

<u>Stonebow Primary School</u>
Special Educational Needs and Disability Policy
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Stonebow Primary School

Special Educational Needs and Disability Policy

CONTACT DETAILS:

Special Educational Needs and Disabilities Coordinator (SENDCO) – Mrs. Bina Mistry

How you can contact Mrs. Bina Mistry

- Through the school reception area in person (if available, she will speak to you there and then, if this is not possible due to part time working hours, please feel free to make an appointment to suit you)
- By telephone 01509 646217
- By email office@stonebowps.leic.sch.uk

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice: 0 to 25 years states that: “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 them.”

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age has SEN if they are likely to fall within the definition above when they reach compulsory school age, or would do so if special educational provision were not made for them.

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 includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to the statutory guidance Supporting pupils at school with medical conditions.

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Aims for SEND

At Stonebow, we are inclusive of all pupils. We believe that all staff have a responsibility for maximising the achievements of all learners, with high-quality teaching in the first instance being our priority. The school has a clear focus on outcomes for children with SEND. Robust assessment systems, well-matched work and consistent reviews of progress in response to reasonable adjustments and interventions are vital components of the review cycle.

In line with the SEND Code of Practice, Stonebow staff will achieve educational inclusion by:

- Identifying children who may have a special educational need as early as possible.
- Making reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum.
- Ensuring that children and young people with a special educational need or disability engage in the activities of the school alongside pupils who do not have additional needs.
- Reduce barriers to progress through careful monitoring.
- Respond to parents', carers' and pupils' views in order to develop a collaborative working partnership at all levels of need.
- Ensuring a high level of expertise to meet pupil need through appropriate, relevant, high-quality training and collaborative working with other staff members, the SENCO, other schools and outside agencies.
- Ensure a high level of expertise to meet pupil need, through appropriate, relevant high quality training and through collaborative working with other staff members, the SENCO, other schools and outside agencies.
- Ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners by working with the Local Authority and other agencies.
- Work with parents and carers to ensure good attendance if problems arise.

Identification and assessment of Special Educational Needs and Disabilities

Stonebow Primary School has a clear approach to identifying and responding to SEND.

We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision can improve long-term outcomes for the pupil. The class teacher and SENDCO will work in partnership with parents and carers.

The school will make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances.

At Stonebow Primary School, we:

- Use our best endeavours to make sure that pupils with SEND get the support they need.
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (the SENDCO).

The school uses the graduated approach to identify a special educational need and then to support a child with SEND.

Raising a Concern

During this stage, we listen to concerns and evaluate the information presented to us. This may come from a variety of sources, including:

- Concerns raised by parents/carers, including those of looked-after children.
- Pupil's own views.
- Teachers' concerns from our school or a previous school or nursery setting.
- Lack of progress shown through the school's tracking system and /or assessments carried out in class.

At this stage, the child will be consulted, and the parents/carers and teachers directly involved with the child will share information and agree next steps. An 'Initial Concerns' form will be completed by the class teacher. Additional barriers to progress, including attendance, social circumstances, health (e.g. hearing and sight), changes in family circumstances, etc., will be considered and appropriately addressed. If SEND difficulties are still suspected, it may be that 'reasonable adjustments' need to be made, such as providing additional equipment (specialist writing equipment, coloured overlays, etc.), adjusting lesson delivery and putting strategies in place to suit specific learning differences.

Intervention at the early stage

It may be agreed that some specific short-term interventions will need to be put in place for the child. The need will usually be identified as falling into one or more of the following categories:

1. Communication and interaction.
2. Cognition and learning (general and specific learning difficulties).
3. Social, emotional and mental health.
4. Sensory and/or physical needs (including, where relevant, medical needs).

The school uses a variety of monitoring methods to promote quality teaching which include:

1. Classroom observation by the SENDCO/ other professionals.
2. Scrutiny of planning and provision mapping.
3. Teacher meetings with the SENDCO.
4. Teacher meetings with the SENDCO.

It may be that, after a period of intervention and review, the child will make good progress. If the child is working at an age-appropriate level, needing just minor adjustments in class, but no longer requiring anything that is 'different from and additional to' that of their peers, then the early stage will cease. The child will continue to be monitored through the school tracking system.

Once a pupil has been identified as having a 'Special Educational Need'

This will be done in collaboration with the parents. The child will then be added to our 'Special Educational Needs Register'. At this stage, a further information-gathering process will take place in the form of a School SEND Support Plan. A person-centred approach will gather views about likes, dislikes and favoured strategies. A graduated approach is then started to address specific issues that are preventing the child from making good progress, and a plan of action is drawn up, agreeing outcomes for the child and targets in order to achieve those outcomes. We assess, plan, do and review in collaboration with parents and pupils. These cycles last for a term. Interventions used will vary depending on the need.

'Assess' stage

At this stage, we may also seek advice from external agencies such as:

1. Behaviour Support Service (Oakfield Outreach).
2. Specialist teaching services, including: Autism Outreach Team, Hearing Impairment Team, Visual Impairment Team, Learning Support Services, Physical and Disability Support Service, Educational Psychology Service and School Nurse.

This advice will then feed into the action plan for that child. All assessments are reviewed regularly and records kept.

‘Plan’ stage

In consultation with the parents and pupil, an agreed plan of action will be drawn up based on the assessments and information gathered, listing interventions, adjustments and support that will be put into place. Any support and reinforcement that can be carried out at home will be shared and demonstrated with the parents.

‘Do’ stage

The class teacher will always be the key person responsible for the child, as they have the best overview. Every child with a SEND need will have a personalised Learning Passport with individual outcomes to work towards during allocated times each week. These termly targets are shared and agreed with parents so that the child can work towards them at home too, if possible. These outcomes will involve suggested support/activities from outside agencies and professionals such as SALT, Educational Psychologist, Oakfields and the Inclusion Service.

The SENDCO will be responsible for monitoring the provision.

At the end of the cycle, a review of the effectiveness of the support and interventions and the impact on the pupil’s progress will take place with the parents, the pupil, the teacher, any support staff and the SENDCO, where applicable.

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What happens if good progress is made over time?

Some children make excellent progress as a result of the school’s interventions and high-quality teaching. If progress is rapid, and their needs are no longer ‘additional to and different from’ those of other pupils in their year group, in consultation with parents, the child can be taken off the SEND register. Reasonable adjustments would remain in the classroom and the stringent tracking of pupil progress would continue with careful monitoring.

What happens if good progress is not made?

For a small percentage of pupils, there may be more complex needs requiring ongoing outside-agency support and advice. These pupils will have a Learning Passport to implement the action planning towards their objectives. Where those

needs continue to be significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, despite the school having taken relevant and purposeful action to identify and assess the special educational needs of the child, a request can be made to the local authority to conduct an education, health and care needs assessment. This may result in an Education, Health and Care Plan (EHCP) being issued if the local authority determines that it is necessary.

Once an EHCP has been made and accepted, the school, through the SENDCO, will ensure that:

- The child's individual provision map is in place.
- Teachers monitor and review the child's progress on a regular basis. This will include an Annual Review, reporting outcomes and recommendations to the local authority. The annual review will involve the child, parents, class teacher, school SENDCO, LSA and any other professionals involved in supporting the child's progress and wellbeing.
- Teachers monitor and review the child's progress on a regular basis. This will include an Annual Review, reporting results and recommendations to the LEA. The annual review will involve and child, parents, class teacher, School SENCO, LSA and any other professionals involved in supporting the child's progress and wellbeing.

Any significant changes in the child's special educational needs will result in a review meeting being held at the earliest opportunity.

Assessment

Pupils with SEND will be assessed in line with the school's current assessment policy. Assessment will take account of each pupil's starting point, progress and individual needs, including smaller steps of progress where year-group expectations are not yet appropriate. Learning Passport targets will be monitored to show the progress children are making.

For some children with SEND, the steps within and between year-group indicators will not be achievable at a particular point in their learning. For these children, there will be a need to record and monitor smaller steps of progress based on their achievements so far, while ensuring that aspirational targets continue to be set. Learning Passport targets will be monitored to show the progress children are making.

National curriculum assessments will be administered in accordance with current statutory guidance. Pupils with SEND may require access arrangements to enable them to participate in statutory assessments. The headteacher will ensure that decisions about participation and access arrangements are made in line with the relevant current guidance and the individual pupil's needs.

Admissions

The school will ensure it meets its duties under the School Admissions Code by:

- Not refusing admission where an EHC plan names the school.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan.

Roles and responsibilities

The governing body has a responsibility to:

- Identify, assess and make provision for all children with SEND, whether or not they have an EHCP.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENDCO) and have responsibility for coordinating provision for pupils with SEND.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Oversee the SEN information report and ensure it is published on the website.

The headteacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.

- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHCP reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children (who may be the SENDCO), who will work closely with the SENDCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHCPs.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

The SENDCO has a responsibility to:

- Achieve the mandatory SENDCO qualification (the SENDCO National Professional Qualification (NPQ)) within three years of appointment, where required by the relevant regulations. SENDCOs who already hold the previous NASENCO qualification do not need to complete the NPQ.
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENDCO at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- Work with the school governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHCPs.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.

- Liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

The class teacher has responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves.
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- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and that every pupil with SEND is able to study the full national curriculum, with reasonable adjustments and appropriate support where required.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.

Involving pupils and parents/carers in decision-making

The class teacher, supported by the SENDCO if required, will meet with pupils and parents/carers of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

- Keep parents informed as fully as possible about their child's needs, changes to educational provision, achievements and assessments. This may be during parent/carer meetings and at other appropriate times.
- Welcome participation in review meetings, where we set appropriate targets, discuss progress and consider next steps.
- Expect attendance at Annual Reviews of Education, Health and Care Plans.
- Listen to and respect the parents' views and needs, taking account of parental knowledge and experience of their child.
- Provide support for parents who may have needs of their own.
- Provide copies of any external advice given to support the school in the education of the child.
- Ensure, wherever possible, that parents are aware of the support that is available from outside agencies outside normal reporting periods.
- The SENDCO will offer support and advice to parents around providing/receiving specific support and strategies for home.
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- Highlight the pupil's strengths and capabilities.

Complaints

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENDCO. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENDCO or headteacher. If necessary, parents may complain to the governors and, if they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

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Publishing information

The school will publish details of the SEN Information Report on the website.

The information published will be updated annually, and any changes to the information occurring during the year will be updated as soon as possible.



Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.