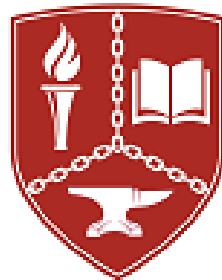


# Colley Lane Primary Academy

*"Never settle for less than your best"*



Subject: SEN Policy (Special Education Needs & Disability)

Issue Date: October 2022

## Safeguarding Statement

At Colley Lane Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Colley Lane Primary Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## **Special Educational Needs Policy Statement**

Colley Lane Primary Academy is a two/three form entry, mainstream community school with classes from Nursery to Year 6. It is a caring, multicultural primary school with happy pupils and an enthusiastic and committed staff. The school is resourced for learning and teaching in the 21st century. We are committed to safeguarding and promoting the welfare of children and know that all staff share this view. We provide a fully inclusive main stream primary provision, our aim is to help children aspire and achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identify, physical ability or educational needs. Colley Lane Primary Academy provides high quality teaching, which encompasses a nurturing, holistic view of the child and enables all pupils to develop positive and enduring attitudes to learning.

The aim of our SEND provision is to ensure that children will have access to a curriculum and resources that will help them to progress at their own pace and ability in order to achieve their maximum potential. SEND in this school is the shared responsibility of parents/carers, the school and local agencies. We aim to work collaboratively in order to get the best for all of our pupils and ensure that individual needs are recognised and met in a timely manner.

Teachers set suitable learning challenges to meet the diverse needs of pupils and respond to their individual needs. We recognise that some children have additional needs and disabilities that could create barriers to their progress. These factors could apply throughout, or at any time during, their time at school. Teachers take account of these needs and make provision to support these pupils to enable them to participate effectively in school life.

### **Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Aims & Objectives**

To facilitate all pupils achieving their potential we aim to:

- Promptly identify pupils with SEND and their needs.

- Make appropriate provision to overcome barriers to learning and access to the national curriculum.
- Monitor the progress of all pupils and respond accordingly.
- Have clear procedures to implement the graduated approach of Assess-Plan-Do-Review effectively and ensure all staff are aware of their responsibilities within that process.
- Work collaboratively with external agencies to effectively meet the specific needs our pupils may have.
- Involve parents and pupils in decisions made about provision and provide clear communication about progress and changes to provision which arise from the review process.

### **Identification of SEND**

High quality teaching in the classroom with peers should enable pupils to make the required progress in their learning and development.

Teachers may identify concerns about possible SEND at any time. Key points will be on entry to school or transition to a new phase as well as assessment reviews.

Pupil's needs are not confined to academic progress and can be within any one of the following 4 areas:

- COGNITION AND LEARNING
- COMMUNICATION AND LANGUAGE
- SOCIAL AND EMOTIONAL DEVELOPMENT
- PHYSICAL OR SENSORY

### **Provision to Meet Pupil's Needs**

The provision to meet pupil needs will begin with Quality First Teach in the classroom. The needs of most pupils can be met by high standards of teaching across a broad curriculum which is personalised, where necessary, by differentiation, responsive teaching and in class support as required.

Where pupils need additional, often short term input this can be met via booster groups or in-school interventions. If pupils require support beyond this then the advice of external agencies will often be sought.

### **Monitoring Provision**

Termly monitoring of progress enables any concerns to be identified and can be the basis for identifying if strategies to close academic gaps in attainment are effective. This will be formally analysed and discussed in Pupil Progress Meetings.

Pupils who have identified needs will have an Individual Provision Map (IPM). This will cover 2 terms and will identify targets which are being worked on. These will be shared with pupils and parents and will be reviewed termly. Where external agencies are involved they will also follow a programme of reviewing pupil progress which will be shared with teachers and parents.

Pupils who have Education Health and Care Plan's (EHCPs) will have annual reviews, which teachers and parents will be involved in. They will also have IPMs which will identify key focus areas. These will also be reviewed termly by teachers.

### **The Review Cycle and Staff Roles**

The monitoring provision is a key part of the SEN Graduated Approach which is a cycle of Assess-Plan-Do-Review. The SEN team support teachers to Assess pupils needs, Plan the provision that will be made, Deliver that plan effectively and then review it and adapt the plan accordingly. Teachers are responsible for liaising with other staff who may be involved in the provision and ensuring that work in and out the classroom is complementary and cohesive.

The SEN Team consists of:

**SENCo, Mrs Shuker** – An experienced, qualified SENCo who is also a Reading Recovery specialist.

Assistant Headteacher, **Mrs Williams**

The SEN Team supports the Headteacher, **Mr Simpson**, and SEN LAB member **Mrs Moskot-Brettell** in determining the strategic development of SEND policy and provision as well as having day to day responsibility for liaising with staff, parents and external agencies to coordinate the provision of SEND support.

### **Work Collaboratively with External Agencies**

The knowledge of specialists is invaluable in supporting pupils in school and we work very closely with the following services:

- Autism Outreach Service (AOS)
- Child and Adolescent Mental Health Service (CAMHS) [GP Referral]
- Educational Psychologist Service (EPE)
- Hearing Impairment Service (HIS)
- Learning Support Service (LSS)
- Phase Trust (Mental Health Support)
- Reflexions Counselling Service
- Physical Impairment and Medical Inclusion Service (PIMIS)
- School Nurse
- Speech and Language Therapy (SALT)

- Visual Impairment Service (VIS)

These services work with individual pupils on a referral basis and will require parental consent.

### **Parents and Pupils**

Parents will be informed at parents meetings of any concerns about their child's progress and possible barriers such as SEND will form part of that discussion. When additional provision may be identified for a child, the pupil's view and that of the parents will be sought. Referral to an external agency will always require parental consent.

Parents will be kept informed of the targets, provision or progress of their child as appropriate at least termly in addition to meetings with or reports from any external agencies who are involved. The timings of that will depend upon the systems of the agency involved.

If pupils have Education Health and Care Plans parents will be fully involved in discussions leading up to a plan being recommended and all annual reviews following a plan being implemented.

### **Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report