupils and parents in the writing of one page profiles, My Support Plans and My Plans (Education Health and Care plans)
- To support pupils with medical conditions and ensure Individual Health Care Plans are up-to-date and reviewed regularly. (SEND CoP p.94)
- To raise the self-esteem of children who have special educational needs and disabilities, acknowledging the progress they have made

- To involve children and parents/carers in the identification and review of the targets set on the children's 'support plans'.
- To ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them
- To plan an effective curriculum to meet the needs of children with SEND and ensure that the targets set on My Support Plans are SMART(Specific, measureable, achievable, realistic, time-bound
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have SEND

Identifying SEND

At Amesbury CE Primary School, we identify children with SEND as early as possible, through regular contact with our feeder Early Years settings and by assessment when children begin with us.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life. Class teachers use a range of assessment and monitoring tools to identify children with SEND.

Pupils who are identified as having SEND are no longer categorised by School Action, School Action Plus or pupils with a Statement. Instead, the SEND register identifies pupils as those with an Educational, Health and Care plan (previously a Statement of SEN) and those who receive additional SEND support (School Support).

The school follows the guidance contained in the Special Educational Needs and Disability Code of Practice: 0 - 25 years (2014). This recommends a graduated approach.

Types of SEN

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs fall into four broad areas. These are:-

1) Cognition and learning eg

- Moderate learning difficulties
- Specific learning difficulties eg dyslexia, dyscalculia, dyspraxia
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

2) Communication and interaction eg

- Speech, language & communication (SLCN) eg articulation or language delay, impairments or disorders
- Autism spectrum disorders (ASD) including Asperger's and Autism

3) Social, emotional and mental health difficulties which may include

- Attention deficit disorder (ADD)
- Attachment
- Children who are withdrawn, isolated, disruptive or disturbing, hyperactive or lack concentration.

4) Sensory and/or physical eg

- Hearing impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment (MSI)
- Physical disability (PI) eg Cerebral palsy

The purpose of identifying 4 types of SEND is to enable the school to take appropriate action - it is not to fit a child into a particular category. At Amesbury CE Primary School, the needs of the whole are considered and not just the needs of the SEND children

Behaviour is no longer considered an SEN in itself, as behaviour is seen as indicative of an underlying need.

Other needs which are not SEND but may impact on progress and attainment.

Behavioural difficulties

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. However, in practical terms behavioural difficulties may lead to children being registered on the SEND register so that they can access appropriate support.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, heart conditions and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Slow progress and low attainment

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours

Whilst persistent disruptive or withdrawn behaviours can compromise progress and attainment they do not necessarily mean that a child or young person has SEN.

English as an additional language

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Attendance and Punctuality

All children should attend school regularly and punctually so as to achieve the best possible education through an optimum use of their time at school. Poor attendance and lateness can lead to lower attainment and progress.

Health and Welfare

All children have the right to be protected from harm. Children cannot learn effectively if they do not feel secure.

Pupil Premium and Service Children's Grant

"Pupil Premium" refers to grants allocated for children who are, or have been, in receipt of Free School Meals and Looked After Children (all children looked after who have been in care for at least one day, in year groups Reception to Year 11). The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at pupils from disadvantaged backgrounds to ensure they benefit from the same opportunities as pupils from less deprived families.

Service Children's Grant refers to grants allocated to children whose parent(s) are or have been, serving in the Military. Whilst the attainment of service children, on average, is above that of their peers, they face

unique challenges and stresses. The extra funding will help schools focus on providing additional (mainly pastoral) support to Service children, if required.

Our approach to providing SEND support – See Appendix 1 for a more detailed account.

Quality first teaching including highly effective differentiation	The needs of the majority of children will be met in the classroom. In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the learning activities, to be given to the pupils, at the appropriate level of need for success and progress to be achieved. If a child is below age-related expectations or has made less than adequate progress with their teacher and Teaching Assistant (TA) then they are assessed against the WGRSS (Wiltshire Graduated Response to SEND Support) and if appropriate become 'School Support'. Parents will be informed and the child will be put on the school's SEND register
School Support	Those that are in danger of under achieving but will make progress with some additional small group/1:1 provision in/out class. This is noted on their class provision map and on the school's SEND register. If the child's progress is not accelerated as a result of this provision then the child is reassessed using the WGRSS and, if appropriate, a My Support Plan is written. Consideration will be given to whether any outside agencies are required at this point
My Support Plan (Non-Statutory)	When a child regularly receives additional support in class and/or in intervention groups or in the Nurture Centre, and progress is slower than expected, a My support plan will be generated with the help of both the parents and the child; clear targets will be set that have the child at its centre. This additional support is noted on the class provision map. Outside agencies and/or in-school experts are consulted to provide additional support.
Statutory My Plan (Education, Health & Care Plan which replaces the previous Statement of Education)	A child receives specific support in or/and out of school funded by the Local Authority in conjunction with on-going school targets and differentiation.

Parents and children will be informed and included at all stages of support.

The Graduated, Assess Plan, Do, Review Approach

In accordance with the New SEND Code of Practice, Amesbury CE Primary School uses the 'Assess, Plan, Do, Review' approach as explained below:

- **Assess:** Once concern has been raised regarding a child's progress, the class teacher will carry out a clear analysis of the pupil's needs with the support of the SENCo and/or Nurture Centre manager.
- **Plan:** The teacher, in consultation with the SENCo, Nurture Centre manager, parent and pupil should agree the adjustments, support and interventions to be put in place, as well as the expected impact on progress. Interventions will be recorded on the class provision map and in the Pupil Profile. Each child will also have personal targets with specific outcomes to be achieved.
- **Do:** The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one to one teaching away from the class teacher or teaching in the Nurture Centre in the mornings, the class teacher will still retain responsibility for the child's progress.
- **Review:** class teachers, with the support of the SENCo and/or Nurture Centre manager, will arrange to meet parents three times a year to review children's progress. Prior to the meeting, the class

teacher will have ascertained the child's views on how he/she feels they are progressing. If the child has an Education, Health and Care plan (in Wiltshire this is referred to as a My Plan) or a Statement, parents/carers will be invited to a review meeting arranged by the SENCo. Parent/carer's views and that of their child, along with recent assessments by any external agencies will be discussed to ensure that the plan remains relevant.

If, at the review stage, it is decided more expert help is required then with parent/carer's consent the school will make a referral to the appropriate external agency such as the Educational Psychologist, Speech and Language Therapy service or the Wiltshire SEND support service. After assessment and discussion with the parent/carer and the class teacher a programme of support is usually then provided. A copy of any written reports will be sent to the parent/carer.

Generation of a 'My Support Plan' for a child

Following a review of the strategies at the initial SEN 'school support' level it may be decided to put a child on a My Support Plan. This is used when a child has special educational needs and/or a disability and requires support in the long-term. The purpose of the My Support plan is to understand a child's needs, how they want to be supported and what they hope to do/achieve.

The My Support Plans will be generated in full consultation with the parents, child, class teacher and the SENCo. Outside agencies, who may already be involved with the child will also be consulted. Together, a My Support Plan will be generated with the child at its centre. Long-term goals will be considered and then the short-term goals that will be needed to fulfil these longer term goals.

The My Support Plans will provide for:-

- the child's views and opinions and what is important to them
- The views of their parents/carers
- What makes the child a unique individual
- What is important for the child (e.g. health or communication needs) and how best to support the child
- How the child learns
- What is and isn't working for the child and their family
- Who is important to the child
- Hopes and dreams for the future including provision for transition
- Shared action plan with short-term targets included
- Support action required in order for targets to be achieved
- Review against targets

With the parent/carer's consent the My Support Plan will be registered with Wiltshire Council so that any further help in the form of external agencies can be accessed. The My Support Plans will be fully jointly reviewed three times a year and a meeting with the parents will be arranged.

(If the child's needs involve safeguarding issues then it may be more appropriate to complete an Early Help CAF or if concerns are serious then concerns must be reported directly to the Multi-Agency Safeguarding Hub. Please see the Safeguarding Policy for further guidance.) The designated teacher for Child Protection is Mrs Morrison.

Requesting an Education, Health and Care Plan (EHC Plan) / Statutory My Plan

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the Local Authority (LA) to request a statutory assessment for an EHC plan. (This may or may not result in the LA issuing an EHC plan.) If the parent/carer is in agreement, the SENCo will contact the SEND service to request that a SEND lead worker be appointed to the child. The SEND lead worker will be a single point of contact who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively

sharing information. The SEND lead worker will attend the My Support Plan review and provide advice to the parent/carer and school as to evidence required for the statutory assessment process. If the LA decide to go ahead with the statutory assessment the SEND lead worker will co-ordinate the assessment and write a draft EHC plan in conjunction with the parent/carer, child, external agencies and school to submit to the LA.

Where a child has an EHC plan, school will carry out an annual review. The parent/carer, child, SEND lead worker, the LA, outside agencies, SENCo and the class teacher will be invited to attend.

The EHC plan will ensure a collaborative, joined up approach to support the child. Parents/carers of children with a Statutory EHC plan have the right to request a personal budget. If this is requested, the SEND lead worker and the LA will provide support on this.

Local Offer

Wiltshire LA has compiled a local offer which details all the services and support available for children and young people with SEND. The link for this is: www.wiltshirelocaloffer.org.uk

Amesbury CE Primary School's SEND Information Report details the support and provision that we are able to offer children and young people with SEND. This is available on our website under the SEND heading and also in paper format if requested from our school office.

Arrangements for integration

Involvement of outside agencies

For those children with an EHC Plan, the involvement of outside agencies is outlined within the My Plan linked to the outcomes. Children at SEN Support level may also receive input from outside agencies and this may include:

- Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- Educational Psychologist
- a specialist teacher from Specialist SEN Services (SSENS) for sensory impairment, communication disorders or physical disabilities
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services, especially for Looked After children
- Behaviour Support Services
- School nurse
- Hearing Impaired Advisory Teacher
- Visually Impaired Advisory Teacher
- Mobility officer
- School Counsellor

Managing pupil's needs on the SEND register

Pupils identified as needing SEN Support will have their needs met in a number of ways including:

- Support from outside agencies (where necessary)
- Targeted 1:1 support
- Class adaptations e.g. coloured overlays
- Differentiated homework
- Use of additional learning resources e.g. ELS programme / I-Pad APS.

All children on the SEND Register will be identified on the Class Provision map and will have a Pupil Profile. It is designed to be a working document which is updated to reflect the current needs of the child. All will have individual targets which have been shared with the parents and children.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes.

Class teachers and the Nurture Centre manager are responsible for evidencing progress according to the outcomes set for each child. Class teachers are responsible for maintaining and updating their Provision Map, individual targets and Pupil Profiles. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

The role of the Nurture Centre

If a child's needs (social, emotional or behavioural) mean that they find it difficult to reach their full potential within the classroom without a great deal of extra adult support they may be identified (by the class teacher, SENCO, Nurture Centre manager or Head teacher) as requiring additional support from the school Nurture Centre. This is a short term intervention, every morning, to address their social, emotional and/or their underlying behavioural needs; aiming to develop skills in resilience through increasing their self-awareness; equipping them with skills to manage their feelings; increase their motivation to succeed and to develop empathy. In the afternoons the child will join their peers in their class, with additional support. The ultimate aim is that all children will reintegrate back into their peer group full time via a graduated approach.

Criteria for exiting/ coming off the SEN Register

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, Nurture Centre manager, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting pupils and families

Partnership with parents and carers

The school is fully committed to a partnership with all our parents, which begins well before the children start school. Pre-school children are invited into school to spend time in the classrooms. Once the children have started school this partnership is continued and extended to include parents coming into school. At all times parents views and concerns are valued and respected, this two-way dialogue is part of the day to day life of the school.

Parents are welcome to read the Local Authority's offer at www.wiltshirelocaloffer.org.uk

Parents are advised to read our SEN Information Report and Policy (on our School website)

Children attending the Nurture Centre.

The Nurture Centre manager will work very closely with the parents of all the children who attend the Nurture Centre. As well as supporting the child when in school, support will also be given to their parents/carers to ensure a smooth transition between home and school.

Liaison within the school

The SENCO may share information about pupils with SEND with:

- Class teachers and TAs
- the Senior Leadership Team
- the Key Stage team leaders
- the member of staff responsible for child protection issues (Mrs Morrison)
- the Nurture Centre Manager
- relevant outside agencies with parental permission

Supporting children at school with medical conditions.

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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found on the school website in the policies section

Admission arrangements for pupils with SEND

Pupils with special educational needs will be admitted to Amesbury CE Primary School in line with the school's admissions policy which is based on the agreed Wiltshire Policy.

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met.

If a child is transferring into the school with a Wiltshire My Plan, a Statutory Education Health and Care plan (EHCP) or a Statement, or has been receiving extra support in their previous school or educational setting, the continuation of this support will be negotiated with the LA to ensure their needs can be met. Any variation to the above will need to be agreed by the full governing body.

Admissions into the school funded Nurture Centre.

Amesbury CE Primary School has a Nurture Centre which is funded from within its own budget. It runs from 8:40am until 1:00pm daily. This resource caters for 10 children who find accessing the mainstream classroom challenging; eg due to social, emotional and mental health needs or an attachment disorder. Priority will be given to children who are already within school and have been identified as benefitting from this resource.

If a child moves to Amesbury Primary to access the Nurture Centre, the child on entry to our school, will already have an EHCP (My Plan or Statement of Educational Needs) in place and LA professionals will have had discussions with our Head teacher. Initially, the child would start in the Nurture Centre on a reduced timetable, from 0830-1030 with time in school increasing as success is being encountered by the child, to include all morning and lunch. When the child is ready they will be introduced to their mainstream classroom where they will attend in the afternoon. It is essential that the parents work closely with the Nurture Centre manager if the Nurture Centre attendance is to have maximum impact.

Monitoring and evaluation of the SEND policy and provision.

This Policy will be evaluated against the objectives stated on page one and measured by:

- An analysis of teachers' short term planning by Literacy and Numeracy Co-ordinators and the Senior Leadership team (SLT) to identify differentiation for children with special educational needs
- Parents being aware of the individual targets set for their child by receiving copies of the targets
- Children being involved in discussing, constructing and reviewing their own targets.
- Annual Reviews of 'My Plans' (EHCPs/Statements) with teaching staff and SENCo advising the LA of children's progress;
- Child attainment or progress, as measured by objective testing and teachers' professional judgement
- A comprehensive tracking system which follows SEND pupil's progress to identify children who may need intervention to support their progress. This is updated six times a year by the class teachers and the evidence used by all staff to put strategies in place at the earliest opportunity to enhance children's progress
- Regular monitoring of procedures and practice by the SEND Governor and the SEND Fusion team

- The School Improvement Plan and the SEF provides priorities, which include the provision for the attainment of SEN pupils
- Undertaking a value for money review of our Special Educational Needs funding
- Meetings of parents and staff, both formal and informal

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. SEN training is provided at staff meetings for all teachers and also Teaching Assistants.

The school's SENCO regularly attends the Wiltshire Area SENCO meetings and more local Cluster Schools' SENCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

Governors Role

The governor responsible for SEND is Mrs Jan Swindlehurst.

The Governing Body will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the 'responsible person' – the Headteacher or the appropriate Governor – has been informed by the LEA that a child has special educational needs and/or a disability, those needs are made known to all who are likely to teach them
- Ensure that teachers in the School are aware of the importance of identifying and providing for those children who have special educational needs and/or a disability.
- Ensure that a child with SEND joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs
- Ensure that an Annual SEN Information Report is produced and available on the school website
- Report to parents/carers on the implementation of the school's policy for children with special educational needs
- Be involved in the developing and monitoring the schools SEND policy.
- Be familiar with and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Ensure SEND provision is an integral part of the School Development Plan.
- Ensure the quality of SEND provision is continually monitored.
- Publish a single Equality Act and plan for it to be reviewed annually, showing how they will promote equality of opportunity for disabled children, staff and those for whom they provide services

SENCO

Currently, the SENCO is Mrs Liz Cook who is responsible for coordinating the provision of special educational needs throughout the school.

This will involve:

- Day to day operation of the Special Educational Needs policy.
- Providing advice to staff and liaising with them on the completion and implementation of Provision Maps, Individual targets and Support Plans including reviews.
- Overseeing and maintaining designated SEND resources
- Liaising with parents/carers of children with special educational needs.

- Liaising with external agencies including the Local Educational Authority's support and educational psychology services, health and social services and educational welfare.
- Attending relevant courses to develop special educational needs provision.
- Organising relevant in-service training of staff.
- Maintaining a record of names of children who are in receipt of provision as defined by the Code of Practice
- Keeping and ensuring staff update class provision maps, and individual pupil profiles detailing the needs of pupils with SEN and the arrangements that are being made to meet their need
- Analysing data for SEND children to inform intervention groupings
- Monitoring, evaluating and reporting on provision in the SEND fusion team meeting to the SEND governor on a termly basis.
- Co-ordinating provision for pupils with special educational needs in liaison with the class teacher, TA (Teacher Assistant) and Head teacher.
- Co-ordinate transition plans to secondary schools for SEND pupils
- Attending Transfer Information sharing meetings for EYFS children starting school

Storing and managing information

- Documents relating to pupils on the SEND register will be stored in a locked cupboard in the SENCO's office and on the school staff network which is password protected. Please refer to the Data Protection policy.
- Class teachers store securely any relevant documentation or evidence in their Vulnerable Groups file in accordance with the e-safety policy.
- SEND records will be passed on to a child's next setting when he or she leaves Amesbury CE Primary School.

Accessibility

Most of the school is accessible to wheelchair users. All of the EYFS and KEY Stage 1 building is accessible as are the playgrounds and school field. Most of the Key Stage 2 building is accessible but a step into the bottom corridor and new hall means that access here is limited.

1. Amesbury CE Primary School identifies and removes barriers to learning by providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
2. Current targets, strategies and outcomes of Amesbury Primary's accessibility planning approach includes continuing to seek and follow the advice of LEA services, appropriate health professionals and guidance from the DfE.
3. Amesbury Primary increases and promotes access for disabled pupils to the curriculum by
 - (i) Setting suitable learning challenges
 - (ii) Taking account of pupils' diverse learning needs,
 - (iii) Overcoming potential barriers to learning and assessment for individuals and groups of pupils
4. Amesbury Primary improves the delivery of written information to disabled pupils by taking account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustics and colour schemes and more accessible fixtures and fittings.
5. Parents and carers can contact the SENCO via the school on liz.cook@amesbury.wilts.sch.uk or on the Admin Officer's number: 01980 623009
6. Parents are welcome to read the school Accessibility Plan. It is available from the office.

Complaints

If parents or carers have a complaint concerning the provision for their child they should initially attempt to resolve this with the class teacher or pastoral support manager (if the child attends the Nurture Centre). If this proves unsuccessful the matter should be referred to the SENCO, and/or the Headteacher. Should the matter still be unresolved, the chair of governors should be involved and finally the complaint should be taken to the Local Education Authority and/or Secretary of State.

Dealing with Bullying

Amesbury CE Primary School does not tolerate bullying of any pupil. We deal with bullying in accordance with the school's Anti-Bullying Policy (see website).

Date of Review

This policy will be reviewed annually.

Policy Written: November 2016

Next Review due: November 2017

Appendix 1.

Levels of SEND support

School Support

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is displaying persistent, inappropriate behaviour, the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

Where the class teacher has identified that a child is failing to make the expected progress, or appears to be struggling more than other pupils in class, despite quality first teaching, in one or more areas they will put in place additional short-term support (Wave 2 support intervention). This is where the pupil is given additional support to catch up with their peers. It can include the child working in a small structured group targeting a specific area of need such as spelling.

Examples of Wave 2 interventions used at Amesbury CE Primary School include ELS, spelling groups, handwriting and individual reading, Reading Recovery, Sound Discovery, Numbers Count, Success at Arithmetic, Circle of Friends.

At times individual children may be withdrawn from the classroom for specific, timed activities related to the needs identified on the class provision map. This may be delivered by the teacher or teaching assistant or Intervention teacher and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

Pupils identified as needing Wave 2 intervention (school support) will be put on the class provision map and parents informed. Interventions will be reviewed termly.

The SENCo / Interventions Manager will oversee this provision to ensure it meets the objectives of this policy. The SENCo reviews the class provision maps every term and discusses them with the class teachers.

If, despite having wave 2 intervention pupils fail to make the expected progress, the class teacher will raise their concerns with the SENCo and will refer to WGRSS in order to review the strategies and approaches that are currently being used. The class teacher working with the SENCO, will assess whether the child has SEN. Where appropriate the school will engage with other professionals to support the assessment process. The class teacher will liaise with child and parents/carers to discuss and share concerns. Where this review evidences that the child needs help over and above that which is normally available within the class, or school, the child's needs will be supported through SEN support.

SEN Support/ Non-Statutory My Support Plan

If, despite support to remove barriers to learning, a child continues to make inadequate progress academically, socially or behaviourally, the teacher may decide that more intervention is needed. The teacher and the SENCO consider the evidence gathered, including meeting with parents and the child, to decide on strategies that are additional to or different from those already being provided. The class teacher and SENCO will use the WGRSS to identify areas of need.

If the barriers to learning are not indicative of a learning difficulty but contextual factors (for example bereavement, poor attendance, tiredness) then the SENCO may suggest a Common Assessment Framework (CAF) is opened to support the family. This will involve 6-8 week multi agency Team Around the Child (TAC) meetings to ensure the family has access to suitable support to help improve the outcomes for the child. If the barriers to learning are complex, then it may also be appropriate to open a CAF to enable multi agency assessment and support.

If a child is identified as having a learning difficulty (see definition in Introduction) or disability, then a meeting will be held with the SENCo, teacher and parents to create a "My Support Plan". This will outline outcomes to be achieved for the child (for example "to improve my language and speech sound") and a plan of support to be put in place.

This may include access to specific evidence based interventions or access to pastoral support within school. It may also involve a referral to specialists such as the Educational Psychologist, Speech and Language or Behaviour Support Services. With their help, strategies which are additional to or different from those already available within class can be included within the child's "My Support Plan".

Pupils at Amesbury CE Primary School will only be identified as having SEN if they fail to make adequate progress despite having Wave 2 intervention and good quality personalised teaching.

Where a child fails to make progress despite Wave 2 interventions, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- makes little or no progress even when teaching approaches are targeted to their particular needs
- shows signs of difficulty in developing skills in literacy or numeracy
- shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches used in School
- has physical or sensory problems and despite specialist equipment still makes little or no progress
- has communication and/or interaction difficulties which lead to them making little or no progress

Support at this level includes interventions that are on-going, differentiated tasks. Additional resources may be provided. These might include coloured overlays and enlarged worksheets may be used.

Support at this stage would involve us in contacting external support services provided by the LA and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. We will ensure that parental consent is sought before any outside agencies are involved.

Support will be planned in all classes for children needing School Support or SEND Support. Pupils, parents and school staff will be involved in producing a One Page Profile, detailing information about the pupil including what they enjoy, what they find difficult, and what helps them.

Review Meetings

My Support Plans will be reviewed three times a year by the class teacher, child and parents to ensure that the outcomes and provision match the child's needs. The provision will demonstrate a graduated approach and an evaluation of what is working well and what needs to be changed.

If a child is not making adequate progress towards the identified outcomes, despite tailored support, the SENCO will ask for parental permission for further assessment and support from outside agencies. If it is felt that the provision needed to meet the child's needs is above 15 hours of support, the school and/or parents may wish to make a request for an Education, Health and Care plan (EHCP), referred to as a "My Plan" in Wiltshire.

All Individual targets are reviewed and updated on a regular basis by the class teacher and TA, with more formal reviews taking place in Terms 2, 4 and 6 between the SENCo, class teacher and TA. Targets set in Term 6 will run until the end of Term 1, when a review will take place with their new class teacher, and new targets will be set for the following term. Targets will be discussed and agreed with children and parents.

Parents will be kept informed of their children's progress and be involved in the setting of targets and interventions at Parent/Teacher meetings in terms 1/2 and 3/4.

Parents are encouraged to make any comments on the targets set. They may also request a meeting to discuss these in more detail with the child's teacher and/or SENCo by appointment at any other time.

Education, Health and Care plans (EHCP) (replacing Statements of SEN)

From September 2014, our school adopted a new national statutory assessment process, known as My Plans (EHCP) , Statements of SEN are being replaced with Education, Health and Care Plans to ensure a multi-agency approach to meeting a child's needs, with a 'child-centred and outcome focused' approach.

If concerns remain, despite a graduated approach at SEN Support level, a request can be made for consideration of an EHC Plan for a child, called a "My Plan" in Wiltshire. The My Plan is similar to the My Support Plan in layout, but the My Plan is a statutory document that must be reviewed annually through an Annual Review meeting. It also gives schools "top up funding" to provide support above that available at "My Support Plan" level. Currently in our school, this funding is

predominantly used to fund the Nurture Centre. Once a request is made, an SEND Lead Worker will be assigned to the family. The SEND Lead Worker will organise a multi-agency meeting, usually within school, to review the current My Support Plan and evidence already gathered. If a request for assessment is approved, the SEND Lead Worker will organise a plan drafting meeting, with the draft My Plan (EHC Plan) sent to the SEN Panel. The SEN Panel will decide whether the child's needs meet the criteria to issue a statutory My Plan (EHC Plan). The process takes 20 weeks.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have a Statement or EHC Plan when they start at Amesbury CE Primary School.

Changing a Statement of SEN in to an EHC Plan (My Plan)

Over a three year period, all Statements will be converted into an Education, Health and Care Plan (My Plan) following an Annual Review. Each child is assigned an SEND Lead Worker, who is responsible for contacting schools and parents to let them know when this will happen.

Date produced: November 2016

Date of review: November 2017

Agreed by the governing body

Signed **Date**