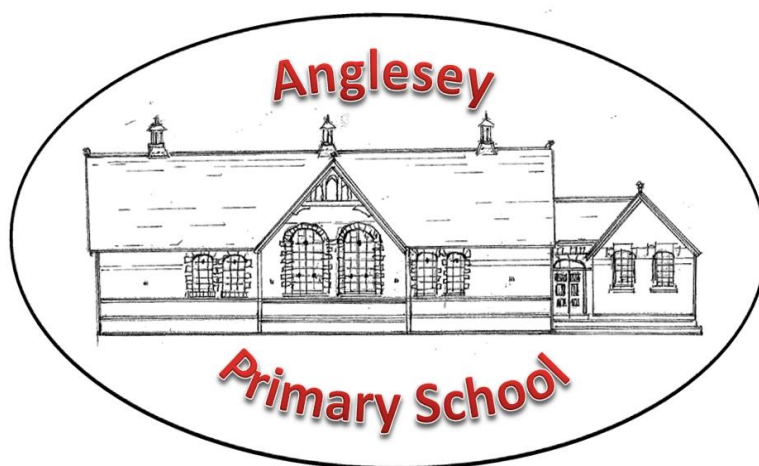


# Anglesey Primary School



## Special Educational Needs and Disability Policy

Linked Policies: Teaching & Learning, EYFS, Admission,

### Curriculum Statement

Anglesey Primary School is a vibrant and nurturing school community, where children are given the skills to become inquisitive, resilient and independent learners. Our curriculum provides a range of

creative and inspiring experiences for all. This equips our children with the life skills to be happy, to flourish and to be successful...

Today, tomorrow and in the future.

Our Curriculum statement underpins our approach to SEND (Special Educational Needs/Disabilities) which successfully includes:

- Lesson preparation and planning to consider needs or abilities of pupils
- All staff are teachers of pupils with SEND
- Pupils resourced appropriately to their needs or abilities
- Robust safeguarding

### Aims

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership;
- To make clear the expectations of all partners in the process;
- To ensure a high level of staff expertise to meet pupils' needs, through well targeted continuing professional development and an informative pupil progress system;
- To ensure full inclusion and support for pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals;
- Through reasonable adjustments enable all pupils to have full access to all elements of the school curriculum;
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting needs.

### Implementation

The school follows the Graduated response in line with the Code of Practice January 2015 and completing the school SEND referral form. If a pupil is identified as having Special Educational Need/Disability, then the school will take the following steps to remove any barriers to learning.

Class teachers have responsibility to ensure that all pupils are supported within lessons using a variety of teaching and learning strategies appropriate to their needs. To ensure this in the first term pupils are assessed on whether the pupil is on Pre-Key Skills or working within their year group for Reading, Writing, Mathematics and Speaking and Listening. This means that activities are planned according to the level the pupil is working at, constantly considering the current position using the **Assess, Plan, Do, Review cycle**.

#### Step 1:- Individual Target Plan

An Individual Target Plan will be developed and delivered through Quality First Teaching in the classroom.

This means:

- that all teaching is based on building on what the pupil already knows, can do and can understand.
- different ways of teaching are in place so that the pupil is fully involved in learning in class. This may involve things like using more practical learning, adapting their physical environment, providing appropriate/specific resources, making changes to teaching styles or varying the level of adult support.
- specific strategies (which may be suggested by the SENCO or advisory staff) are in place to support pupil's learning.
- appropriate differentiation of the curriculum will be put into place.
- the class teacher will continue to check progress and will decide whether this is sufficient to enable every pupil (including those deemed at risk of underachievement) to make progress.

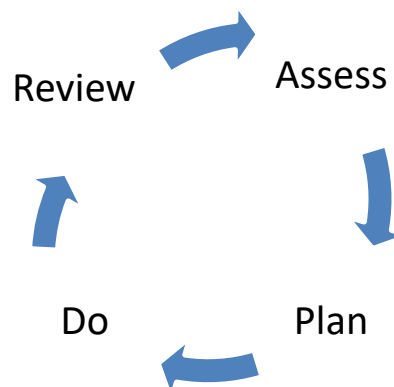
**Step 2:- Individual Target Plan plus Targeted Support**

An Individual Target Plan with additional support will be developed and delivered through Quality First Teaching in the classroom along with the addition of evidence-based support and interventions, based on the pupil's area of need/disability. This will be recorded in the SEND class folder as intervention, target and which adult will carry out the intervention and reviewed on a half-termly basis.

**Step 3:- Individual Target Plan plus Specialist Support**

An Individual Target Plan with Specialist Support will be developed and delivered through Quality First Teaching in the classroom along with the addition of evidence-based support and interventions. This will come from the pupil's area of need/disability, and include the involvement of specialists from outside agencies. The appropriate agencies would be asked to work with, assess and report back to the parents, child and staff at a review meeting

The Assess, Plan, Do, Review cycle continues throughout all of these steps.



Each year group has a SEND Rep who meet half-termly to review SEND progress within the year group and share effectiveness of planning/interventions.

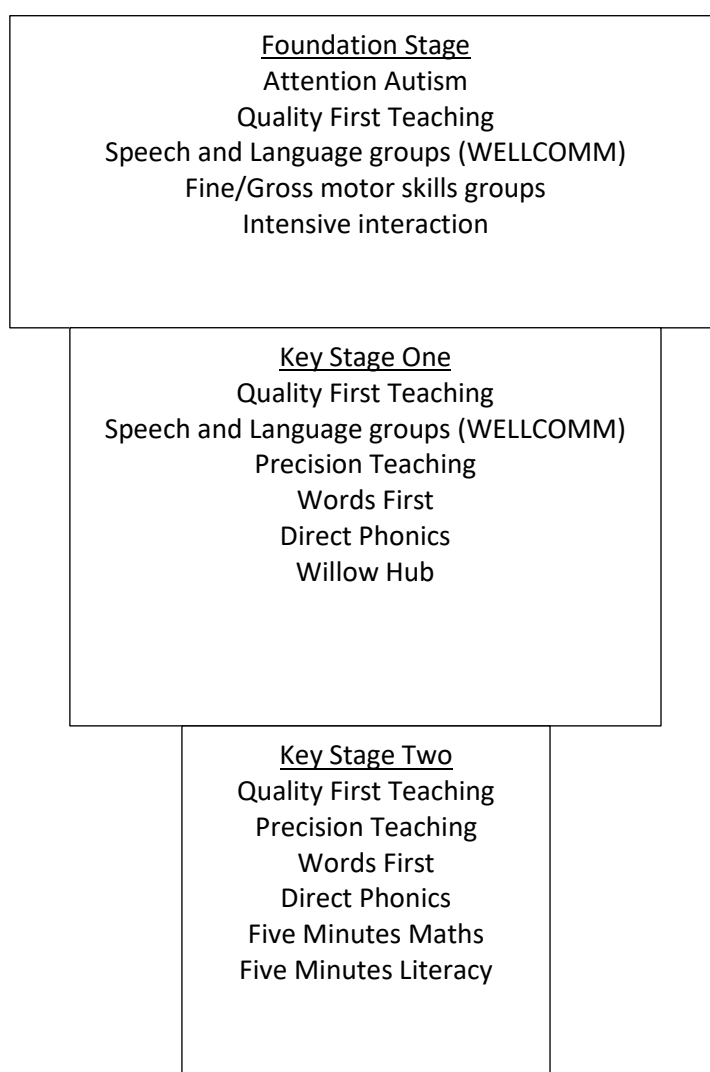
If a child on the SEND register, despite a high level of quality first teaching and intervention, is not making good progress, then other advice from external agencies may be sought. The graduated

response allows us to see the SEND register as a continuum within which a child may move in either direction.

Our school works with a range of external agencies who can provide specialist support where needed. In all cases, we have a named professional who we can call on. This support can take the form of a visit to school (including possible observations of the child, discussion with staff and meetings with parents), email or by telephone, as well as training for staff where required. These referrals are always made, via the SENDCo, following discussions with staff and parents, and only with full parental involvement and consent.

### Provision

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the Headteacher, the SENDCO, SEND team, teachers and all other members of staff have important day-to-day responsibilities. Our provision from the Foundation Stage to Key Stage Two is set out below:



## Data

The implementation of quality teaching and learning for our SEND pupils reflects in our Year six data for SEND pupils over the past three years as progress continues to improve (Average Scale Score). There is no data for 2020 and 2021 due to the Coronavirus pandemic.

|             | 2017 | 2018 | 2019 |
|-------------|------|------|------|
| SEN EHCPs   | +0.5 | +2.1 | -0.3 |
| SEN Support | -1.3 | -0.8 | +4.6 |

## Roles and Responsibilities

### The Governing Body

The Governors are committed to providing a high quality SEND support, within both teaching and non-teaching, as needs and budget dictate. The Governors review this policy annually and consider any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full Governing Body.

The named Governor with responsibility for SEND throughout the school is Mr Woolley.

### Headteacher

The headteacher will work with the SENDCo and SEND governor to develop plans and strategies for the assessment and provision in the school. Mr Doddridge will also ensure the SENDCo receives necessary training, professional development and resources to support their role.

### SENDCo

The SENDCo is Jessica Francis her responsibilities include:

- Working with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school;
- Co-ordinating provision for children with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer;
- Monitoring quality first teaching and access to the curriculum;

- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND;
- Monitoring the progress of children on the SEND data base through regular observations

### Training

Training is constantly under review and all staff are actively encouraged to take up training in order to raise expertise across the school.

### Statutory Assessment

The great majority of children will have their needs met through Quality First Teaching and either targeted or specialist support through Individual Target Plans. Where a child is not making progress, despite these interventions, then the school will consult with parents and other professional involved. Following this there will be the request for a Support plan or a statutory assessment by the LA (Local Authority). If, after considering all the information, the LA agree to the request they will then draw up a draft Education, Health and Care Plan, and consult at length with parents and appropriate professionals on this plan.

### Exceptions

Pupils who possess an immediate need which is either medical, social, or due to recent arrival from another school, will be assessed and an appropriate step of Individual Target Plan written in consultation with parents.

### Parental involvement

Parents have a vital role to play in supporting their children's education. Working in partnership with parents is the key to effective support. Parents are consulted with and kept informed of their child's progress and it is vital that they attend regular review meetings.

### Partnership with other agencies

We have regular contact with a number of support agencies and professionals.

|                                   |  |
|-----------------------------------|--|
| Pupil School Support (PSS)        | Supports children who are working below the levels expected for their age.   |
| Educational Psychology (EP)       | Supporting children who have social, mental or emotional needs, or other complex needs.                                  |
| Communication & Autism Team (CAT) | Children or young people who are being assessed for or already have a diagnosis of Autism or communication difficulties. |

|  |  |
|--|--|
| Speech & Language Therapy Service (SALT) | Supporting children with a high level of speech and language difficulties.                 |
| Forward Thinking Birmingham (FTB)        | Supporting children with emotional, social or mental health difficulties.                  |
| School Nurse                             | Supporting children with medical needs, including where medication is needed.              |
| Occupational Therapy                     | Children or young people with physical difficulties that require regular exercise.         |
| Physiotherapy Service                    | Children with physical difficulties which impact on their access in to the school setting. |
| LACES                                    | The Virtual School for Looked After Children.  |

Other support services or professionals visit school as and when the need of the pupil dictates. These include the Clinical Psychologist, City of Birmingham School and the Malachi Trust.

Parents are also offered the opportunity to have a member of the SEND Team accompany them on visits to other schools or to medical appointments. For these occasions a translator would also be provided if it would improve the quality of the consultation with parents.

### Admissions

We are able to admit pupils with a wide variety of Special Educational Needs, in line with the school's admissions policy, and take full regard of the Equality Act 2010.

### Policy Review

This policy is to be reviewed annually and updated to take account of any changes in the Code of Practice or issues regarding staffing.

Updated September 2021, in line with the Code of Practice (January 2015)