

AMBITIOUS – CARING – EXCELLENCE

Stapleford Community Primary School

Special Educational Needs and Disabilities (SEND) Policy *



STAPLEFORD COMMUNITY PRIMARY SCHOOL SEND POLICY*			
Review frequency	Annually	Date of next review	Spring 2023
Committee	LGB	Required by Law	Yes
Governor approval (date)	Spring 2022	Website (public area)	Yes
Staff / governor responsible	Lloyd Douglas (SENDCO) Christine Spain (headteacher)		

Required by law*

Our Vision

At Stapleford Community Primary School, we are passionate about education. We are **ambitious** for our pupils and want the best for every child. Our staff work hard to ensure the school is a vibrant and innovative place, where pupils demonstrate a thirst for learning, where curiosity is nurtured and **excellence** is expected in a **caring**, supportive and stimulating environment.

We support the British Values, which can be found on our website under ‘About Us’.

Introduction

We at Stapleford Community Primary School are committed to meeting the needs of children with SEND, ensuring they have high ambitions and excellent progress. As members of the Anglian Learning Trust, we share the firm belief that successful learning communities are underpinned by ambitious vision, trust and strong inspirational leadership at all levels of the organisation. We aim to support this in this policy.

In line with our aims and values, we provide an engaging, purposeful and enjoyable curriculum while maintaining high expectations. Through strong links with parents and carers, and a higher collaborated approach to support in school, we aim to promote an inclusive approach to the support and provision given to all our children where possible. We make our curriculum accessible to all by:

- setting suitable, ambitious yet achievable learning activities,
- ensuring we cater to all learning types through creative activities and a broad range of experiences,
- responding to individual’s diverse needs to ensure they are ready to access the learning
- identifying potential barriers to learning through assessment, careful and considered planning, provision of resources and availability of additional support,
- taking account of the diversity of language, culture, experiences and abilities within the school to enhance teaching and learning.

We celebrate difference and individuality in our children and know that each child comes with their own way of learning at every level of need, outlined in the Code of Practice as the ‘four broad areas if need’. Through Quality First Teaching, teachers use both summative and formative assessments to inform the next stage of learning, ensuring our children are challenged and engaged at all levels.

We aim to support children in a small group or individually dependent on activity and need. This will be sometimes in the classroom or in a quiet space, depending on which would maximise the learning at the time.

Some children may be supported by other professionals, usually from the Local Authority (LA) or Health Services and in these cases, parents/carers and our children will be informed and their views and visions will be considered. In some cases, professionals will make direct contact with parents/carers, in this instance it is then their responsibility to inform the parents of a visit and the parents/carers responsibility to inform the school.

Definition of SEND and Disability (SEND)

‘A child or young person has SEND if they have a learning difficulty or disability which class for special educational provision to be made for him or her’ and ‘reasonable adjustments and access arrangements should be considered as part of SEND planning and review.’

A child 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 facilities of a kind generally provided for others of the same age in mainstream schools.’*

SEND Code of Practice 2015

Children may have needs for a period of time, or throughout their journey with us. This policy ensures that our curriculum planning reflects the type and extent of any difficulties our children experience and as a school, our aim is to ensure that parents/carers are fully involved in any decisions relating to SEND provision for their children.

All children will be admitted to the school in line with the school’s agreed Admissions Policy, as identified in the school’s prospectus and can be found on our website.

The four broad areas of need

<p><u>Communication and interaction</u></p>	<p>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 periods of their lives.</p> <p>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. <i>(SEND Code of Practice 2015, 6:28)</i></p>
<p><u>Cognition and learning</u></p>	<p>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</p>

	<p>sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (<i>SEND Code of Practice 2015, 6:30</i>)</p>
<p><u>Social, emotional and mental health difficulties</u></p>	<p>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-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).</p> <p>Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. (<i>SEND Code of Practice 2015, 6:32</i>)</p>
<p><u>Sensory and/or physical needs</u></p>	<p>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. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.</p> <p>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. (<i>SEND Code of Practice 2015, 6:34</i>)</p>

Identification, assessment, monitoring and review arrangements of SEND

Identification

Identification of needs is essential so when children are first admitted to the school, we at Stapleford will contact the child's previous education setting to get any information that will help us to better support the children.

Early identification is very important and concerns from teachers, support staff and parents/carers are followed up as soon as they can be from being raised. If a teacher has a concern about a child and has put provision in place that appears to be ineffective, they must complete a SEND Concern Form as soon as they can so the SENDCO can support further.

Curriculum and assessment monitoring

The progress and attainment of all children is recorded, tracked and monitored termly during 'Pupil Progress Meetings' led by the Head teacher. The curriculum leader and the assessment coordinator will monitor the attainment and progress of pupils with SEND as part of their role. They will ensure that the SENDCO is kept fully informed and if they have a concern, they will invite the SENDCO to various discussions in which the SENDCO will advise accordingly. Both the curriculum leaders and the SENDCO will work together to ensure access to English, Maths and ICT and to use assessment to plan for successful differentiation and implementation of resources.

What is a Support Journey?

A 'Support Journey' is the name of our document which follows the journey of support for a child on the SEND Register whose progress needs further investigating. This follows the Graduated Approach of Assess, Plan, Do, Review (APDR). Not all of our children on the Register need a Support Journey, some of our children with SEND are doing really well at managing their needs with QFT, in this case, the class teacher will create a Communication Passport for them which is reviewed every year.

How a child is placed on a 'Support Journey'

A child may be placed on to a 'Support Journey' if they receive support that is considered above and beyond what they would receive through Quality First Teaching, or because it has been identified that their progress is either slow or not what is expected. We at Stapleford use a variety of assessments tools to identify gaps across the four broad areas of need identified above, this would be our first step in assessing where the children are in the area of need. After this, and a SEND Concern Form has been completed by the class teacher, the SENDCO will be informed and if appropriate, carry out a lesson observation to advise on in class strategies.

Once advice has been implemented for a period of 4-10 weeks, a discussion will be had with the class teacher and SENDCO around whether provision was effective. If ineffective, a closer look at assessment tools and further strategies will both guide the child to an evidence based intervention to help close gaps in learning and support them further in class. At this point, the school will adopt a Graduated Approach, as recommended by the Code of Practice 2015 and the child will be placed on a 'Support Journey'.

If after a 4-10 week cycle of evidence based interventions and close monitoring individualised targets have not been met, the SENDCO will analyse the Support Journey and possibly raise concerns with the external services to advise further and help the school in planning for the child. If needed, a referral will be made.

When external services are involved:

- the SENDCO, in consultation with parents / carers and the class teacher, will act as liaison;
- they will provide advice/support to teachers and parents/carers as necessary;
- they will offer additional and different strategies to those already put in place may be appropriate;
- parents / carers, and the child where appropriate, will be involved in review meetings

Once external advice has been implemented over 3-6 months and there still seems to be no progress, and there is evidence that the child's needs is impacting their learning, an application for an Education, Health and Care Plan (EHCP) will be considered. Please note, in this case, both school and parents need to be in agreement of the application.

If a child has an EHCP, the school will use funding in a variety of ways to help support that child based on their needs, views and learning style in the best way possible, this doesn't always meaning providing a 1-1 adult. We will strive to provide learning opportunities for the child to meet their targets in the best way we can and ensure they are receiving the provision outlined in their plan.

Transition Arrangements

Our Foundation Stage teacher visits feeder settings regularly to liaise with staff and meet the children. Where visits are not possible, the teacher will speak to key workers at the relevant pre-school, childminders or parents/carers at home visits in early September. If required, the SENDCO will liaise with settings, parents/carers and other stakeholders to make additional provision for children with SEND. Parents/carers are invited to share any records and reports, concerning the child's needs with the school.

Children and their parents/carers will have had a number of opportunities to visit us before they start. Full details of how we welcome children starting in Reception can be found in our Transition Policy.

When children are transferring to secondary school, liaison meetings are held with the schools' SENDCO and Year Group tutors to exchange relevant information. These professionals are also invited to Year 5/6 children's Annual Reviews when holding an EHCP, so that they are aware of the provision that the child will need in their new setting. This meeting is also an opportunity for parents to meet the staff who they will now be working with and any concerns can be addressed.

Aims and objectives

Our governing body has outlined the following objectives as those essential for the most effective provision of children with SEND and this policy will be important to ensure these objectives are met:

- We identify and assess children with SEND throughout Early Years, KS1 and KS2.
- All procedures for identifying children with SEND are known and understood by stakeholders concerned with individual child.
- We work in partnership with parents/carers and pupils to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence.
- We make clear the expectations of all stakeholders in the process
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND.
- Records relating to SEND follow the child through the school; they are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEND through well targeted INSET and CPD.
- We work in co-operation and productive partnership with the support services and other professionals to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.
- All children are given access to the curriculum at an appropriate level and each child's learning and achievements are maximized at every stage of their primary school career.

Roles and Responsibilities

Governing Body

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the local governing body is kept informed of how the school is meeting the statutory requirements. At Stapleford Primary Community School, this role is undertaken by Mike Byrne who will meet regularly with the Head and SENDCO.

Other responsibilities include:

- reviewing and maintaining the SEND policy, and ensure the policy is subject to a regular cycle of monitoring, evaluation and review
- having an up to date knowledge about the school's SEND provision, including funding
- ensuring that SEND provision is an integral part of the School Improvement Plan
- ensuring that financial resources are available to carry out the SEND policy
- ensuring the quality of SEND provision is continually monitored
- ensuring that SEND is an agenda item at every Local Governing Body meeting

Head teacher

The Head teacher is the school's 'responsible person' and oversees the management of the school's SEND work. The Head teacher will liaise with the SENDCO primarily, staff, support services, parents and pupils and keep the governing body informed about the SEND provision made by the school with the support of the SENDCO.

Other responsibilities include:

- supporting the SENDCO to allocate resources, roles and responsibilities to staff so that needs are met,
- to attend SEND review meetings when required,
- to oversee the progress of children with teacher's at Pupil Progress Meetings
- ensure the needs of children are met within the school, and
- ensure time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to manage the transfer information between classes and phases.

SENDCO

The SENDCO and the Head teacher will work closely with the SEND governor and staff to ensure the effective day-to-day operation of the school's SEND policy. The SENDCO and Head teacher will identify areas for development in SEND and contribute to the school's development plan.

Other responsibilities include:

- working closely with staff, parents/carers, external agencies on children who need extra support to ensure needs are met,
- ensure provisions on an EHCP are being met and get support where this is not the case,
- overseeing the day-to-day operation of the school's SEND policy,
- liaising with teaching staff informally and formally to help coordinate provision for children with SEND, monitor progress and identify next steps,
- attending joint SEND meetings with other schools in the Anglian Learning (AL) and sharing key points with all staff,
- liaising with the relevant Designated Teacher where a looked after pupil has SEND,
- provide appropriate staff meetings and training that meet identified training needs throughout the year based on the needs that enter the school,
- advising on the graduated approach to providing SEND support through Assess, Plan, Do, Review (ADPR),
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
- liaising with parents/carers of pupils with SEND,
- liaising with and being key point of contact with the Local Authority (LA) Early Years providers, other schools, educational psychologists, health and social care professionals, and independent, external or voluntary bodies,
- liaising with potential next providers of education to ensure our children and their parents/carers are informed about options and a smooth, successful transition is planned,
- working with the Head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and

- access arrangements, and
- ensuring that school staff keeps the records of all pupils with SEND up to date.

Teachers

The progress of children with SEND is the responsibility of the class teacher. The revised SEND Code of Practice 2015 (states that *‘Every teacher is a teacher of every child or young person including those with SEND’* and focuses on meeting children’s needs through inclusive approaches to teaching and learning. Therefore, class teachers plan and assess effectively so that we meet the educational needs of all our children, plus have the opportunity to be involved in the formulation of the SEND policy. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by all of our children in their subject area and the effectiveness of resources and other curriculum material.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. SEND Code of Practice 2015 (6:36, pg99)

Other responsibilities include:

- deliver provisions outlined on a child’s EHCP,
- liaising with parents/carers about any concerns they may have for a child,
- raising concerns if they suspect a child may have SEND to the SENDCO by completing a ‘SEND concern form’
- discuss need and implement strategies that are suggested by the SENDCO or external professionals,
- knowing which pupils in their class are on the SEND Register and ensure provision is of high quality, and teaching and planning ensures an inclusive education,
- their children identified with SEND make good progress using The Graduated Approach (APDR, a link can be found on our website),
- act as the first point of contact for the parents/carers of their children with SEND, keeping the SENDCO informed and organising further meetings if needed,
- to maintain their SEND folder which will hold relevant information about their children,
- update children’s chronology of support,
- to keep each child’s SEND Support Journey (APDR) up to date, ensuring their journey of support is clear, share these with parents/carers termly and make sure parents/carers and child’s voice is evident on the plan,
- to ensure TA support is effective and meaningful,
- ensuring all staff that work with their children have read relevant documents that share a successful approach to working with their children, such as Communication Passports with the children or Risk Reduction Plans (RRP) with the SENDCO,
- complete referrals/documents as requested,
- to attend appropriate courses and career development days to help extend their knowledge on how to successfully support and challenge children with SEND,
- to be fully aware of and adhere to the school’s SEND policy.

Teaching Assistants

Under the guidance of the class teacher, TAs are responsible for:

- carrying out activities and learning programmes planned by the class teacher and the SENDCO,
- to keep records of this work as requested and share with the class teacher,
- to support children as instructed by the class teacher,
- read relevant documents that share a successful approach to working with their children, such as Communication Passports or Risk Reduction Plans (RRP),
- to attend training and courses where appropriate to help support individual pupils and groups of pupils and to have a wide range of curriculum and SEND knowledge,
- to be fully aware of the school's SEND policy,
- communication and feedback with the class teacher about successes or concerns with support.

Pupils

At Stapleford Community Primary School, we believe children should be at the heart of their learning in order to make good progress. We are aware that pupils with SEND have a unique knowledge of their own needs and their own views about what sort of support they would like so they can make the most of their learning. Because of this, we try to include them in their journey with us as much as possible, an example of this will be when creating their Communication Passport with their class teacher. Children have the opportunity to receive feedback from and give feedback to their class teachers in oral and written forms. Children have a voice in our community and our Senior Leadership Team operates an open door policy. Wherever appropriate and with parental/carer consent, children with SEND are encouraged to discuss their progress with the adults involved in supporting them. Children with Education, Health and Care Plans (EHCP) are invited to their annual review meeting if appropriate, and if not, we include them as best we can through films or letters. These meetings are designed to celebrate their year with us and discuss next steps, which would enhance their next year and making their progress our prime priority.

Parents/carers

Involvement of parents is a strong feature of the SEND Code of Practice 2015 and the SEN and Disability Act, so at Stapleford Community Primary School, we aim to forge close links with our parents/carers to help maximise involvement as we know their role as a child's first teacher is very important. Parents can offer valuable insights into how their child learns and they are regularly informed about their progress at parents evenings. The key principles in promoting this partnership are outlined in the SEND Code of Practice 2015. We aim to provide user-friendly information and procedures and to involve parents in all decisions concerning their children. Being this involved can help parents/carers support learning at home.

Any questions?

If at any point, parents/carers have any questions or worries about the educational provision for their child, the first person to contact should be the class teacher who will see them at the earliest mutually convenient time. If at this meeting it is decided that further support is

needed, or there is a time where a parent/carer is unhappy or needs some further explanation to understand support, then a meeting should be arranged with the SENDCO. Should there still be questions, now relating to a concern, then the Head Teacher should be consulted, followed by the governor responsible for SEND. After that, if concerns remain, the Local Authority (LA) have established SEND Information, Advice and Support Services (SENDIASS) to provide information, advice and support to parents/carers in relation to SEND.

Admissions and Inclusion

Pupils with SEND will be admitted to Stapleford Community Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents/carers to ascertain whether a child has been identified as having SEND, therefore joining our SEND Register at admission.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan purposeful, differentiated tasks to make accessing the curriculum possible.

The current agreed Local Authority (LA) admission policy gives priority to children with an *Education and Health Care Plan (EHCP)* (previously known as a *Statement of SEN*).

We aim to prevent any pupils with additional needs being placed at a substantial disadvantage. We will take all responsible steps to ensure that people with a disability are not treated differently without lawful justification and will make reasonable adjustments for disabled pupils to enable them to participate fully in school life.

Access for Disabled

To ensure access for pupils or parents/carers with disabilities, the school will investigate the needs and work with relevant health professionals to cater to those needs as best we can. In the classroom, we at Stapleford ensure we develop an inclusive learning environment through a variety of teaching styles, visual timetables, having staff trained in Makaton and ensure areas of the school's SEND budget caters for meeting any sensory or physical needs that enter the school.

Resources and Training

The Headteacher and SENDCO will use the child's EHCP and LA banding document to identify the areas of pupil need and make appropriate provision.

The governors will ensure that they are aware of SEND spending remains a high priority and sets aside funding to develop resources in curriculum areas, acknowledging what ensures high impact. In addition, the governors will be aware of up to date about SEND issues and undertake training. For example

- CPD for all staff,

- SEND Cluster Groups and SEND Briefings,
- Beneficial subscriptions.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head teacher/SENDCO which involves meetings, visits and learning walks.

The SENDCO will keep fully up to date about SEND issues through attendance at training and cluster meetings and share this knowledge with all relevant staff. In addition, the SENDCO will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

The English and Maths coordinators will work closely with the SENDCO to analyse data and identify gaps. They will then train, plan and implement evidence based interventions that help support children with these areas.

Access to the full life of the School and Equal Opportunities

All pupils, taking into account gender, age, ability, disability, ethnic origin, faith, culture, social circumstance and sexual orientation will be involved in the full life of the school and will have full access to all the curricular, pastoral and social opportunities. Children identified will have the same opportunities and responsibilities as all children, some of these include:

- Homework
- Clubs
- Assembly
- Plays/productions
- Extended provision
- Trips
- Swimming
- School teams
- Sport