

Special Educational Needs and Disabilities (SEND) Policy

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Contents.

- 1.Introduction
- 2.Rationale
3. Purpose of the SEND Department.
- 4.Identification of those with additional learning needs.
- 5.Supporting pupils with medical conditions.
- 6.Newly arrived pupils and those with English as an additional language
- 7.Provision and monitoring of pupils with additional needs.
- 8.Criteria for being taken off the SEND register.
- 9.Supporting Pupils and Families.
- 10.Roles and Responsibilities of those supporting pupils with additional needs.
11. Staff Training and Involvement
- 12.Record Keeping and Managing Joint Learning Plans
- 13.Outcomes for children with identified additional needs.
- 14.The use of external agencies/specialist
- 15.Partnerships and links with other schools
- 16.Special facilities and access
- 17.Resources
- 18.Complaints Procedure

1.Introduction

The Elliot Federation believe all pupils need to be supported in accessing the right tools to be successful in their education and to achieve their true potential in a warm, nurturing and caring environment. We acknowledge that all pupils learn and make progress at different rates, with some pupils needing an adaptive provision to help them access the curriculum. This will involve working closely with parents/carers and may include working with outside agencies to ensure these pupils can progress. Pupils with Special Educational needs may have difficulty in learning and socialising with their peers or with physical tasks.

The schools within the Federation aim to support all children to achieve their potential and raise standards for all. Every child is entitled to access high standard provision that is suited to their needs. We will ensure the statutory requirements set within the SEND Code of Practice 2014 are met.

2.Rationale

The policy explains how The Highlees and Eyrescroft Federation makes provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the Federation ethos and current legislative requirements.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 - 25, 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Framework 2014
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report Regulations (2014)
- Childrens and Families Act 2014

This policy should be read in conjunction with the following school policies:

- Admission policy
- Safeguarding Policy
- Behaviour policy
- Equal opportunities policy
- Procedures for handling complaints
- Intimate care policy

3. Purpose of the SEND Department.

The objectives of the local governing body in making provision for pupils with SEND are as follows:

- to know pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that pupils with special educational needs and disabilities join in with all the activities of the school
- to ensure that all pupils make the best possible progress
- to ensure Parents/carers are informed of their child's educational needs and that there is effective communication and partnership between Parents/carers and school.
- to ensure that pupils have the chance to express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

4. Identification of those with additional learning needs.

When a class teacher has concerns in relation to a child's learning, they will monitor the child's progress or behaviour over a term and discuss this with parents/carers. During this period, the teacher will work closely with the child in the normal classroom context, ensuring that any necessary help will be available and targeted for the child. If the teacher is still concerned, after this period of monitoring, a decision will be made, in conjunction with the SENCo (Special Educational Needs Coordinator) about whether the child needs to be included in the SEND register at the level of SEND support.

The SENCo will observe and work with the pupil in the classroom environment. Assessments can be carried out to identify further the area of need. To support with learning, additional supportive teaching strategies can be implemented and additional learning groups to support progress in a particular area of learning.

To be able to access support for in school or in the family home from outside agencies, parents/carers may be asked to complete a Webster stratton parenting course and open an Early Help Assessment (EHA) without these other professional support agencies can not be accessed.

If it is felt a diagnosis for a particular Additional need would benefit the pupil a discussion with parents/carers and teachers will be held. A referral to the Neurodevelopmental team for this can be made.

If a pupil does not have a formal diagnosis of an additional need. They can be placed on the SEN register if they are 2 years or more behind age related expectation, the pupil is not progressing or they need additional learning strategies to progress.

Children can be identified as having additional needs if their educational need can be categorised into at least one of the below difficulties.

- i) Cognition and Learning
- ii) Communication and Interaction
- iii) Sensory and Interaction
- iv) Social, Emotional and Mental Health

All staff have a responsibility for identifying pupils with Special Educational Needs. Children with special educational needs may have adaptations to the curriculum, differentiated teaching strategies or additional learning groups need to be put in place for them.

We can make provision for every kind of frequently occurring special education need, for instance; dyslexia, dyspraxia, speech and language needs, autism and learning difficulties. There are other kinds of special educational need which do not occur as frequently, the Federation can assess training and advice so that these kinds of needs can be met.

The following may impact learning and progression but are not considered to be classed as an additional learning need:

- Attendance
- Punctuality
- Health and welfare,
- English as an additional language,
- Being in receipt of pupil premium grant,
- Being a looked after child
- Being a child of a serviceman/women.

5.Supporting pupils with medical conditions.

Many children and young people who have SEN may also have a disability under the Equality Act 2010 that states; “ 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”.

This definition includes children and young people who have long or short 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 education provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

6. Newly arrived pupils and those with English as an additional language

The identification and assessment of the needs of children whose first language is not English requires particular support. Children are not regarded as having a learning difficulty solely because the language or form of language in the home is different from the language in which they are taught. Where there is uncertainty, teachers will look carefully at all aspects of the child's performance in different subjects to establish whether the problems he/she has in the classroom are due to limitations in the command of English, or whether they arise from a special educational need. A first language assessment is completed to support in the assessment to identify if the child has a learning need. An adapted provision is created to support the child learning English and to be able to access learning activities.

There are local guidelines produced by the Local Authority (LA) to help with this.

7. Provision and monitoring of pupils with additional needs.

We monitor the progress of all pupils 3 times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Year One phonics screening, spelling age, reading age.

When a pupil is identified as having additional learning needs the class teacher, in consultation with the SENCo, devises interventions additional to or different from those provided as part of the school's usual curriculum. Parents/carers and the teacher will meet to discuss provision and progress targets at regular meeting throughout the year called Structured Conversations. These are recorded on a Joint Learning Plan (JLP). The teacher remains responsible for working with the child on a daily basis and for planning and delivering the individualised programme. These are held termly.

The pupil will be observed in the classroom environment and their needs will be discussed with the teacher and parent/carer. A student support plan is written which includes support teaching strategies and adapted provision. Additional learning groups can be implemented to support with specific areas of learning.

A range of assessments are used to identify areas of need, these can include:

- Reading age,

- Spelling age,
- Dyslexia assessment
- Visual stress test.
- Speech and language assessment.
- Non-verbal observation assessment.
- Language ability.
- Dyscalculia.
- First Language assessment.

When assessments have been completed support strategies and additional learning groups are implemented.

If, despite significant support and intervention at school, the school has evidence that a pupil is making insufficient progress then further advice and support from outside professionals is sought. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and Parents/carers/carers/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For a small minority of pupils, progress through school may not provide adequate or appropriate support. After consultation with Parents/carers/carers/carers and outside agencies, the school needs to make a request to the Local Authority (LA) for an Education, Health and Care assessment. During the period when the LA is considering the request, the pupil will continue to receive support. The school follows the guidance provided by the LA when requesting this level of assessment.

This assessment of Special Educational Needs can result in the LA determining the child's special educational provision through an Education, Health and Care Plan (EHCP). An EHCP will:

- give details of all of the pupil's special needs
- set achievable but aspirational outcomes
- identify the special educational provision necessary to meet the pupil's special educational needs
- identify the type and name of the school where the provision is to be made
- include relevant non-educational needs of the child
- include information on non-educational provision.

The Federation ensures it meets the needs of all pupils with an Education, Health and Care plan (EHCP). All EHCPs must be reviewed at least annually. Interim EHCPs can be called if the Federation or Parents/carers believe the needs of the pupil are not being met. The parents/carers, the pupil, the LA, the school and any outside agency or professionals involved are invited. The review considers whether

any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. The Federation works closely with external agencies, the family and the child to support transition. Time is taken to ensure the correct provision is in place.

All children with EHCPs will have short-term outcomes set for them that have been established after consultation with parents/carers/ and child. These outcomes will be set out in an JLP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the JLP will continue to be the responsibility of the class teacher.

At the review in the Autumn term of Year 6, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary school stage. It will then be possible for the parents/carers to visit secondary schools and to consider appropriate options within the similar timescales as other parents/carers.

8.Criteria for being taken off the SEND register.

Frequently, pupils can be removed from the SEND register when they no longer need the additional support. This would mean that the pupil is socially, emotionally and academically at a similar ability to that of their peers. Parents/carers/carers are consulted before a child is removed from the register.

9.Supporting Pupils and Families.

- Information called the 'local offer' has been published by the local authority which contains information about the support and services available for those with additional needs aged 0-25. The Federation SEND information report can be found on the school website.
- The Class teacher and possibly the SENCo will meet with Parents/carers/carers at least 3 times a year to review the provision and progress their child has made. Parental and pupil views will be listened to during these meetings.
- The Federation has strong links with local nurseries and where necessary the SENCo will meet with the Parents/carers/carers of children who have additional needs to ensure provision is correct when their child starts school.

- The school works closely with local secondary schools to ensure a smooth transition. The SENCo will liaise with the secondary school and attend parent meeting where needed. Where necessary additional transition program can be set up.
- Structured Conversations are held termly between class teacher and parent/carer to discuss progress made and the pupils provision.

10.Roles and responsibilities of those supporting pupils with additional needs.

The class teacher

The key responsibilities of the class teacher are:

- The initial identification of a pupil's special needs through observation and ongoing assessment.
- Consult the SENCo in order that an effective JLP can be devised for the pupil, which will be in addition to an already differentiated curriculum.
- Organise the timetable, class grouping and available resources so that the pupil receives all possible support to reach the targets. Liaise with the SENCo in respect of further provision.
- Maintains ongoing liaison with the SENCo, pupil and Parents/carers/carers/carers regarding progress.

The SENCo

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- coordinating the work of support staff
- overseeing the records of all children with special educational needs
- liaising with Parents/carers/carers/carers of children with special educational needs
- contributing to the in-service training of staff and Governors
- liaising with the Governor who has responsibility for Special Educational Needs and Disability
- liaising with external agencies including the LA's support, educational psychology services, health and social services, and voluntary bodies
- assisting with the management of the SEND budget in conjunction with the Executive Principal
- monitoring and updating the SEND policy within the school's cycle of review.

The SENCo is Mrs Kathryn Black.

The Executive Principal and Governance.

The Executive Principal and Governing Body have overall responsibility for:

- the learning and monitoring throughout the schools
- ensuring that statutory duties to pupils with SEND are fulfilled
- ensuring funds are allocated to meet the needs of children with special educational needs
- the SEND policy and its review, according to the timetable set out in the School's Improvement Plan

The Governing Body has a named Governor who oversees the provision made for Special Needs throughout the school. The Head of School works in conjunction with the SENCo to meet the responsibilities set out.

Governor responsible for SEND is Susie Lucas.

11. Staff Training and Involvement

Staff training is provided wherever necessary and according to need. Training related to special educational needs and disabilities is given to teaching staff and support staff within the school's planned programme of professional development and the SENCo regularly attends courses organised by the LA and other providers.

The Federation values the important contribution made by its team of support staff, who frequently help those pupils with learning difficulties during English and Maths lessons and recognises the importance of high quality Continuous Professional Development and communication.

All staff have induction training when first appointed, and there is the opportunity for higher level courses for more experienced support staff. Staff are made familiar with intervention programmes as used in school, with external training where possible. There are opportunities to attend additional courses as needs are identified.

12. Record Keeping and Managing Joint Learning Plans.

Register of Additional Needs (Appendices 1).

The keeping of a register is not longer seen as a requirement in the SEN Code of Practise. However, the Federation sees this as good practise and will continue to maintain one. The SEND register is in three sections called Waves. Wave 1 is for pupils who needs adapted learning in the classroom environment, that is different to their peers. Wave 2 includes pupils that need additional learning activities to help

them progress under the 4 sections of an EHCP. Wave 3 includes pupils who have an EHC Plan. Please see appendix 1 for a blank copy of the SEN Register.

Provision Map (Appendices 2)

The provision map identifies all children with SEN from SEN support through to children with an EHC plan. The provision map is managed and updated termly by the SENCo and allows the evaluation of the impact of interventions, both in the classroom and in small focused groups. It provides a clear outline of the available provision in the school and allows the SENCo to audit how well provision matches need and to recognise gaps in provision. When pupils move off the register they are monitored by the class teacher to continue they make progress

Joint Learning Plans (Appendices 3).

Strategies employed to enable the child to progress are recorded within a Joint Learning Plan (JLP). The JLP includes information about.

- Short-term targets set for the child
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the JLP is reviewed)

The JLP will only record that which is additional to, or different from, the differentiated curriculum and focus upon one or two individual targets that match the child's need and that have been discussed with the child and Parents/carers/carers/carers.

JLP's are seen as part and parcel of the schools overall system of record-keeping. Monitoring the effectiveness of JLP's is part of the school's overall planning and target setting processes. JLP's are continually kept 'under review' and the success of all JLPs are evaluated at least three times a year, in the Autumn term, Spring term and in the Summer term. At the time of the review, Parents/carers/carers/carers views on their child's progress are sought. Where appropriate, the child will also take part in the review process. These take place in a meeting called 'Structured Conversations'. The aim of this meeting is to allow the parent/carer an opportunity to share their concerns and, together, agree their aspirations for their child; set clear goals and targets for learning; identify the responsibilities of the parent/carer, the pupil and the school and review the strengths and needs of the child.

13.Outcomes for children with identified additional needs.

We set ambitious learning targets for all children including those with special educational needs. Children with special educational needs may progress at a different rate and their progress is scrutinised and monitored using school systems

and additional learning group progress records to ensure support is appropriate and progress is made.

14.The use of external agencies/specialist

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs:

- The SEND Partnership Service offers information, impartial advice and support to parents.
- The school has chosen to purchase regular visits from the Educational Psychologist for the area.
- In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment, physical difficulties, ASD and ADHD.
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties.
- Any medical concerns can be referred to the school nursing team.
- Advice and support can also be sought through the behavioural panel, Nenegate SEMH Hub and other specialist hubs in the Peterborough area.
- Parents/carers are consulted before any referrals are made.
- Emotional wellbeing support can be supported by a referral to CAMHs , CHUMs and Little Miracles.
- Other agencies can offer advice and support when needed.
- Parental permission will be gained before referral to outside agencies.

15.Partnerships and links with other schools

We have close links with preschools and playgroups in the Peterborough area. During the Summer Term there are meetings and visits by the Reception Teachers and SENCo. There are also opportunities for transition visits by pupils.

We also have well-established links with Secondary Schools in Peterborough. For all Y6 leavers, arrangements are made towards the end of each academic year for Year 7 coordinators and/or the secondary SENCo to visit these schools. The Y6 class teacher, the SENCo and the secondary representative hold a meeting to transfer information about pupils with Special Educational Needs in order to support a smooth transition. Pupils who have a diagnosis of ASD or ADHD can be supported by the local authority specialist teachers to ensure appropriate strategies are put in place for a smooth transition.

Several Primary and Secondary schools in Peterborough act as a specialist hub for a particular area of support for pupils who have an additional learning need. These hubs can offer advice and strategies of support for individuals.

16.Special facilities and access

The Federation aims to provide positive, caring support to all degrees of need across race/gender/class/physical and learning disabilities, according to its Equal Opportunities Policy. The Federation is committed to ensuring full access to all areas of the curriculum for all its pupils. Eyrescroft Primary School is single storey, on one level and has two disabled toilets. Highlees Primary School is a two storey school with a lift and 3 disabled toilets.

Where staff are involved with toileting or other personal care issues the guidelines are followed from the Intimate Care Policy. Curriculums and activities are adapted to suit the needs of children to allow all children to access learning.

17.Resources

The most valuable resource is personnel, giving children with SEND small group or individual attention. Teaching Assistants are used in the classroom under the direction of the class teacher to support children. The Federation has purchased a variety of support materials in addition to specialist resources lent by outside agencies. All classrooms have access to equipment useful for SEND. Young people with SEND may also have the opportunity to attend hydrotherapy and New Ark Farm depending on the pupils additional needs.

18.Complaints Procedure

The Federation aims to provide the best possible education for all its pupils, and it strives to support those pupils with special educational needs. In order to achieve this aim, the school values the support of Parents/carers/carers/carers and seeks to establish an effective partnership between school and home.

If differences arise, then it is hoped that they can be resolved through consultation. However, there may be occasions when a parent/carer wishes to follow a more formal complaints procedure.

The first point of contact is the class teacher or SENCo. In most cases, any disagreements between home and school are satisfactorily resolved through this route. If it is not resolved, it can be escalated to the Head of School, who will liaise with the parents/carers, the pupil, the class teacher and SENCo, in an effort to determine the appropriate special educational provision for the pupil, and, in doing so, reach agreement with the parent. If the parent/carer is still not happy with the outcome the complaint can be escalated to the Executive Principal.

The Federation's full complaints procedure is detailed in a separate policy, which Parents/carers can request if they so wish. If, after following the Federation's

complaints procedure, a parent is still not satisfied with the provision being made for their pupil with special needs, then the parent is welcome to contact Peterborough Education Authority.