

All Saints CE Junior School

Special Education Needs and Disability Policy (SEND)

March 2021



John 13:34

*“A new command I give you: Love one another.
As I have loved you, so you must love one another.”*

Approved by: FGB

Date: March 2021

Last reviewed on: Feb 2020

Next review due by: March 2022

At All Saints we maintain an inclusive ethos and recognise the importance of providing a stimulating and caring environment in order that every child, irrespective of their ability can achieve his/her potential. Every effort is made to ensure that children with special educational needs are fully integrated into the life of the school. This policy describes the procedures and systems which have been established within the school.

The policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Teachers Standards 2012

Aim:

Our aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive. We will

- Foster an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- Endeavour to meet the individual needs of each child.
- Provide for children's individual needs by supporting them in various ways: whole class, small groups and individually.
- Use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- Identify individuals who need extra help and attention.
- Monitor closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- Ensure access to a range of resources to support staff in their teaching of children with SEND.
- Work with parents and other agencies to provide support and opportunities for those children with SEND.
- Include the voice of the child in monitoring and reviewing pupil profiles.
- Enable each pupil to partake in, and contribute fully, to school life.
- Enable each pupil to reach his or her full potential, both curricular and extra- curricular
- Aim to develop a feeling of self-esteem within the individual.
- Provide access to and progression within the curriculum.
- Assist all staff in the delivery of educational entitlement and ensure all staff are aware of a child's individual needs.

Objectives:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provide in the SEND Code of Practice, 2014
- Operate a whole school approach to the management and provision of support for special educational needs.
- Provide support and advice for all staff working with special educational needs pupils.

Definition of Special Educational Needs (SEN)

SEN is divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- Cognition and Learning - this includes children who demonstrate features of moderate, severe, or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive, or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multi- sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability

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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ 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.

As a school we observe three key duties regarding disability:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- We **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.
- We must review any systems and procedures we put in place to support the educational experiences of children to ensure that we have adequately supported their social needs. For example, if they require a scribe, are we allowing them adequate independence in group work, or is the scribe dominating?

A Graduated Approach to SEND Support

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school’s usual differentiated curriculum and strategies.

The school maps provision for **all** pupils falling behind age related expectations in their learning, including those at risk of underachievement, using three ‘waves’ of support.

Wave One: Children requiring only high-quality differentiated classroom provision (quality first teaching) Key characteristics of high-quality teaching are:

- Highly focussed lesson design with sharp objectives
- High demand of pupil involvement and engagement with their learning

- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling, and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Wave Two: Children needing additional interventions to enable them to work at, or above, age related expectations e.g., Tracks, pre-teaching sessions, Local Authority or school-based programmes. These are aimed at pupils who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not always SEND interventions e.g., Pupils with English as an Additional Language. However, some pupils receiving Wave 2 intervention *may* have SEND.

Wave Three: Children needing additional, personalised interventions to support their SEND e.g., 1:1 speech therapy support, individual learning programme. Pupils receiving Wave 3 support may have a Statement or Education Health & Care Plan (EHC) which replaced the statement of special education needs in September 2014.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Reviews of pupils on the SEND register take place six times a year during pupil progress meetings. For pupils with Statements or Education, Health & Care Plans, an annual review meeting has to be held in addition to this. Provision maps are used to record additional provision for pupils on the SEND register and monitor the effectiveness of any intervention strategies.

Where a pupil is identified as having SEND, schools are required to take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review, and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support, the class teacher, working with the SEND teacher and SENDCo if relevant at this stage, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, the pupil's previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be compared to the school's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, and the level of need is such that the child or school would benefit from their additional expertise, the SENDCo should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded either on the class provision map or, if appropriate, on an individual education plan.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SEND teacher should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SEND teacher or SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months. The success of the school's SEND policy and provision is evaluated through.

- Monitoring of classroom practice by the Headteacher and SENDCo
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND Register will appear on the class Provision Maps. This details current targets, steps taken to allow children to achieve them and any other professionals who have contact with the child. Some children will also have a Learning Plan. Provision Map reviews take place three times a year. Class teachers are responsible for evidencing progress according to the outcomes described in the provision map.

Class teachers are responsible for maintaining and updating provision maps. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Funding support for pupils with SEND

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the school. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level:** Mainstream schools are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding.

- **Specialist or Personalised level** top up funding above £10,000 (elements 1 and 2) is provided on a per learner basis by the Local Authority.

Specialist Support

Specialist may be involved at any point to advise the school on early identification of SEND and effective support and interventions. When a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialist. This may in the form of the SEND teacher or from outside agencies.

Education, Health and Care Needs Assessments

If, despite relevant and purposeful action to identify, assess and meet the SEND of a child, expected progress is still not made, the school can consider requesting an Education, Health and Care needs assessment.

CRITERIA FOR EXITING THE SEND REGISTER

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school. The pupil will continue to be monitored through the school's monitoring procedures. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AND FAMILIES

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly 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 a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole.

The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND by monitoring progress of SEND pupils.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the code of practice for SEND (2014)
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review they set up appropriate staffing and funding arrangements and oversee the school's work for SEND.

The Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENDCo and SEND teacher
- The deployment of all special educational needs' personnel within the school
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The Special Educational Needs Co-ordinator (SENDCo) is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs.
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g., Class-based assessments/records, end of year qca tests, sats, etc contributing to the in-service training of staff.
- Liaising with the SENDCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Carrying out assessments and observations of pupils with specific learning problems
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of diagnostic tests contributing to the in-service training of staff.
- Liaising with the SENDCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions, and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions, and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis

Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.

- Directly liaising with parents of children with SEND

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing, and making provision for pupils with SEND.
- Participate in training opportunities to ensure they have the necessary skills to help pupils meet their targets.
- Work as part of a team with the SENDCo, SEND teacher and class teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- Be active participants in Pupil Progress meetings.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the head teacher's office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves All Saints. The school has a Confidentiality policy which applies to all written pupil records.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision.

LINKED POLICIES/DOCUMENTS

- The school's SEND Local Offer – a link available through the policy section of the school website. □
- Behaviour and Anti-bullying Policy
- Complaints Procedure
- Data Protection Policy