



## SEND POLICY - SCOTHOLME PRIMARY SCHOOL

### AIMS AND OBJECTIVES

Scotholme Primary School is a mainstream school, which makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements, (SEND Code of Practice 2014, Equality Act 2010).

At Scotholme Primary and Nursery school, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils - whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

"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 has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

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 includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

This policy also has regard to statutory guidance re supporting pupils with medical conditions (DfE 2014).



## IDENTIFICATION AND ASSESSMENT OF SEN

- If a teacher has concerns about a child in their class they will speak to the parents, previous teacher and or the SENCO to ascertain if there have been any previous concerns or any reason why the child may not be performing as expected.
- All children at Scotholme have their progress carefully monitored by the class teacher and by the senior leadership team, termly. Discussions will take place about why a child has not made progress and interventions will be put in place to support learning if necessary. If following intervention, no progress has been made then further assessment may take place.
- The SENCO will be consulted and a meeting will be arranged with her and the parents if necessary.
- If any parent has concerns that their child may have additional needs then they should contact the class teacher and/or the SENCO
- If necessary, some assessment or observations may be carried out either by school staff or by other services eg. Educational Psychology, Speech Therapy, Learning Support or the Autism Team. This will only be done with parents' written consent.
- Additional support will be put in place if deemed necessary.



## PROVISION

- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum. The emphasis at Scottholme is on high quality, inclusive teaching.
- We believe that high expectations are key to securing progress.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We strive to make a clear distinction between "underachievement" -and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned interventions, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.
- The type and level of support offered will be decided by the class teacher and the SENCO.
- Parents will be informed at Parents evenings about any additional support that their child receives. Staff will take every opportunity to inform parents of how they can support the learning of the child at home.
- Some examples of interventions that the school offers are Interactive Music, Toe by Toe, TalkBoost, Intensive Interaction, Together Time, Precision Teaching, Confidence Building and Social Skills. We also have several staff who are proficient in the use of Makaton. The SEN staff also make use of iPads, Clicker 6, Talking Tins and other assistive technology.
- Each termly intervention follows the Assess, Plan, Do, Review cycle. This ensures that we are only using interventions with a proven success rate.
- Staff make use of signs and symbols in every class supporting the learning of hearing impaired and autistic children



- All interventions are recorded in and monitored through the Provision Map Writer Programme and are overseen by the SENCO.

## EFFECTIVENESS OF SEN PROVISION

- The effectiveness of provision is evaluated through the Provision Map Writer Programme, where progress is measured against targets set each term for each intervention.
- School data is analysed to ensure that children who receive SEN support are making suitable progress.

## SOCIAL AND EMOTIONAL WELL-BEING

- The social and emotional well-being of all children is extremely important at Scotholme, as we recognise that children may have difficulties learning if they are not happy.
- We believe that all children will be able to progress and achieve well at Scotholme, if they have positive relationships with the adults in school. This is the foundation of our whole school ethos.
- We have one trained counsellor working in school for a day a week. Parents will be asked to sign a permission slip and meet with the counsellor before their child is seen.
- The SENCO is a qualified Attachment Lead in Education
- Support is also accessed from the Child and Adolescents Mental Health Team (CAMHS), the Educational Psychology Service (EPS), the Behaviour Support Team, the Autism team and the Behaviour Emotional and Mental Health Team (BEMHs)
- Parents should inform the class teacher if they think that there is any issue that may affect their child's emotional well-being.
- All children, regardless of any extra needs, will be included in extra- curricular activities.



## TRAINING IN SEND

- All staff access training in the area of Special Educational Needs every year
- The SEN team members have additional training throughout the year. Areas which we have some staff trained in include: Attachment, Emotion Coaching, ADHD, Makaton, Use of Numicon, Intensive Interaction, Together Time work, use of Clicker 6, Supporting Children with Speech and Language Difficulties and Supporting Children with Emotional Difficulties etc.
- Two teachers have a Diploma in Teaching and Assisting Children with Specific Learning Difficulties (dyslexia).
- The school works closely with the support services who regularly deliver additional training to staff.

## INVOLVEMENT OF PARENTS

- If parents have any concerns about their child's progress, they should contact the class teacher and/or the SENCO. This can be done in person, via phone, email or Class Dojo.
- The school has termly parents' evenings to discuss a child's progress with their class teacher.
- Those children who have intervention from another external agency eg. The Autism Team, IES, Educational Psychologist etc. will be invited to reviews twice a year with the class teacher, SENCO and other support staff. Children will also get the opportunity to discuss their views and feelings at these meetings.
- We believe in the importance of involving parents in their child's education and value their input in these meetings.



## INVOLVEMENT OF PUPILS

- Scotholme has an ethos of involving children in every aspect of school life and listening to their contributions. We have active School and Eco Councils with class members from Year 1 upwards.
- Children who access SEN support are encouraged to be involved at every level.
- Those children who access support from an external agency are able to attend their review meetings and discuss their targets with parents and staff. Pupils should always be aware of their targets and how they are progressing.
- The views of children are also gathered in a general review of SEN support by the SENCO annually.

## TRANSITION

- The school supports pupils through every transition stage. Transition books are available for those children who need more support and extra visits are arranged when necessary. Staff from the Support Services work closely with children and parents to ensure a positive transition between schools.

## ACCESSIBILITY

- Unfortunately, not all parts of the school are wheelchair accessible. The internal stairs prevent access from the classroom areas to the hall and dining room.
- Disabled toilet facilities are available
- All internal steps have handrails
- The main entrance is ramped.
- Two entrances have graduated access.
- All new toilets and sinks have push handles.
- School alarms have both visual and auditory components.
- Details are available in the Accessibility Plan



## COMPLAINTS PROCEDURE

- Please contact the SENCO or Head Teacher if you have any concerns about the provision your child receives.
- The school's **Complaints Procedure** is set out in the MAT policy, copies of which are available from Reception and on the website. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school works within LA guidance and will make further information about this process available on request.
- The school will provide information about the **Ask U Service** to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice

## LOCAL OFFER

Nottingham City Schools Local Offer is accessible to all parents on

<http://fis.nottinghamcity.gov.uk>

The Nottingham City Schools Provision maps are available on this site and

Scotholme Primary School makes provision in line with the good practice described within this framework

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