



St. Peter & St. Paul CE Primary School, Burgh-le-Marsh
"Striving for excellence together in a caring Christian community."



RESPECT COMPASSION COURAGE

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Responsibility: Governing Body

Approved on: 13/7/2020

Signed: [Signature] (Chair of Governors)

To be reviewed: Annually in September, or earlier if legislation changes.

Last reviewed: 22/9/21 [Signature]

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1. Aims and principles

Our SEND policy and SEND information report aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

At our school we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of our children's varied needs and life experiences. We offer a broad and balanced curriculum, and have high expectations for all children. The progress, achievement, attitude and well-being of every child matters, and inclusion in the responsibility of every person within our school community.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;

- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

(Special Educational Needs and Disability Code of Practice)

In line with the Code of Practice and the Children and Families Act, our school is committed to the following key principles:

- All children with SEND must have their needs routinely met.
- Early identification and early intervention are essential for ensuring better outcomes for children.
- Raising the progress and attainment of children with SEND is a whole school responsibility.
- All children are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents and carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child.
- All children with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment.
- All children benefit from 'Quality First Teaching' This means that all teachers are expected to assess, plan and teach all children in their class at a level which allows them to progress.
- All staff must have access to training and advice to support quality teaching and learning for all children.
- Collaborative working with external partners and services is essential to ensure the needs of children are met effectively
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the child and their family.
- School staff will work with governors to enable the Governing Body to fulfil their statutory monitoring role with regard to SEND.
- Resources allocated to SEND must be used effectively to secure maximum impact and value for money.

Every teacher is a teacher of every child, including those with SEND.

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

3. Definitions

A child 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.

4. Roles and responsibilities

4.1 The SENDCo

At our school, the SENDCo is Miss Leetham. She can be contacted via the School Office.

The SENDCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous settings and potential next settings to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date

4.2 The SEND governor(s)

The SEND governor(s) will:

- Help to raise awareness of SEND issues at Governing Body meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Classteachers

Each class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction:** for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and Learning:** for example, dyslexia, dyspraxia,
- **Social, Emotional and Mental Health:** for example, attention deficit hyperactivity disorder (ADHD),
- **Physical and/or Sensory:** for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- **Moderate/severe/profound and multiple learning difficulties**

5.2 Identifying children with SEND and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In addition to the current criteria as identified within the Local Authority Local Offer, the school uses a combination of the following criteria to add children to the SEND register, with parental agreement.

- Those children whose progress or attainment in specific subjects falls significantly outside the expected range in one or more areas.
- Those who have received additional to or different from differentiated quality first teaching.
- A child with specific diagnosis in the areas of cognition and learning, communication and interaction or sensory and physical needs. Although the school makes provision to meet needs, we do not offer diagnoses. Parents are advised to contact their GP / Paediatrician if they think their child may have ASD, ADHD etc.
- For social and emotional mental difficulties this can include children who have severe behavioural difficulties, anxieties, depression, are self-harming, mis-using substances, have an eating disorder or physical symptoms which are medically unexplained.
- A child where an external specialist is involved in their education. An assessment by an external specialist does not automatically mean an entry onto the SEND register.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may contact them if the parents agree. The SENDCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

In the Early Years, where a child appears to be below expected levels or where their progress gives cause for concern we will consider all the information about the child's learning and development, particularly within the Prime areas of learning.

5.3 Consulting and involving children and parents

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these initial concerns and early discussions will be added to the child's record via an 'initial Concern Form'. We will formally notify parents when it is decided that a child will receive SEND support.

Once a child has been identified as needing School Support the following paperwork is completed:

- Initially, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed by the classteacher or SENDCo with the child (and parent if necessary) and acts as a guide to their class teacher. The information may be updated.
- At Progress Review Meetings (held at least twice a year) a School Support Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a specified period of time, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- School Support Plans are working documents and notes are kept and changes made as required to address the child's needs.
- The 'Gold Record Form' will be completed as an ongoing record of liaison between parents, school and other agencies.

5.4 Assessing and reviewing children's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

Once a child has been correctly identified with special educational needs, initially the class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the review process within the Code, regular reviews will be available with the SENDCo. These will take place at least twice a year; more frequent meetings might become necessary if there is a need to move from SEND Support towards a request for statutory assessment for an EHCP. EHCP stands for Education, Health and Care Plan and it outlines any special educational needs a child has, and the provision a local authority must put in place to help them.

Application for an EHCP should be considered if a child meets a range of the following criteria:

- continues to make little or no progress in specific areas over a long period

- continues working at levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships cause substantial barriers to learning.
- despite intervention and action plans sought from external agencies the child continues to lack progress or needs further support beyond that currently being given.

5.5 Supporting children moving between settings and preparing for adulthood

We will share information with the school or other setting the child is moving to. We will agree with parents and children which information will be shared as part of this. Typically, this will include additional meetings involving colleagues from the next setting including their SENDCo, our own SENDCo and classteachers, parents and, of course, the child themselves. Where it is felt to be beneficial, additional visits to the next setting are arranged ahead of transition and induction.

5.6 Our approach to teaching children with SEND

Teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children. Wherever possible children will remain with their class/subject teacher, in the classroom as this is where they learn best, with the rest of their class.

However, there are times when 'additional to, different from' interventions need to be offered to support children in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our children to reach challenging targets, but without developing a learned dependence upon an adult.

All children on the SEND register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary. If the child is felt to have long-term social, emotional or mental health needs the school secures a range of social skills or therapeutic interventions. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, including towards children with SEND. We will actively investigate all allegations and work with both the victim and the perpetrator as necessary.

5.7 Adaptations to the curriculum and learning environment

In addition to details outlined in the Accessibility Plan, we make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Expertise and training of staff

All of our teachers are trained to work with children with SEND. They all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or Local Authority courses, provision of books or guidance towards useful websites. Some of our TAs have had additional training which helps them to support children with communication difficulties. Other TAs have expertise and training in other areas or specific interventions. All TAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to support from, for example: Educational Psychologists and Advisory Teachers, Social Communication Outreach, Specialist Teaching Team, BOSS, Occupational Therapist, Physiotherapist, Paediatrician, Speech and Language Team.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND in a number of ways, including:

- Reviewing children's individual progress towards their goals each term
- Reviewing the impact of interventions after a specified number of weeks
- Using child questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for children with EHC plans
- Monitoring the quality of teaching and learning across the school
- Pupil progress meetings

5.10 Enabling children with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our children.

All Y6 children are encouraged to go on our residential trip.

All children are encouraged to take part in sports day/school plays/special workshops, etc.

No child is ever excluded from taking part in these activities because of their SEND.

5.11 Additional support for improving emotional and social development

We provide support for children to improve their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of the School Council, put themselves forward to be Y6 Team Captains etc.
- Children with SEND are also encouraged to access support from our ELSA (Emotional Literacy Support Assistant) as necessary.

5.12 Working with other agencies

As outlined in the SEND Information Report and the Lincolnshire Local Offer (<https://www.lincolnshire.gov.uk/special-educational-needs-disabilities>), our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families.

5.13 The Local Authority Local Offer

In addition to the provision outlined in our SEND Information Report, the Lincolnshire Local Offer (<https://www.lincolnshire.gov.uk/special-educational-needs-disabilities>) shares services and events for children and young people with special educational needs or disabilities (SEND) and their families.

It includes advice about health, education and social care for:

- children and young people from birth to 25 years old with SEND
- parents and carers of children with SEND
- professionals working in health, care and education
- providers of services for children and young people

5.14 Complaints about SEND provision

At every stage in the SEND process, it is our policy to work in partnership with our parents and their child to secure the best possible outcomes. The school works, wherever possible, in full partnership with parents/carers and children to ensure a collaborative approach to meeting children's needs. In most instances issues can be resolved at classteacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENDCo and/or the Headteacher. This will then be addressed in line with the school's complaints policy.

6. Monitoring arrangements

This policy and information report will be reviewed by every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body. It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice.

6. Equal opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

7. Links with other policies and documents

This policy links to our policies on:

- **Accessibility plan**
- **Behaviour**
- **Equality information and objectives**
- **Supporting children with medical conditions**
- **Teacher Standards**
- **Safeguarding and Child Protection**
- **Teaching and Learning**