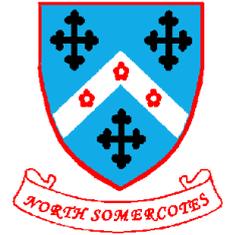


North Somercotes CE Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Every teacher is a teacher of every child including those with Special Educational Needs and/or disability.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: *'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she: has 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 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 SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'. (Section 1: xiii; xiv)

Many children and young people who have SEND 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'.* (Section 1: xviii)

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 SEND, 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. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)

Our Aim

At North Somercotes C.E. Primary School we aim to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. We believe that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We believe that

with the right training, strategies and support virtually all children with Special Educational Needs and Disabilities can be successfully included in mainstream education and will all make progress academically, personally, socially and spiritually. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.

Inclusion Statement

At North Somercotes C.E. Primary 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 pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is 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, 2015)

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-judgmental attitude throughout the school.

At North Somercotes C.E. Primary School:

The Special Educational Needs Coordinators (SENCo)s are Mrs Knott & Mrs Sandiford

The SEND Governor is Mrs Morton

The Child Protection Officer is Mr Floyd (Head Teacher)

Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), North Somercotes CE Primary School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met

- Early identification and early intervention are essential for ensuring better outcomes for pupils
- Raising the achievement of pupils with SEND is a whole school responsibility
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need
- Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

Our Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the Governors to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all pupils.

Identification of SEND

There are four distinct categories of SEND need as identified within the Code of Practice 2015:

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)

- Social, emotional and mental health (SEMH)
- Physical and sensory (P&S)

Please see appendix for North Somercotes C.E. Primary School's specific criteria for the identification of SEND.

SEN Support: Assess, Plan, Do, Review

In line with the Code of Practice methodology of **Assess, Plan, Do, Review** children with SEND are identified as early as possible. Class teachers are continually aware of children's learning and the progress of every child is monitored half termly. Where a child is identified (**assessed**) as not making progress, in spite of quality first differentiated teaching, he/she is raised as an initial concern with the SENCO. These concerns are shared with parents and a **plan** of action is agreed.

Less than expected progress can be characterised by progress which:

- is significantly slower than their peers 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

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 led by the SENCO. Normally these will be three times 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 Education Health Care Plan (EHCP).

Though children learn best when they are with their class, there are times when 'additional to, different from' interventions and support need to be offered to pupils 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 pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils 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.

Management of Children on the SEND Register

Children placed on the SEND register will follow the cycle of assess, plan, do, review. The class teacher will meet with the SENCO (for those children at SEND Support or with an Educational Health Care Plan (EHC Plan)) to write achievable targets as part of an Individual Education Plan (IEP). These targets will be reviewed three times a year with contributions from parents, children (if appropriate) and outside agencies (if involved).

Children with an EHC Plan have a teaching assistant to support their individual needs, directed by the class teacher.

Children with SEN support will have an IEP which will be shared and reviewed with parents and the child (if appropriate).

Supporting Children and Families

The local authority 'Local Offer' can be found at www.lincolnshire.gov.uk/SENDlocaloffer which offers parents support on the county's obligations and services.

Our school 'SEN Information Report' outlines our offer of support for children in our school with SEND and can be found on our website: www.nspri.co.uk

When appropriate, we work closely with the following agencies to support our children and their families:

- Education Psychologist (EP)
- Speech and Language Therapy (SALT)
- Special Educational Needs and Disability Service – Specialist Teaching Team
- The Working Together Team
- Child and Adolescent Mental Health Service (CAMHs)
- School Nursing team
- Physiotherapy
- Social Care

Monitoring and Evaluation of SEND

Class teachers will monitor the effectiveness of provision for children with SEND. This will be overseen by the SENCO. The SENCO will regularly evaluate the effectiveness of the interventions and strategies in place.

Parent and child views are considered regularly and at review meetings so that we know we are providing the very best for each child with SEND.

Training and Resources

The school works to an annual budget. The needs of the children requiring SEND support are taken into account when decisions are made in spending the budget.

The SENCO attends local authority network meetings to keep up to date with local and national changes.

Training is given to staff to enable them to meet specific needs of individuals.

Staff Roles and Responsibilities

Head teacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the SENCO
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners as supplied by the SENCO.
- pupil progress meetings with SENCO and individual teachers
- regular meetings with the SENCO
- discussions and consultations with pupils and parents

Special Educational Needs Coordinator (SENCO)

In line with the SEND Code of Practice 2015 and the mandatory standards identified within National SENDCO Award training, the SENCO has *'an important role to play with the head teacher and the governing body in determining the strategic development of SEN policy and provision'* (6:87). The SENCO will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a list of pupils with special educational needs and disabilities – identifying those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with current statements of Special Educational Need or Education Health and Care plans (EHCP)
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers; offering professional support
- contributing to the in-service training of staff
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and/or Disability
- implementing a programme of Annual Review for all pupils with a current EHC Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out requests for EHC Needs Assessments.
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another

- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least three times per year with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- meeting at least three times a year and consulting sensitively with parents and families of pupils on the SEN Support and/or EHCP list, keeping them informed of progress and listening to their views, in conjunction with class teachers; ensuring SEND pupils receive appropriate support and high quality teaching
- attending area SENCO network meetings and training as appropriate
- liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and/or disability (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.

Class Teacher

Liaising with the SENCO to agree :

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have short term additional interventions monitored on the class provision map – but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with EHC Plans)

Securing good provision and good outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities.
- ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely *'additional to or different from those normally provided as part of the differentiated curriculum offer and strategies.'* (SEN Code of Practice 2015.)

SEND Governor

Mrs Morton is the governor with specific oversight of the school's arrangements for SEND.

The governing bodies of maintained schools and academies must publish information on their websites about the implementation of the governing body's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2015**.

Complaints

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENCO and/or the Headteacher.

If a situation remains unresolved then a letter outlining parent/guardian concerns should be sent formally to the Clerk to the Governors at the school address: North Somercotes C.E. Primary School, Warren Road, North Somercotes, Lincolnshire LN11 7QB.

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs:

9-11 The Avenue
Lincoln
LN1 1PA

Our Legal Responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (September 2015) DfE/DoH** which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities

Equality Act 2010: the School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.

Equality Act 2010: Advice for Schools (DfE February 2013): non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy should be read in conjunction with our SEND Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) as published on our school website.

The SEND Policy will be reviewed every two years, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEND Information regulations will be updated annually as required by current legislation.

Policy agreed by Governors: Autumn Term 2018

To be reviewed: Summer Term 2020

Appendix 1

Criteria for inclusion on the SEND register

At North Somercotes C.E. Primary School, we believe that **high quality differentiated and personalised teaching** is the right of all children.

We use the guidance from the Special Educational Needs and Disability Code of Practice

0-25 (2014) and the Children and Families Act 2014 to ensure that children who need any special educational provision that is **'additional to, different from'** the majority (Section 21 Children and Families Act 2014) are catered for as early as possible in their school career.

We will use our **best endeavours** to ensure prompt quality provision is made for those who need it. Children requiring intervention will be placed at School Support, our in-school system of intervention and monitoring. Where progress continues to be less than expected an assessment should be made of whether the child has a SEND.

However, **'Slow progress and low attainment do not necessarily mean that a child has SEND'** (Code of Practice 2014 – 6.23)

Inclusion on the SEND register has to be carefully considered. A child has SEND if he/she:

- 'has a **significantly greater difficulty** in learning than the majority of others the same age, or
- has a **disability which prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

At North Somercotes CE Primary, children who fit into **two or more categories** below would be placed onto the SEND register:

- For **'Cognition and Learning'**, a child who is working **'significantly below peers starting at the same baseline'** in one or more areas:
- A child receiving **'additional to, different from'** outside of quality first differentiated teaching, such as an Intervention Group or a specific programme/course of learning. This teaching would be **outside of usual** classroom practice.
- A child where an **external specialist** is involved in their education, e.g. Specialist Teacher, Educational Psychologist, Community Paediatrician, Speech and Language Therapist and Sensory Impaired Specialist.

An assessment by the Specialist Teaching Team does not automatically mean an entry onto the SEND register.

- A child with an **official clinical diagnosis with recommendation for intervention** in the areas of **‘Cognition and Learning’** (e.g. Specific Learning Difficulties, including dyslexia, dyscalculia and dyspraxia), **‘Communication and Interaction’** (e.g. Speech and Language, ASD and Asperger’s Syndrome) and **‘Sensory and/or Physical Needs’** (e.g. a physical disability, Hearing Impairment or Visual Impairment).
- For **‘Social, Emotion and Mental Health Difficulties’**, this can include children who have challenging behaviours, are withdrawn, have anxiety, depression, are self-harming or mis-using substances, have an eating disorder or physical symptoms that are medically unexplained. These children may need an IEP Behaviour Plan to be able to function in school and may require the involvement of outside agencies.

Early Years Identification

In the Early Years Foundation Stage we adhere to the Special Education Needs requirements as outlined in Section 3.67 of the Statutory Framework for the Early Years Foundation Stage 2014.

Within the Early Years Foundation Stage the teacher will use the non-statutory ‘Early Years Outcomes’ guidance as a tool to assess the level at which a child is developing against the expected age / stage descriptors for their chronological age across the seven Areas of Learning and Development:

Where a child appears to be behind expected levels, or where a child’s progress gives cause for concern, we will consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from teacher observations and from any more detailed assessment of the child’s needs. In our setting we will particularly consider information on a child’s progress in the Prime Areas of Learning and Development; communication and language, physical development and personal, social and emotional development.

Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEND. All the information should be brought together with the observations of parents and considered with them.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed. The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child’s level of development will be assessed against the 17 Early Learning Goals. We will indicate whether a child is meeting ‘expected’ levels of development, or if they are ‘exceeding’ expected levels, or not yet reaching expected levels (‘emerging’).