Blue Sky Federation

Blue Sky Federation SEND Policy

1. Aims and Objectives

The Blue Sky Federation aims to provide all pupils regardless of age, gender, background or disability access to a broad and balanced curriculum which provides the opportunity for all children to reach high levels of achievement.

We aim to meet individual needs through:

- High quality first teaching
- Effective and differentiated target setting
- Close working relationships with pupils, parents and carers
- Co-operative and productive working with the Aylsham Cluster, Cromer Cluster, Local Authority and other outside agencies.

At both schools we recognise that individual pupil needs vary greatly and through a personalised approach we aim to enable all SEND pupils to reach their full potential and be fully included in our school communities. We recognise that a significant proportion of pupils will have a special educational need and/or disability at some time in their school career. Many of these pupils will require help through their time at school, while others may need a little extra support through an intervention to help them overcome more temporary needs.

1.1 Objectives

- To ensure that all children receive appropriate educational provision through a broad and balanced curriculum that is accessible, relevant and differentiated, and that demonstrates coherence and progression in learning
- To enable every pupil to experience success
- To create an environment that is designed to meet the needs of all pupils with SEND and to ensure that the management and deployment of resources is carefully planned and reviewed in order to meet those needs
- To ensure that the needs of SEND children are identified early, assessed, provided for and regularly reviewed (following the 'assess, plan , do, review' process highlighted in the SEND Code of Practice 2015)
- To work in partnerships with parents and carers to enable them to have a voice in the provision for their child
- To actively seek the views of the pupil and ensure they have a voice in the support they receive
- To work collaboratively with other professionals and support services to ensure a multi-professional approach to meeting the needs of vulnerable pupils
- To promote children's self-esteem and well-being and to support them to form and maintain positive relationships

Blue Sky Federation

Definition of SEND (Special Educational Needs and Disability)

2. Definition of Special Educational Needs

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." SEND Code of Practice 2015

"Schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them."

The Equality Act 2010 definition of a disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities."

3. Identification, Assessment and Monitoring

EYFS pupils are assessed using the Two Year Old Progress Check and again on entry to Reception using the EYFS baseline assessment. These assessments help us to identify any additional needs as early as possible. The reception teachers work closely with our on-site pre-school settings, with our local feeder pre-school settings, and with our Local Authority EYFS SEND advisor, to gather information that helps to identify individual needs at an early stage.

All Pupils' needs are identified as early as possible through:

- Termly pupil progress meetings, during which spelling and reading ages, pupil asset data, phonic assessments and other classroom based assessments are used to track individual pupil progress
- Class teacher observations
- Following up parental concerns
- Information from previous schools
- Information from other professional agencies
- Our SEND consultant assessments or other individual assessments from outside professionals

Where a difficulty in learning is identified class teachers, with the support of the Special Educational Needs Co-Ordinator (SENCO), will make reasonable adjustments for that child in order to ensure they can reach their full potential. At this stage children are included on the school's provision map and progress is monitored by the class teacher and SENCO. Parents and Carers will be informed and, where appropriate, a learning support plan will be implemented and regularly reviewed with input from the SENCO, class teacher, pupil and parents/carers. Reasonable adjustments at this stage may include:

- Individual differentiation
- Small group interventions
- Additional adult support
- Access to additional learning resources in the classroom

All interventions and reasonable adjustments follow the 'assess, plan, do, review' cycle as detailed in the SEND Code of Practice 2015.

Where pupils' needs require interventions 'additional to' or 'different from' the high quality teaching, differentiation and curriculum on offer to all pupils, additional SEND support will be offered. At this stage a child may have a Special Educational Need as identified by the SEND Code of Practice 2015; they will receive a SEND Support Plan which will be written collaboratively with parents/carers and the pupil themselves and they may be included on the school's SEND Central Record. Pupils are included on the Central Record if they have been identified as having a Special Educational Need or Disability; children with medical needs and vulnerable pupils are also included on the Central Record. Based on their primary barrier to learning children will be identified under one of the following categories of need: communication and interaction, cognition and learning, physical and/or sensory needs, or Social, mental and/or emotional health.

The Central Record is updated regularly and pupils may be removed from the Central Record at any time as their needs change or develop.

SEND Support Plans

SEND Support Plans are a planning, teaching and reviewing tool enabling us to focus on particular areas for development. They are a working document which can be amended at any time and which is reviewed regularly. They will identify targets for the child and detail how these targets may be achieved. They will be shared with the child, parents/carers and all relevant adults within the schools.

Pupil Profiles

Pupils receiving SEND support will have a pupil profile completed by the pupil, parents/carers and relevant staff members. These will be updated on a termly basis and should be used to inform SEND Support Plans and transitions. They will be shared with the pupil, parents/carers and relevant staff members.

Involvement of Outside Agencies

The schools may seek permission from parents/carers and pupils to involve specialists when they feel it is necessary. This may be at the identification stages or it may be later during SEND Support. The schools will share findings with parents/carers at every stage.

Education, Health & Care Plans

Where purposeful and relevant action taken by the school has not been successful in enabling a child to make expected progress it may be appropriate to apply for an Educational, Health & Care Plan. All pupils with an Education, Health & Care Plan or Statement of Educational Needs (pre September 2014) will have an Annual Review Meeting where all relevant professionals, parents/carers and the pupil will be invited to attend and/or contribute.

4. Roles and responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the Federation as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational need and for following the school's procedures for identifying, assessing and making provision to meet those needs. The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The Governing Body (SEN Governor) will ensure that:

• SEND provision is an integral part of the School Improvement Plan

• the necessary provision is made for any pupil with SEND

• they have regard to the requirements of the SEND Code of Practice (2015)

• they are fully informed about SEND issues

• they set up appropriate staffing and funding arrangements, and oversee the schools' work for pupils with SEND

• the quality of SEND provision is regularly monitored.

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

• overseeing the day-to-day operation of the schools' SEND policy

• co-ordinating provision for children with SEND

• liaising with and advising staff members on their SEND support provision

• supporting staff to identify pupils with SEND

• supporting class teachers in devising strategies, drawing up support plans and setting targets appropriate to the needs of the pupils. Advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and adults in the classroom

• assisting in the monitoring and evaluation of progress of pupils with SEND

• liaising closely with parents/carers of pupils with SEND

• liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers

• maintaining the school's SEND central record and provision maps

• contributing to the training of staff; keeping up to date with changes in local and national procedures

• liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

• working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

• regularly attending local network meetings

Class teachers are responsible for:

• including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum

• ensuring that they access all available information and support to enable them to make appropriate educational provision for SEND pupils

• working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of SEND pupils

• Ensuring effective deployment of resources – including teaching assistant support – to maximise outcomes for all SEND pupils

5. Children with Disabilities

The Blue Sky Federation is committed to developing every child's potential irrespective of any disability they have. We welcome visits to the schools from any prospective children and parents, and feel this is especially important for children with disabilities so we can plan to meet their needs and make any necessary reasonable adjustments to the school.

6. Transition

We understand the importance of positive transitions for pupils during their school career. These transitions may include moving to a new class, having a new teacher or moving to a new school. Support for pupils with SEND at this time will be carefully planned in collaboration with the next phase provider, parents and appropriate staff across the Federation.

Blue Sky
Federation

7. Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their pupil's class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a formal complaint parents/carers are advised to contact the Headteacher, or the SEN Governor if they prefer. The Norfolk SEND Partnership Service is available to offer advice.

Please see our SEND Information Report for contact names and links to the Norfolk SEND Partnership Service.

Relation to other policies

This document should be read in conjunction with our policies on teaching and learning, assessment, behaviour, equality, and medical needs. These policies alongside our accessibility plan are available on the Federation's website.

Documents to be read in conjunction with this policy

Special Educational Needs and Disability Code of Practice 2015

Equality Act 2010

Supporting pupils at school with medical conditions 2014

Date written: September 2017

Review: September 2019

Agreed by: A. Hamilton, E Sacre & Gill Leah

Agreed by Governors: September 2017

Signed by Chair of Governors *John Longhurst*

Signed by Headteacher *Angie Hamilton* *29.02.17*