

Great Steeping Primary School



Helping Learners Grow

Special Educational Needs and Disabilities (SEND) Policy

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Cross reference with: Behaviour and Discipline, Safeguarding, Assessment, Equal Opportunities and Race Equality, Inclusion, Supporting pupils with medical conditions.

1. Introductory Statement

At Great Steeping Primary School, we are committed to offering an inclusive curriculum and strive to support ALL children to enable them to make the best possible progress whatever their needs or abilities. All children and young people are entitled to an appropriate education; one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- 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 Page 92 – 6.1)

2. Definitions

‘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. (COP DfE 2015 Section 1: Page 15 xiii)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a. has a significantly greater difficulty in learning than the majority of others of the same age; or
- b. 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.’

‘A child under compulsory school age has SEN 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’. (COP DfE 2015 Section 1: Pages 15 and 16 xiii; xiv)

‘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’....

‘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. (*COP DfE 2015 Section 1: Page 16*)

Pupils are not regarded as having a learning difficulty solely because the language of the home is different from the language in which they are taught.

Special educational provisions means:

‘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.’ Special Education Needs Code of Practice: 0 to 25 (*COP DfE 2015 Section 1: Pages 16 xv*)

Areas of need:

Communication and Interaction

“Children and young people with speech, language and communication needs (SLCN) have 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, 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.” (*COP DfE 2015 Page 97 Sections 6.28 and 6.29*)

Cognition and Learning

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to

profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.” (COP DfE 2015 Page 97 and 98 Sections 6.30 and 6.31)

Social, Emotional and Mental Health Difficulties

“Children and young people 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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” (COP DfE 2015 Page 98 Sections 6.32)

Sensory and/ or Physical Needs

“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

“Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.” (COP DfE 2015 Page 98 Sections 6.34 and 6.35)

3. Aims and Objectives

This SEND policy details how Great Steeping Primary School will do its best to ensure that the necessary provision is made for any pupil with SEND and that those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils with SEND to join in the activities of the school together with pupils who do not have

SEND, so far as is reasonably practical and compatible with the child receiving the SEND provision and the efficient education of the pupils with whom they are educated. Our Inclusion policy states that: “Our school values the individuality of all pupils. We are committed to giving all children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in the school - regardless of their age, gender, ethnicity, sexual orientation, attainment or background.”

The following principles underpin this policy:

- early identification of pupils’ needs
- involvement of pupils and their parents / carers in decision-making
- collaboration between education, health and social care services to provide support
- high-quality provision to meet the needs of pupils with SEND

4. Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school’s head teachers, SENDCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

The Headteacher, Mrs Amy Halsall, has overall responsibility for Special Educational Provision.

Miss Rebecca Apps is the **Special Educational Needs Coordinator (SENDCo)** and is responsible for co-ordinating the day to day provision of education for pupils with special educational needs.

The SENDCO’s responsibility for co-ordinating SEN provision is:

- to write and review the SEND policy;
- to oversee the day to day implementation of the SEND policy;
- maintenance and analysis of whole-school provision map for vulnerable learners;
- identifying on this provision map a list of pupils with special educational needs – identifying those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with a current Education Health and Care Plan (EHC Plan);

- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.
- 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 an EHC Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have an on-going special educational need which will require significant support;
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another;
- monitoring the school's system for ensuring that specific learning plans, where it is agreed they will be useful for a pupil with special educational needs and/or disability, have a high profile in the classroom and with pupils;
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);
- meeting with each teacher to review and revise learning objectives for all vulnerable learners in their class
- meeting and consulting sensitively with parents and families of pupils on the SEND 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;
- attend Team Around the Child / Family (TAC) meetings, and if needed be Lead Professional, to support vulnerable children and families;
- attend PEP meetings for Looked after Child/ren (LAC) to support children and families;
- attending area SENDCo network meetings and training as appropriate;
- liaising with the school's SEND Governor, keeping him/her 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.

Mrs Allison Sunley is our designated **SEND Governor**. She has special oversight of the school's arrangements for SEN and disability, however the Governing Body as a whole is responsible for making provision for pupils with special educational needs and disabilities.

Governors need to:

- have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 (2015)
- support and monitor the SEND policy and review it as appropriate;
- do its best to secure the necessary provision for any pupil identified as having special educational needs and/or disabilities;
- ensure that parents are notified of a decision by the school that their child has a special educational need and/or disability and of the provision the school is providing;
- ensure all teachers are aware of the importance of providing for pupils with special educational needs and/or disabilities;
- report annually to parents on how the SEND policy is being implemented;
- are aware of the school's SEN and D provision, including the deployment of funding, equipment and personnel;
- ensure that a summary of SEND policy and the School's SEN and D Information Report is included on the school website.
- ensure that the school's information on the Lincolnshire Family Service Directory is updated.

Class Teachers are primarily responsible for the children in their classes, for addressing inclusion and for:

- providing quality first teaching for all pupils, which includes reasonable adjustments for some learners;
- providing differentiation needed for children across the ability range;
- briefing Teaching Assistants and Midday Supervisors and obtaining feedback from them to help with the monitoring and assessment of children with Special Educational Needs and/or Disabilities;
- involving parents and ensuring a regular dialogue is maintained;
- providing opportunities for interventions and liaise with Teaching Assistants or professional who is delivering the intervention to monitor progress.
- referring to SENDCo if any concerns arise for a pupil, which may lead to Special Educational Needs being identified. Ensuring SENDCo receives this information and that discussions take place.
- writing Individual Support Plans (ISPs) and implementing targets in class;

- gathering the views of the pupil;
- meeting with outside agencies when appropriate;

Teaching Assistants will support the teacher by:

- working with an individual or group of pupils to access the curriculum;
- implementing activities designed to achieve targets on an Individual Support Plan ;
- encouraging and promoting pupil independence;
- liaising with teachers, SENDCO and outside agencies, giving feedback and suggesting development;
- helping to prepare resources and adapting materials;
- gathering the views of the pupil
- attending planning and review meetings as appropriate;
- facilitating good communication between home and school.

Parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. We will encourage parents to understand their rights and responsibilities in the partnership supporting their child's educational needs.

Pupils

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate at an appropriate level in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Outside Agencies

Outside agencies assist the school when necessary and can be called on for support and advice. (See Appendix 4- Support Agencies.) These external specialists may act in

an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

5. Admission Arrangements and Special Facilities

The school welcomes all children. The Governing Body do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

The school building is accessible to all and has accessible toilets but pupils with physical needs may need extra facilities. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that consultations can take place.

6. Identification

A few children come to school with their special educational needs already identified. The school is also open and responsive to expressions of concern by parents and takes account of any information that parents provide about their child.

All children are constantly monitored, both formally through the school tracking systems and informally. Class teachers identify pupils' needs in all areas of the curriculum from their ongoing observation, assessment and record keeping.

Great Steeping Primary School is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2015.

See Identifying Special Educational Needs at Great Steeping flow chart (Appendix 1).

If a child is not making the expected progress or is having difficulty accessing any part of the curriculum, the class teacher will consult the SENDCo in order to decide whether additional or different provision is necessary. When agreeing the provision needed for the pupil, the teacher and SENDCO will agree on the area of difficulty/reason for being added to the SEND register.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking actions which are additional to or different from their peers.

7. Graduated Approach

Special Educational Needs Support (SEN Support)

To help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. Most pupils identified with SEN are on the register at SEN Support. When a pupil is identified as having SEN, our school will support the child to help remove barriers to learning and put effective special educational provision in place. In our school the SEN Support will take the form of a four-part cycle: Assess, Plan, Do, Review.



While a pupil is on the SEND register regular review meetings or telephone consultations with the child's parents/carers, class teacher and the SENDCO will take place to create new Individual Support Plan targets (ISP targets) and review previous targets. Areas of need and targets are recorded and reviewed using Valuing SEND (VSEND) which is a secure online platform for recording SEND pupil data.

Education, Health and Care Plan (EHC Plan)

If the child continues to demonstrate significant cause for concern, the school will request a statutory assessment of the child's special educational needs and/or disabilities by the Local Authority. The SENDCO completes the Education, Health and Care Needs Assessment Request Form (Primary Education) and submits it to the SEND Team, Lincoln. If a decision is made to instigate statutory assessment, SEN Support continues and an assessment takes place in line with current legislation. If the request is approved by the County the child will be allocated a Case Worker and receive an Education, Health and Care Plan (EHC Plan).

For pupils who have an EHC Plan their progress and the support outlined in the EHC Plan will be reviewed annually, at an EHCP Annual Review. When pupils are due to transfer to another phase, planning for this will start in the year prior to the year of transfer. Advanced planning for pupils with an EHC Plan in Year 5 will allow appropriate options to be considered. The SENDCO liaises with the SENDCO of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Individual Support Plans (ISPs) (See appendix 2)

All pupils on the Special Needs Register will have a Pupil Passport which records areas of strength, areas for support and curriculum adaptations. These will be reviewed annually and pass with pupils to their new classes.

Individual Support Plans (ISP)

Targets and strategies employed to enable a child with Special Educational Needs or Disabilities, to progress will be recorded as an ISP in VSEND. We set SMART (Significant,

Measurable, Achievable, Realistic, Time bound) targets and record teaching strategies that will support the pupil and that are additional to and / or different from those that children will receive through the normal differentiated curriculum. ISP targets are written for all pupils at SEN support and pupils with an EHC Plan.

Parents will be invited to take part in SEND reviews to discuss progress made and set new targets. They will be given a copy of the ISP. If parents are unable to attend the SEN Support Meeting, then a copy of the ISP will be sent home. The ISP targets will be reviewed in the Autumn Term, Spring Term and the Summer Term. Pupils will participate fully in the review process according to their age and abilities.

For ease of identification and monitoring, our school keeps a Special Educational Needs and Disabilities Register with the names of children for whom there is concern. Referrals, assessment forms and all other letters, forms and records about SEND are kept in confidential files in the SEND drawer in the locked filing cabinet in the school office and / or in a secure area of the school's network.

Individual Support Plans (ISPs) are working documents and are accessible to staff in classrooms. Pupil SEND reports and other assessments are available to staff only on the school network. VSEND is available to class teachers online with double authentication (users provide two different authentication factors to verify themselves.)

8. Parental Involvement

It is the school's policy to work closely with parents and encourage an active partnership. All staff have regular communication with parents, with parents always being consulted before outside agencies are involved. Staff are aware that: "Parents know their children the best and it is important that all practitioners listen and understand when parents express concerns about their child's development." Special Education Needs Code of Practice: 0 to 25 (COP DfE 2015 Section, Page 79, Section 5.5)

9. Partnership Within and Beyond School

Support Services

The school uses expertise provided by other professionals. These include an Educational Psychologist (EP), Speech and Language Therapist (SALT), Specialist Teaching Team (STT), Working Together Team - Lincolnshire Autism, Social Communication and SEND Outreach Service (WTT), Occupational and Physiotherapy

support. Other services are available to support children with sensory impairments. (See Appendix 4)

10. Within School and Cross Phase Liaison

The Foundation Stage Teachers are in regular contact with staff at local pre-school settings and any children with special needs and/or disabilities are monitored carefully and information shared. Consultation between the SENDCO and staff takes place during the Summer Term to ensure a smooth transition into school.

The Headteacher and SENDCo share responsibility for ensuring that all staff are aware of children with special needs and /or disabilities. Where a whole school strategy is in place for a child, all staff are made aware of their role.

As children move from class to class it is the SENDCo's and class teacher's responsibility to inform the next teacher of any children with special educational or medical needs and to ensure that all documentation is up to date. The receiving class teacher is responsible for using the documentation to inform themselves at an early stage of the needs of the children they are receiving.

At transfer to secondary school, consultation between staff takes place in the Summer Term preceding transfer. All relevant records will transfer with the child. In addition to the usual transfer arrangements, we ensure that the SENDCo from the secondary school is invited to the annual reviews of children with an Education Health Care Plan (EHC) in Year 6.

11. Complaint Procedures

Should there be a query or complaint about SEND provision for an individual child it should be discussed first with the class teacher and/ or the SENDCo, then please follow the procedures set out in the Complaints Policy.

Information about the Information, Advice and Support Service (IASS), previously known as the Parent Partnership Service, is available in Appendix 4: Support Agencies. Parents can contact the IASS for independent support and advice.

Appendices

- Appendix 1: Flowchart Identifying Special Educational Needs at Great Steeping Primary School
- Appendix 2: Pupil Passport

- Appendix 3: Adaptations to the curriculum at Great Steeping for SEND pupils
- Appendix 4: Support agencies

SEND abbreviations used in this policy

ASD - Autism spectrum disorder

COP DfE 2015 - Special Educational Needs and Disability Code of Practice, 2015

EHCP – education, health and care plan

EP - Educational Psychologist

HI -hearing impairment

ISP – individual support plan

LAC – looked after child

MLD - moderate learning difficulties

MSI - multi-sensory impairment

PEP - Personal Education Plan (a statutory active document for a looked-after child)

PD - physical disability

PMLD - profound and multiple learning difficulties

SALT - Speech and Language Therapist

SEN – special educational needs

SEND – special educational needs and disability

SENDCo – special educational needs and disability co-ordinator

SLCN - speech, language and communication needs

SLD - severe learning difficulties

SMART targets - Specific, Measurable, Achievable, Realistic, and Timely

SpLD - Specific learning difficulties

STT – (SEN) Specialist Teaching Team (Lincolnshire County Council)

TA – teaching assistant

TAC – team around the child

VI - vision impairment

VSEND – Valuing SEND (a secure online platform for recording SEND pupil data)

WTT - Working Together Team (Lincolnshire Autism, Social Communication and SEND Outreach Service).