

SEND Policy



Last reviewed on: Sept 2021

Next review due by: Sept 2022

Child Voice Comments:

- Some children in our school need more help than others
- We have a wide range of children with different needs
- We know about different needs such as Autism, Down's Syndrome, Hearing and Visual needs, Tourettes, Speech and Language needs etc.
- We learn about different needs through assemblies, class discussions and PHSCE lessons
- All children want to be treated equally and we do that well in our school
- We respect everyone, regardless of differences
- Children receive support from adults in our school in different ways e.g. special equipment and resources, time to talk, special interventions etc.
- We always make sure everyone is included in games, has help when they need it and feel included

Background and definition of SEND

Definitions:

As detailed in the New SEN Code of Practice (September 2014)

1. 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 as detailed under the Education Act 1996 section 312.

2. A child of compulsory school age or a young person has a learning difficulty or disability if:

- She or he 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

Children may have different four areas of Special Educational Needs under the revised code

- Communication and interaction
- Cognition and Learning
- Social, Emotional and *Mental* Health difficulties
- Sensory and/or *Physical* needs

Other definitions related to Special Educational Needs are referenced in:

The Equality Act 2010 defines a disability as someone with:

- 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' '(long-term' is defined as lasting 12 months+ and 'substantial' is defined as 'more than minor or trivial')
- This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.
- Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.
- Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Definitions from the Equality Act 2010:

- *Physical impairment* - includes sensory impairments such as those affecting sight or hearing.
- *Mental impairment* - covers a wide range of impairments relating to mental functioning.

Children Act 1989 states that:

- A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. (Section 17.11) **Related legislation and guidance**
- Where appropriate, references are made in this Code to other relevant legislation. The Code does not give guidance in relation to that legislation but signals where it can be found in the References section at the end of this Code.

Related guidance:

- **Working Together to Safeguard Children (2013):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission

- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Aims

The school's aim is to further the educational development of all its pupils. It recognises that a number of these pupils will at some time or other have special educational needs or disabilities. The school will, within its limitations of staffing and funding, strive to meet these needs as fully as possible and remove barriers to learning to enable all children achieve their potential.

Philosophy

Every child has a right and entitlement to receive a broad and balanced curriculum which is delivered appropriately to meet his/her needs and abilities.

Principles

- The importance of early identification of children and young people's needs and early intervention to support them
- Partnership with parents/carers of special educational needs children is essential. Their views, wishes and feelings should be regarded.
- The view of the child should be sought and taken into account where appropriate. Their views, wishes and feelings should be regarded.
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- The importance of collaboration between education, health and social care services to provide support
- The school as a whole should recognise and meet the needs of all its children and is committed to an inclusive approach.
- The curriculum will be responsive to the needs of all children.
- The school should develop positive attitudes towards recognising and meeting individual

needs.

- Needs should be accurately assessed and the methods of assessment used and the conclusions drawn from these should be clear to all concerned. Children should receive appropriately differentiated work and assessment activities adapted to their specific needs.
- Special educational needs children and those with disabilities have the right to work successfully alongside their peers.
- Special educational needs children and those with disabilities will need additional help and support to enable them to take advantage of all the opportunities within the school.

Objectives

- That children are well motivated, achieve success across the curriculum and have a positive self-image and attitude towards learning and developing social relationships.
- That teachers endeavour to find ways to meet the needs of all children and remove any barriers to learning.
- That parents appreciate their children's strengths and achievements and understand their difficulties and are confident that their children's needs have been identified and will be effectively met working in partnership with the school.

Responsibilities

The Headteacher is ultimately responsible for policy and practice relating to special educational needs.

The school SENCO, Miss H Benson is a member of the Senior Management Team:

- Takes responsibility for day to day operation of the school's Special Educational Needs and Disability policy working with staff across the school
- Advises class teachers and other staff on effective practice to support pupils identified needs
- Manages provision for all pupils on the Special Educational Needs and Disability register.
- Manages additional information relating to tracking of pupil progress and specific interventions in place to support identified pupils
- Oversees records of all pupils with special educational and disability needs
- Liaises with external agencies along with HT and pastoral support team
- Provides information to HT and Governors to report on progress and provision for pupils with identified SEND needs. The Teaching & Learning Governor Committee have a key focus on monitoring SEND pupils.
- Organises CPD for all staff to develop practice to support pupils with specific needs

Admission Arrangements

The Local Education Authority has responsibility for admissions to the school in reception and is involved in the transfer of Y6 pupils to High School. The school has responsibility for in- year admissions and will work with the LA to take advice to ensure the effective inclusion on the admission of pupils with Specific needs. There is no bar to pupils with special educational needs, nor is there a policy of giving priority to such pupils.

Provision

- The school has experience of working with pupils with a range of learning difficulties across all stages of the Code of Practice. The school works to ensure effective provision is in place to meet a range of needs identified on our register in our school. This includes those children with the four identified referenced to new code of practice. This includes: Communication and interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties, Sensory and/or Physical needs

Such pupils are supported by teachers, teaching assistants, welfare assistants and Learning mentors with experience and expertise in these areas. The school takes account of advice offered by external agencies and has frequent contact regarding identified children.

Facilities for Disabled Pupils

Adaptions are in place to accommodate pupils' or visitors with physical disabilities. E.g. The school has been provided with facilities for wheelchair access which also includes a toilet for the disabled and ramps. Facilities will be developed further when school alterations take place if necessary and will be referenced to the Environment and Community Committee

The Equality Act 2010 states that schools must:

- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

Resources

The school is allocated annual funds which reflect the additional needs of pupils with special educational needs and disabilities. A large part of this provision is used on staffing. This enables the school to provide in-class support, work with specific groups and individuals on identified targets and access intervention programmes. It is also used to purchase special materials to be used in the teaching of children with the special educational needs or disabilities.

Identification/Assessment/Monitoring/Review Procedure

Identification

The SENCO and class teachers track the progress of individual children in reading, writing and numeracy using current system of working at, below and above age related levels. Children who are identified as not making at least satisfactory progress from their starting points and taking into account their specific needs, are highlighted and provision put in place to address areas of concern. This is then formally reviewed by HT, SENCO and Class teacher at least termly.

A small number of children start school with their special educational or disability needs already identified. Other children are identified at a very early stage in their education. Occasionally some needs are identified at a later stage, possibly after formal testing, monitoring by the school and with the involvement of external agencies.

The SENCO (current post holder Mrs Benson) , will liaise closely with families, children and staff to identify any children within the school who have barriers impacting on their progress and achievement.

The SENCO consults with class teachers, our Learning Mentors (Mrs C Payne and Mrs C Reid) and external agencies to assess their needs.

Assessment

Assessment for an Education Health Care Plan is arranged in conjunction with an external LA staff, that may include the LA's Educational Psychology staff. The school will ensure the completion of relevant paperwork when submitting an application to the LA and will work closely with parents/carers at all stages of the process. Both children and parents are fully consulted and involved in assessing and reviewing children's' progress linked to targets in reviews and termly learning goals.

All pupils with special educational needs or disabilities are monitored by the SENCO and reviews are held as appropriate, depending on the child's needs. Review procedures are in accordance with County practice, advice and statutory regulations.

Communication

We offer:

- Children are involved in setting personal targets, and evaluating progress towards them
- Children are involved and consulted in the writing Half Termly Learning Goals (formerly known as IEPs or IBPs)
- Children are invited to share views for interim and annual and reviews, and we ask them to come and share their opinions if appropriate

Monitoring

The SENCO is responsible for the implementation of the Code of Practice and, following any revised LA or national guidelines. The SENCO will also ensure information with class teachers and other staff within the school and will attend review meetings at all stages. She will support staff to the formulation of Individual Education Programmes, Inclusion plans and risk assessments, and will monitor their implementation and effectiveness.

The SENCO will also monitor the progress of all children on the SEND register using agreed tracking procedures and documentation. The SENCO is responsible for coordinating and monitoring the implementation of this policy along with the HT. She will use drop in and formal monitoring to check planning and implementation of the policy. Reviews will involve discussion with children. It is the responsibility of our governing body to agree and then monitor the school SEND policy. The Pupil Voice and Safeguarding Committee of the governing body that deals with SEND, vulnerable children and families and safeguarding do this. Our governing body may, at any time, request from our SENCO or headteacher a report on the way in which SEND is organised in our school. The HT will also ensure regular information is provided to Governors via the HT report at the full GB meeting that may include references to the work of the committee. The SENCO will also be invited to attend full GB or Committee meetings. This policy will be reviewed as necessary linked to change in school, LA or government policy.

Regular meetings with HT and other key staff involved in the delivery of provision (S & L specialist, Learning Mentor, P Premium Coordinator). As noted above this includes tracking, evaluation and the setting of individual targets, discussion with children and families.

Additional evaluation relating to provision includes

- Regular monitoring by SENCO to look at implementation of agreed strategies and practice in the classroom by teachers and TAs

Inclusion

We strive to celebrate diversity, identify and minimise barriers to learning and maximise resources to ensure full participation by any of our pupils. In accordance with our Equality policy, this inclusive approach is irrespective of children's ability, race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital status, disability, age or social class.

We aim to respond to all pupils as individuals by reconsidering and restructuring curricular organisation and provision and allocating resources to enhance equality of opportunity.

The school has a strong inclusive ethos that is referenced to the school motto '*Learn Together, Succeed Together, Achieve Together.*' The SENCO assesses the needs of each individual child with SEND to remove barriers to learning, and to enable them to access the full curriculum. Examples include differentiated learning activities within lessons, use of specialist equipment or additional adults to help support individual pupils

External Support Services

Where necessary, the school calls upon a number of support services to work with our children. These may include: County Educational Psychology Services; Health and other external Medical Services including the Department of Speech and Language Therapy, and Occupational Therapy, School Nurse, CAMHS; external consultants such as autism and LAC team; Educational Welfare Office; SENIC and Social Services. The school also signposts families to other local services to support families. The SENCO liaises with a range of external advice for advice, and involvement in delivering personalised programmes of need. E.g. health and social care, LA support services, voluntary sector organisations

The Local Authority Offer also provides a useful link that is linked on our website.

Partnership with Parents/Carers

The school aims to have a close working relationship with parents and carers as reflected in our Family Partnership Policy. They are encouraged to contact the child's class teacher, SENCO or Headteacher to share concerns and celebrate achievements. Individual educational programmes are shared with the parents/carers and the child, and are reviewed at termly. Some children may also be working on Individual Behaviour Plan. Information on our SEND policies is also available on our website and in the school prospectus.

We offer:

- Twice yearly parent consultation meetings with class teachers
- Children with individual education plans are asked to evaluate targets termly with class teacher
- The school has two dedicated members of staff who liaise with parents on a formal and informal basis (Learning Mentor lead and Speech and Language lead/family support)
- SENCO meets regularly with parents on a formal and informal basis
- Annual reports provided to parents at end of summer term
- Parents invited to attend and share views at annual and interim review meetings

Our SEN information report is also available to view on the website

Staff Training

The SENCO attends various relevant courses and passes appropriate information to class teachers and other staff. The SENCO ensures that Teaching Assistants and teachers are trained on the latest intervention programmes or relevant SEND approaches, and she works with staff to implement these to support those children with SEND. SENCO attending regular cluster meetings for SENCOs Staff training is arranged to ensure that staff are confident in working with children with SEN. Examples include the following:

- SENCO delivering staff meetings on specific conditions e.g. dyslexia and dyscalculia
- SENCO holds register of all SEN related training
- Provision in budget to provide for SEN training
- SENCO carries out annual appraisals with TAs that includes identification of training needs
- SENCO organises external training for staff e.g. work with behaviour consultant, autism team, medical needs training, Positive Handling Training, S & L
- SENCO completed National SENCO award at the end of summer term

Special Educational Needs Governor

A member of the governing body is appointed by the governors to take a particular interest in Special Educational Needs and Disabilities - this is currently Mrs Beverley Barr.

Appeal

Parents/Carers who are not happy with their child's assessment may appeal through the Local Education Authority to a Special Educational Needs tribunal.

They are entitled to have with them in any discussion with the Local Education Authority a person who will help them express their views and offer them support. All special educational needs concerns should be taken up in the first place with the SENCO who will liaise with the Headteacher.

- Parents and young people have two months to register an SEN appeal with the Tribunal, from the date of the local authority sent the notice containing a decision which can be appealed or one month from the date of a certificate which has been issued following mediation or the parent or young person being given mediation information, whichever is the later. In some cases parents and young people will not register the appeal within the two month limit. Where it is fair and just to do so the Tribunal has the power to use its discretion to accept appeals outside the two month time limit.