

# Sheering CE Primary School



## Special Educational Needs and Disability Policy

Date: September 2022

Review date: September 2023

## **Special Educational Needs and Disability Policy**

### **Vision**

At Sheering School our Christian ethos lies at the heart of the school and the school lies at the heart of the community. In an exciting and stimulating learning environment we will acquire the values, knowledge and skills to enable us to achieve our full potential. At our school everyone is given the opportunity to be the best they can be because Everyone Matters.

### **Aims**

In our School we aim to create an environment in which all members of the school community are equally valued and have equal opportunity to achieve their full potential. We aim to appreciate the diversity of society, so we can create richer educational experiences, both academically and socially for all. At Sheering CE Primary school all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. Working in partnership with families, it is our aim that pupils will become confident, resilient individuals able to make a successful transition on to the next phase of their education.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0-25 (DfE 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Accessibility Plan
- DfE Teachers Standards (2012)

### **Objectives**

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, January 2015.

## **Identifying SEND**

According to the SEND Code of Practice (2015):

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her... or if they have 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 the facilities of a kind generally provided for others of the same age in mainstream schools.”

The Code of Practice refers to four broad areas of need:

**Communication and interaction:** these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning:** children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties:** children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory, medical and/or physical needs:** some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

For children who do have sensory, medical or physical needs they will be issued with a Health Plan. These will state the medical reason for the plan, contact details for parents / carers, doctor and therapist. They will give a clear description of the medical / sensory / physical symptoms and needs along with any daily care requirements. The Health Plan will detail any interventions or support necessary. The plan will be written in consultation with parents / carers, read and signed by staff, parents and headteacher. It will be available in the class SEND file for all staff who work with the child.

## **Identification of Needs**

At Sheering Primary School we use a graduated approach to support children with SEND.

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil.

**Assess:** An accurate assessment of the pupil's needs is obtained through observation, professional dialogue and data. This identifies pupils who are not progressing in line with their expected levels and who may have additional needs.

Poor progress is characterised as progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or improve on the child's previous rate of progress;
- Does not close the attainment gap between the child and their peers;
- Widens the attainment gap (SEND code of practice 2015)

In addition to progress and assessment data, indicators that may signal a pupil needs additional support could include:

- A significant change in their behaviour;
- Information obtained from a previous setting the child has attended;
- Information presented by a parent or carer about their child's needs;
- A concern(s) raised by an external agency (for example a GP)

**Plan:** If 'additional to and different from' support is required, then the views of all involved, including the parents and pupil, will be obtained. Evidence based interventions will be devised, implemented, and evaluated by the class teacher, supported by the SENCO.

**Do:** SEND support provided will be recorded, outlining a clear set of targets and their outcomes. This may be through the class provision map which will detail any provision that is 'additional to and different from' or via a One Plan. A One plan is written in conjunction with the pupil and parent/carers to ensure everyone is on the journey together. Once a One Plan is in place the child will be put on the SEN register. The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service

- Specialist Teacher Team
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Emotional Well-being and Mental Health Service (EWMHS)
- Occupational Therapist (OT)

**Review:** The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

If, after a series of cycles of the One Planning process the pupil is not making progress because their needs are complex and long term, the school or parents may request additional support through an EHCP assessment. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. (See Essex guidance on the Essex website for further information regarding requests for EHC plans)

### **Key Roles and Responsibilities**

**The Governing Body:** The Governing Body has overall responsibility for the school's policy and approach to providing for children with SEND. They appoint a specific governor to monitor this work in support of the children. Our named governor for SEND is Mr A Kent.

**The Head Teacher:** The Headteacher has overall responsibility for the day-to-day management and provision for children with SEND, working closely with the SENCO to monitor SEND provision across the school.

#### **The SENCo:**

The SENCo is responsible for:

- Overseeing the day-to-day operation of this policy;
- Co-ordination of the specific provision in place to support individual pupils with SEND;
- Keeping records for children with SEND up to date;
- Providing professional guidance and support to colleagues on SEND;

- Monitoring and evaluating the progress of pupils with SEND alongside the leadership team;
- Modelling best practice teaching in relation to SEND;
- Carrying out assessment and observations of pupils with specific learning needs;
- Liaising with Early Years providers, other schools, and potential next educational settings to ensure smooth transitions for children with SEND and their parents;
- Working closely with professionals and outside agencies to ensure the pupils with SEND receive the best possible care;

### **The Class Teacher:**

The Class Teacher is responsible for:

- Providing High Quality Teaching to all the children in their class
- The progress and development of every pupil within their class
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying the provision they are making for pupils with SEND
- Writing and reviewing of targets for pupils with SEND
- Choosing and setting up relevant interventions
- Giving advice to support staff of how to carry out the interventions
- Giving advice to support staff of how to record how an intervention has gone.
- Regular checks of the records kept by support staff and giving 'next steps'
- Giving time for support staff to make resources and write up interventions

**Learning Support Assistants (LSAs)** are responsible for:

- Working collaboratively with Class Teachers, the SENCO, the Senior Leadership team, and outside agencies, in order to enable both pupil access and progress;
- Supporting individuals or groups within the class as directed;
- Delivering agreed interventions with small groups and individual children;
- Monitoring and recording progress on agreed targets for individuals
- Ensuring any communication in relation to a child's individual need is shared with the relevant parties (usually the Class Teacher);

### **Supporting Parents/Carers and Children**

We provide support in the following ways:

- the Headteacher and SENCO operate an open door policy for parents/carers seeking support and advice
- the dedicated SEN Governor who is available as a contact point
- individual arrangements can be made for phased entry into Reception class

- additional time and special arrangements for SATs
- support for transition between classes - additional transitions if needed.
- Reasonable adjustments made for class trips/residential trips.
- a transition group for vulnerable Y6 pupils transferring to secondary school
- inviting the SENCO of the receiving secondary school to the final Annual Review in Year 6.
- transition meeting with the SENCO/safeguarding lead of the receiving secondary school to share One Plans and discuss individual children.

### **Monitoring and Evaluation of SEN**

The head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The class teacher provides provision maps for each class. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g an extra adult to accompany a child on a school trips/residentials. The school works within the DfE statutory guidance for 'Supporting Pupils at School with Medical Conditions' (April 2014) Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The Office Manager is responsible for the administration of medicines and calling of ambulance if needed. The SENCO is responsible for writing health care plans in liaison with class teachers and parents/carers.

### **Accessibility**

At Sheering school we comply with the Equality Act 2010 and make reasonable adjustments to include all children. Specific requirements will be discussed as they arise with full risk assessments carried out when needed, consulting with professionals to ensure children have full access to all areas of the school. ( See the Equality and accessibility plan)

### **Training and Development**

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with visual or hearing impairment. The SENCO attends

network meetings to share good practice with colleagues and keep up to date with SEND developments.

### **Storing and Managing Information**

- All physical documents and information regarding children with SEND are kept securely within a pupil's/class's SEND file.
- Electronic files are kept on the school server secured computer storage system;
- Any document and information related to any child with SEND will only be shared with relevant staff. If there is no alternative but to share via email this will be done as a password protected document, with the password sent in a separate email to the document.
- When a pupil with SEND moves settings their files are transferred securely;

### **Complaints**

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Sheering to speak to us as soon as possible. In the first instance, please speak to the class teacher. If parents/carers feel their child's needs are still not being met they should make an appointment to see the SENCO or head teacher. If concerns are still unresolved parents may wish to use the Essex Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS) (formerly Parent Partnership) or engage with the School complaints procedures.

### **Reviewing the SEND Policy**

The SEND policy is reviewed annually by the governing body.

Date of next review: September 2023.

### **Key Documentation**

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Act 2010

Essex Local Offer Website: [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk).





