



SEND Policy

Spaldwick Community Primary School

Person Responsible: Headteacher, Governors
Review Date: Annually
Distribution to: All staff, Governors

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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 pupils with SEN and disabilities
- [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 SEN information report

Aims

Our overall aim is to create an atmosphere of encouragement, acceptance and respect for achievements and sensitivity to individual needs by:

- Identifying at an early age those individuals who require extra support or attention.
- Enabling each child to participate fully in and contribute to school life.
- Endeavour to meet the individual needs of each child.
- Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- Providing for individual children's needs by supporting them in various ways; whole class, small group or individual.
- Monitoring closely children identified as having SEND by review and assessment to enable us to record achievements.
- Working with parents and other agencies to provide support and opportunities for those children with SEND.
- Using a variety of teaching styles, this includes different learning styles, to facilitate meaningful and effective learning for all children.
- Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs.
- Ensuring access to a range of resources to support staff in their teaching of children with SEND.
- Including the voice of the child in the reviewing and monitoring of a child's profile.

Objectives

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

Types of SEN

The Code of Practice lists four broad areas of need:

- Communication and interaction
- Cognition and Learning
- Social emotional & mental health difficulties
- Sensory / physical needs

A child has SEN 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.

Behavioural difficulties do not necessarily mean that the child or young person has SEN and should not automatically lead to a person being registered as having SEN. Delayed progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child being recorded as having SEN. Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. (Code of Practice September 2014)

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010:

'A physical or mental impairment which has a long term and adverse effect on their ability to carry out normal day to day activities.'

This definition provides a relatively low threshold. 'Long term' is described as a 'year or more' and substantial is described as minor or trivial. This definition includes sensory conditions such as those affecting hearing or sight and long term health conditions such as asthma, diabetes, epilepsy or 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. A disabled child or young person who requires special educational provision will also be covered by the SEN definition.

As a school we observe 2 key duties:

- 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.

Identification, Assessment and review

The Code of Practice outlines a graduated response to child's needs. 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. A register is kept of children with SEND. Where concern is expressed that a child may have a special educational need, the class teacher takes early action to assess and address the difficulties.

Reviews of children on the SEND register take place three times a year. For children with Education, Health & Care plans an annual review meeting has to be held in addition to this.

A Graduated Approach to SEN Support

At Spaldwick, we adopt a 'Quality First Teaching' (QFT) approach. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. QFT, differentiated for individual children, is the first step in responding to children who have or may have SEND; additional intervention and support cannot compensate for a lack of QFT.

We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each child's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all children. These seek to identify children who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The first response to such progress should be QFT targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a child is identified as having SEND, schools should 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 child's needs and of what supports the child 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 SEN support the class teacher, working with the SENDCo, will 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, the views and experience of parents, the child's own views and if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the child 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 the SENDCo should contact them (if the parents agree).

Plan

Where it is decided to provide a child with SEND support, the parents must be formally notified. The teacher and the SENDCo will agree, in consultation with the parent and the child, 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 will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by staff with sufficient skills and knowledge. Parental involvement will be sought to reinforce or contribute to progress at home.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

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

Where a child 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 tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation processes
- meetings of parents and staff, both formal and informal
- Local Authority moderation process and OFSTED inspection arrangements

Managing Children's Needs on the SEND Register

All children on the SEND Register will have a file, which details important information about the child, including their areas of strengths, weakness, their outcomes, targets and reports from any outside agencies who have contact with the child. Class teachers, parents, children and other professionals will all contribute to the file. Formal review meetings will take place three times a year, where parents and children will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Specialist Support

Where a child continues to make less than expected progress, despite evidence-based support and interventions, that are matched to the child's area of need, we may decide to involve outside agencies to advise on early identification of SEND and effective support and interventions.

The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health, Care Plans (EHCPs)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the child's SEND, the child has continued to not make the expected progress, the school or parents should consider requesting an Education, Health, Care Plan.

Criteria for Removing a Child from the SEND Register

If it is felt that a child has made 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, child, parents and other professionals will be sought. If it is agreed by all to take the child off the SEND register, then all records will be kept until the child leaves the school (and passed on to the next setting). The child will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the child requires additional assistance, then the procedures set out in this policy will be followed.

Supporting Children and Families

Class teachers, in partnership with the SENDCo, are responsible for ensuring that children 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 the child's eligibility for access arrangements.

Supporting Children at School with Medical Conditions

The school recognises that children 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 have a disability 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, Care (EHC) plan which brings together health and social care needs.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. Teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. The school's SENDCo regularly attends local network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

Provision for children with SEND is a whole school responsibility. The governors, in consultation with the Headteacher, have a legal responsibility for determining the policy and provision for children 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

Governors will ensure that:

- the necessary provision is made for any child with SEND
- all staff are aware of the need to identify and provide for children with SEND

- children with SEND join in school activities alongside other children, so far as is reasonably practical and compatible with their needs and the efficient education of other children
- the school informs parents about how we are meeting the learning needs of individual children.
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues.

The Headteacher is Responsible for:

- the management of all aspects of the school's work, including provision for children with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- 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

SENDCo

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 children with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify children with special educational needs
- carrying out assessments and observations of children with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of children 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 children with SEND through the use of existing school assessment information
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to another.

Class teacher

Class teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any 'additional' help your child may need to access the curriculum.
- Ensuring that all staff working with your child are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve additional adults, outside specialist support and specially planned work and resources.
- Ensuring that the school's SEND and Teaching and Learning Policy is followed in their classroom, that every child enjoys school and is given the best opportunities to learn.
- Communicating with the SENDCo when children are not making the expected progress.

Teaching Assistants

TAs will use the school's procedure for giving feedback to teachers about a child's progress.

TAs work as part of a team with the SENDCo and the teachers supporting children's individual needs and ensuring inclusive practice. They will play an important role in implementing interventions and monitoring progress.

Storing and Managing Information

Documents relating to children on the SEND register will be stored in lockable cabinets in the SEN room. SEND records will be passed on to a child's next setting when he or she leaves. The school has a Data Protection Policy which applies to all written records.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled children and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities have a duty to prepare accessibility strategies covering the maintained schools in their area.

Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website at www.spaldwickschool.org.uk