



# Stroud Valley Community School

## Special Educational Needs and Disability (SEND) Policy

Stroud Valley Community Primary School  
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### SENCo Details

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A child or young person has Special Educational Needs and Disabilities (SEND) 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 or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Please see our SEND information report which outlines the specific provision available at Stroud Valley Community School and is available on the school website.

### Rationale

All the teachers in the school are teachers of children with Special Educational Needs. As such Stroud Valley Community School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

Stroud Valley Community School values the contribution that every child and young person makes and welcomes diversity of culture, religion and intellectual style. Stroud Valley seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected and equal members of our school.

## Aims

Through following the SEND code of practice (2015) we aim to enable pupils to reach their full potential, achieve their best, become confident individuals and help make a successful transition into adulthood all whilst being fully included within our school community.

## Objectives

1. To identify and provide for pupils who have special educational needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will ensure the SEND policy is implemented
5. To provide support and advice for all staff working with special educational needs pupils
6. To work in partnership with parents enabling them to make a positive and active contribution to the education of their child
7. To take the views of the child into account and involve them in their learning journey

## Identifying Special Educational Needs

The Code of Practice outlines 4 broad categories of need that all schools should plan for. Stroud Valley Community School uses the graduated approach and the Gloucestershire County Councils Intervention Guidance for Special Educational Needs and Disability to assess, plan, do and review.

### The 4 categories are:

<b><u>Communication and Interaction:</u></b> <ul style="list-style-type: none"><li>• Children with speech, language and communication needs (SLCN); children with ASD, including Asperger’s syndrome and Autism</li></ul>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<b><u>Cognition and Learning</u></b>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia (SpLD)</li><li>• Moderate learning difficulties (MLD)</li><li>• Severe learning difficulties (SLD)</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment (PMLD)</li></ul>
<b><u>Social, emotional and mental health difficulties</u></b>	<ul style="list-style-type: none"><li>• Children and young people may experience a wide range of social and emotional difficulties. These</li></ul>

	may include becoming withdrawn or isolated as well as displaying challenging and disruptive behaviours.
<b><u>Sensory and/or physical needs</u></b>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

At Stroud Valley Community Primary School, we will identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

There may be a range of factors and reasons that have an impact on the child's educational progress but are not due to a Special Educational Need or Disability. These could include:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### **A graduated approach to SEND support: Identification, Assessment, Provision and Review**

Stroud Valley Community School believe in Quality First teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching and adaptive teaching for individual pupils is the first step in responding to pupils who have or may have SEND. Children's progress is regularly reviewed and monitored.

At Stroud Valley Community School children are identified as having SEND through a variety of ways including the following:

- Liaison with pre-school setting or previous school
- Child performing significantly below age related expectations
- Concern has been raised by class teacher
- Concern has been raised by parent
- Liaison with external agencies eg, advisory teaching service

Stroud Valley Community Primary School follows a graduated approach: **Assess – Plan – Do - Review**

- **My Profile:** Pupil voice is very important to Stroud Valley Community Primary School. Some children (not necessarily children with SEND) will have a 'My Profile' which outlines the things that help and hinder the child.
- **My Plan:** All children on the SEND list at Stroud Valley will have a '**My Plan**' that will outline the child's needs (areas of concern), targets, outcomes (success criteria) and the strategies & provisions to be used to help achieve the outcomes. There may also be outside agencies working with the child, family and school.
- **My Plan+:** If a **My Plan** has been in place sometime and has been reviewed several times with limited progress being made a child may then be given a **My Plan+**. Outside agencies

will most likely be involved at this time.

- **EHCP (Education, Health and Care Plan):** A child would have been on a **My Plan+** and this would have been reviewed several times before an **EHCP** would be considered. The SENCo alongside parents may request additional support through an EHC plan to help meet the child's needs.

A child with SEND may not be on the school's SEND register for the whole of their time at Stroud Valley Community School. Through continual assessment and discussions with the child, parents and teacher, each stage of the child's SEND will always be discussed; including if they no longer need to be on the SEND register as their needs can be met without any additional or different to provision in the classroom.

### Monitoring and evaluation of SEND

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body reports annually to the parents upon the quality of education provided for, the achievements of pupils including those with SEND, successes and aspects for future development. The school employs a series of methods to gather data for analysis including:-

- Regular learning walks by the Head Teacher and middle leaders
- Moderation of pupils' work
- The views of parents and the pupils
- Maintenance of assessment records which illustrate progress over time

### Accessibility

At Stroud Valley Community School, we believe that all children are entitled to access a broad, balanced and relevant curriculum. All pupils with SEND are included within the school community. They are taught alongside their peers in mainstream classes and study the same curriculum. We ensure that the curriculum is adapted where needed in order to meet the child's needs. All teachers at Stroud Valley strive to:

- Meet pupils learning needs
- Remove barriers to learning through evaluation and assessing their planning and teaching

All pupils at Stroud Valley Community School are given the opportunity to take part in a wide range of additional activities. For example: football, council rep groups as well as school trips and residential trips in years 4, 5 and 6. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

**The accessibility plan is available on the school website or via the school office.**

### Admission Arrangements

The Head Teacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. These arrangements apply to ALL children. We pride ourselves in being an inclusive school and this is noted regularly by visitors, parents and other professionals.

### Arrangements for dealing with complaints from parents

Please see the schools [‘complaints policy’](#) for more information.

## Links with other schools, teachers and facilities

The Reception class teacher / SENCo visits local pre-school settings to discuss the new intake of school children. It is here that we are able to identify any special education needs provision that may be needed from September. All SEND records are passed onto the relevant Secondary Schools, with parents' permission, to ensure a smooth transition takes place.

For our pupils with SEND we make use of outside agency support services. The SENCo works closely with all adults working with our SEND pupils to ensure their needs are catered for.

## Supporting pupils and families

The schools local offer (**SEND information report**) can be found by following this link: [http://search3.openobjects.com/kb5/gloucs/glosfamilies/family.page?familychannel=2\\_1](http://search3.openobjects.com/kb5/gloucs/glosfamilies/family.page?familychannel=2_1) where parents will be able to find out about: links with outside agencies and access arrangements for exams.

## Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Please follow the link to access the schools '[Children with Medical Conditions](#)' policy.

## Training and resources

The school are given a notional SEND budget each academic year. This is utilised to support all our children with SEND in a variety of ways including: TA employment, resources and the use of the Educational Psychology service. The SENCo works closely with all SEND TA's to ensure that they are kept up to date with current SEND requirements and also any training that would be beneficial to the needs of our children. All new teaching staff meet with the SENCo to explain the systems and structures in place around the school's SEND provision and practice to discuss the needs of individual children. The school's SENCo attends the local authorities SENCo network meetings to ensure they are kept up to date with local and national updates in SEND. The SENCo is also a member of NASEN.

## Roles and responsibilities

### **Special Educational Needs and Disability Co-ordinator (SENCo)**

Miss Barrett is the schools SENCo. As the schools SENCo, she has the responsibility of overseeing the day-to-day operation of the schools SEND policy. The SENCo is responsible for coordinating provision for children with SEND and ensuring liaison takes place with other professionals and parents. The SENCo ensures that the school keeps the records of SEND pupils up to date. For further information about how resources are deployed out of the SEND budget please see our whole school provision map (**SEND information report**) at: [www.stroudvalleyschool.co.uk/info.php](http://www.stroudvalleyschool.co.uk/info.php)

## **The SENCo, the Head Teacher, Senior Management Team and the Governing Body**

The SEND Governor (Claire Murphy) liaises with the SENCo and reports regularly to the governing body on the provision made for pupils with SEND. The SENCo works closely with the Head Teacher in the strategic development of the SEND policy and provision. Any concerns regarding safeguarding should be communicated initially to the Head Teacher, Miss Sleep.

### **Class teachers**

Class teachers, are responsible for the high quality teaching for all. Teachers use regular assessment and evaluation of their pupils to ensure the correct educational practices are put into place. They should seek to identify pupils making less than expected progress given their age and individual circumstances. The class teacher and SENCo are responsible, with advice from outside agencies, for devising additional or different strategies for those pupils identified as SEND. They work together to produce 'My Plans' and then, if necessary, the move towards 'My Plan+' and possibly an application for an 'Education Health and Care Plan' (EHCP). Please see the schools SEND leaflet for parents with more information on these SEND plans. **SEND Leaflet for Parents**

### **The Role Played by Parents of Pupils with SEND**

As a school, we believe that all parents of children with SEND should be treated as equal partners. The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions about this support. They will be:

- encouraged to recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- invited to review meetings throughout the year to review provision that is in place for their child
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will always consider the views of the parent or carer in any decisions made about the pupil.

### **Storing and managing information**

All children on the SEND register have a folder that contains all confidential reports, My Plans and/or My Plan+, EHC Plans. A copy is held electronically on a safe and secure network. At the end of each academic year all SEND records are passed onto the child's new class teacher. For children moving onto Secondary school a letter is sent to parents asking for permission for their child's SEND records to be sent on to the appropriate school; this also applies for children leaving the school setting.

### **Bullying**

Please follow this link to the schools '[Anti-Bullying](#)' and '[Safeguarding](#)' policies for more details.

### **Reviewing the SEND policy**

- The SENCo will review the SEND policy annually
- **Reviewed:** February 2024



- **Next Review Date:** February 2025

## Appendices

For more information on how Stroud Valley Community School cater for children with Special Educational Needs and Disabilities please visit the SEND section on our school website where you will find the following documents:

- Stroud Valley Community School' **'Information report for parents'** which also serves as our **'Local Offer'**
- Stroud Valley Community Primary School's **'SEND leaflet for parents'**

**You can also visit:**

- <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers> to download **'The Department for Education's Special Educational Needs and Disability: A guide for parents and carers'**.