

Archbishop Courtenay Primary School –  
In collaboration with The Diocese of Canterbury Academies Trust

## SEND Policy

### Introduction

This policy document is a statement of our aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities at Archbishop Courtenay Primary School. The named Inclusion Manager and SEN Governor ensure that the Archbishop Courtenay SEND policy works within the guidelines of the new Code of Practise 2014.

### Principles

At Archbishop Courtenay Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every single member of our community is valued and respected. Our broad, balanced and creative curriculum provides opportunities for everyone to succeed and achieve.

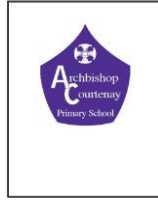
Our guiding principle is one of inclusion. It is our aim to identify and break down possible barriers to learning.

It is the responsibility of every teacher to meet the needs of all children in their class, through classroom organisation, teaching materials, teaching styles and differentiation. However, if the pupil does not make adequate progress even after their identified area of need is targeted, then that pupil may be identified as having special educational needs.

The provision for pupils with special educational needs is the concern of the whole school and part of the continuous cycle of assessment and review.

### Objectives

- All staff members seek to identify the needs of pupils with SEND as early as possible.
- The progress of all pupils is monitored on a regular basis and this aids the identification of pupils with SEND. Continuous monitoring helps to ensure that all children reach their potential.



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- The school will make appropriate provision to ensure that all pupils with SEN have full access to the National Curriculum. This provision will be regularly monitored during SEN meetings between the school Inclusion Manager and class teachers.
- The school will work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in understanding SEND procedures.
- The school will work with outside agencies when the pupil's needs cannot be met by the school alone. Some of these services include Specialist Teaching Service, Educational Psychology Service, Speech and Language Therapists, Occupational Therapists and Early Help.
- The school will create an environment where pupils contribute to their own learning. This means encouraging relationships with adults in school so that pupils feel safe to voice their opinions.

### **The Roles of those Co-ordinating SEND Provision**

#### **The Head Teacher**

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher keeps the Governing Body fully informed and also works closely with the school's SEND Co-ordinator.

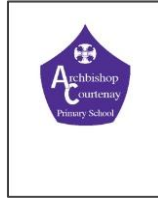
#### **The School Staff**

All teachers are teachers of pupils with SEND and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND. All staff have complete and up to date information about all pupils with SEND and are aware of their requirements.

#### **The Inclusion Manager**

The school Inclusion Manager is Miss Wendy Robinson. She works closely with the Head Teacher, and is closely involved in both the strategic development and the day to day operation of the SEND policy and provision.

Her responsibilities include:



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- Co-ordinating provision for pupils with special educational needs and Disabilities.
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Liaising with parents of pupils with SEND
- Liaising with the F.L.O. and E.W.O.
- Working with Secondary School SENCOs, Educational Psychologists, Specialist Teachers, the School Nurse, Speech and Language Therapists, and other professionals.
- Overseeing the school SEND register.

### **Admissions**

The school caters for the full ability range and the presence or absence of a special educational need or disability is not a factor in the selection of pupils. The Governing Body uses the LEA admissions criteria.

- Parents may apply directly to the Head Teacher. In all cases, pupils and their parents are invited to view the school and discuss matters with the Head Teacher or Deputy Head.
- Medical needs are met in accordance with medical advice. This includes medication, managing medical conditions and carrying out procedures as required by the pupil's doctor and parents.
- The Inclusion Manager, together with the F.L.O. is responsible for Looked After Children and is responsible for the production and on-going evaluation of a Long-term Education Plan in conjunction with Social Services.
- The Education Act of 1996 states that if a parent wishes to have his/ her child educated in a mainstream school, the LEA must provide a place unless this is incompatible with the efficient education of other children and that there are no reasonable steps that can be taken to prevent that incompatibility.
- The school operates an equal opportunities policy and pupils with special educational needs and disabilities are afforded the same rights as others.

### **Specialist provision**

Our Inclusion Manager is a qualified teacher with experience and a special interest in SEND. She has completed the SENCO Induction training and regularly attends courses relevant to the school's needs. The school seeks specialist SEN provision and training where necessary.

### **Special facilities**

The school welcomes applications for admission from the parents of all pupils. The new school building has a fully functioning lift and wheel chair access.



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### **Allocation of resources**

The MAT provides the school with a certain amount in its school budget towards meeting pupils' SEND. In addition, the school plans and provides for pupils with SEND from their main budget. The costs of the Inclusion Manager are set against the core or base budget of the school.

The school spends this money on:

- Teaching assistants
- Training for all teachers and TAs so they can meet pupil's needs more effectively.
- SEND Resources

The details of how individual pupils receive support are recorded on Class Provision Maps.

The school may receive additional funding for pupils with an Education, Health and Care plan.

### **Identification of pupils needs**

#### **A graduated approach:**

#### **Quality first teaching**

Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored. Once a pupil has been identified as possibly having SEN they will be closely monitored. The child's class teacher will take steps to provide differentiated learning opportunities which will aid the pupil's progression. The Inclusion Manager will be consulted for support and may observe the child in class and speak with parents. Parents are encouraged to share information and work with the school. The child is recorded as being monitored by the school.

#### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be advised of this and the pupil will be added to the school SEN register. The aim of naming a child on the SEN register is to ensure that effective provision is put in place. The support put in place comes as a four part process:

Assess

Plan

Do

Review



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### **Assess**

This involves clearly looking at a pupils needs using class teacher assessment and experience of working with the pupil, details of previous progress as well as views of parents.

### **Plan**

Planning involves consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required. A clear picture of the impact that is expected and a clear date for review will be set. All those working with the pupil will be informed of their individual needs.

### **Do**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where intervention may involve teaching away from the main class teacher. Support with further assessment of the pupils strengths and weaknesses will be provided by the Inclusion Manager.

### **Review**

Reviews of a child's progress will be made on a regular basis. The review process will evaluate the impact and quality of support and interventions. It will also take into account the views of the pupil and where necessary the parents. The class teacher and Inclusion Manager will revise the support needed based on the pupils progress and development making any necessary amendments going forward.

### **Education, Health and Care Plans**

If a child has significant difficulties then they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the complexity of need of a child is such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

Parents

Teachers

Inclusion Manager

Health professionals



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Information will be gathered relating to the current provision provided, actions that have been taken and the outcomes of any targets that have been set. A decision is made by a group of people from education, health and social care about whether a child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment.

### **Arrangements for Access and Inclusion**

The Head Teacher and Inclusion Manager oversee the schools policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes any learning outside of the classroom. The school will seek advice, as appropriate, around individual pupils.

### **Success Criteria**

In order to make consistent continuous progress in relation to the SEND provision the school encourages feedback from staff, parents, and pupils throughout the year. Pupil progress is monitored on a termly basis through pupil progress meetings, SEND meetings and the school review meeting.

Any SEND provision is recorded on a provision map which is regularly assessed and updated. Interventions are also monitored and evaluated on a termly basis.

### **Complaint Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak with the Head Teacher or Inclusion Manager. They will be able to give advice on formal procedures for complaint.

### **Staff Training in relation to SEN**

We aim to keep all school staff up to date with relevant training and developments in relation to SEND. The school Inclusion Manager attends relevant SEN courses, AEN updates and regular LIFT meetings. School training is matched to both the needs of pupils and school development priorities.

### **External Support Services**

Archbishop Courtenay Primary school and the Inclusion Manager continue to make it a high priority to build strong working relationships and links with external agencies in order to fully support pupils.



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In September 2015, the Place2Be will begin working at Archbishop Courtenay for two days per week. The Place2Be will provide a school-based emotional and therapeutic mental health service for children that are referred by the school. The aim of this service aims to provide early intervention which can often mean that children are less likely to suffer with mental health issues later on in their lives. Through the work of the Place2Be it is the aim that children and the school will become happier and healthier.

### **The Role of Parents of Pupils with SEN**

Archbishop Courtenay Primary School believe that a close working relationship with parents is vital in order to ensure early identification and assessment of SEN and in order to set up appropriate intervention and provision. The Inclusion Manager offers an open door policy and is happy to meet with parents to discuss their child and issues relating to SEN.

If assessment indicates that a pupil has additional learning needs then parents will always be consulted. Parents are invited to attend any SEN meetings with outside agencies regarding their child and will always be kept up to date with any actions which are drawn up in relation to the provision they receive.

Pupils will always be encouraged to participate in personal decision- making processes.

### **Links with Other Schools**

Contact is made with SEN staff from local schools at local LIFT meetings. Support is given and best practice shared. Archbishop Courtenay school work closely with both St Michaels Infant and Junior school and good practise is shared between the schools.

### **Links with Other Agencies**

Our Inclusion Manager and Family Liaison Officer are in close contact with health workers, the Education Psychology Service, Speech and Language service and Specialist Teaching and Learning Service. Other agencies can also be accessed through Early Help.