



## **Saxilby C of E Primary School** **Special Educational Needs and Disabilities (SEND) Policy**

### **Legislative Compliance**

**This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulation (Clause 64). It has been written as guidance for staff, parents, carers and children with reference to the following guidance documents:**

**The 2014 Special Educational Needs and Disability (SEND) Code of Practice.**

**Equality Act 2010**

**Children and Families Act 2014**

### **Introduction**

At Saxilby C of E Primary we believe that each pupil has individual and unique needs. However, some pupils require more support than others to learn and achieve. We acknowledge that a significant proportion of pupils will have Special Educational Needs and Disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

### **Aims and objectives**

Our aim is to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum/Early Years Foundation Stage. In particular, we aim to:

- To identify and provide for pupils who have Special Educational Needs or Disabilities and enable every pupil to experience success.
- Ensure that all pupils whatever their Special Educational Needs or Disabilities, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.

- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Identify, assess, record and regularly review pupils' progress and needs through individual targets, provision passports and making use of care plans where appropriate.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work collaboratively with parents, other professional and support services.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- To work within the guidance provided in the SEND Code of Practice 2014.

## **Areas of Needs as stated in 2014 Code of Practice**

### **Communication and Interaction**

Children and young people with Speech, Language or Communication needs can have difficulty interacting with others. This may be because they have difficulty expressing themselves or they do not understand or use social rules of communication.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact how they relate to others.

### **Cognition and Learning**

Support for learning may be required when children learn at a slower rate than their peers. 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 the children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.

Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

### **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 and 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 hyperactive disorder or attachment disorder.

## **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. Children with Visual Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support or additional equipment to access their learning.

## **Definition of SEND**

The SEND Code of Practice (0-25years) 2014 states that:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for 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 SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.*

*Many children and young people who have SEN many have a disability under the Equality Act 2010*

*“A physical or mental impairment which has a long term and substantial effect on their ability to carry out normal day to day activities.”*

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

Saxilby C of E Primary also has regard to statutory guidance regarding supporting pupils with medical conditions. (DFE 2014)

**Saxilby C of E Primary School's Special Educational Needs Co-ordinator (SENCO) is Mrs Jilly Hicks. Mrs Hicks holds the National SENCO Award Qualification.**

**The Special Educational Needs Co-ordinator (SENCO) is responsible for:**

- Overseeing the day-to-day operation of this policy, including making sure that SEND reviews take place at least twice per year, usually three times.
- Leading annual review meetings for children with a statement /EHC and IEP review meetings.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff.
- Helping staff to identify pupils with SEND.
- Where appropriate carrying out assessments and observations of pupils with specific learning problems or liaising with outside agencies to provide specific assessments.
- Co-ordinating the provision for pupils with SEND.
- Supporting class teachers in devising strategies, drawing up individual plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records and SATs.
- Contributing to and coordinating the in-service training of staff in this area.
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils.
- Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.
- Planning for secondary transfer liaise with secondary SENCO to secure appropriate placements for children on the SEN list.

### **Roles and responsibilities of Head teacher, other staff, Governors**

Provision for children with special educational needs and disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class including setting individual targets specifically relating to the needs of each of these children. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general

overview and has appointed two representative governors, who take particular interest in this aspect of the school.

The **Head teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Keeping the governing body informed about SEND issues.
- Working closely with the SEND personnel within the school.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- SEND is an integral part of the School Development Plan.

The **Governing body** will ensure that:

- SEND provision is an integral part of the school development plan.
- The necessary provision is made for pupils with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- The school reports to parents on the implementation of the school's SEND policy
- They have regard to the requirements of the SEN Code of Practice (2014)
- Parents are notified if the school decides to make special educational provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.
- The quality of SEND provision is regularly monitored.
- They, and the school as a whole, are involved in the development and monitoring of this policy. Including reporting annually to parents on the school's policy of SEND.

The SEND Governor is **Mrs Penny Davies** who meets regularly with the SENCO to ensure that they are up-to-date and knowledgeable about the school's SEND provision including how funding, equipment and personnel are deployed.

**Class teachers** are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents of pupils with SEND including reviewing children's IEP targets regularly.
- Devising strategies, drawing up Individual Education Plans or care plans, and providing specific targets for children with SEND (with support of the SENCO and outside agencies where appropriate)

**Learning support staff / teaching assistants** should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Contributing to IEP review meetings where appropriate.

### **Working in partnership with parents**

At Saxilby C of E Primary School we are committed to working in close partnership with parents and carers of all children. We ensure that parents are fully informed through:

- Informing parents if their child requires support through SEN provision.
- Regularly reviewing children's individual targets (IEPs) and taking into account parents views as part of this process.
- Keeping parents informed and seeking their permission for involvement of outside agencies.
- Providing parents with information about how they can support their children in working towards individual targets.
- Providing parents with information about support services and linking up with family support where appropriate.

### **Arrangements for Coordinating SEND Provision**

At Saxilby C of E Primary School the SENCO will ensure that:

- Phase Leaders and Class teachers will review SEN provision map every 6 weeks with SENCO.
- The SENCO will be alerted to newly arising concerns by staff as appropriate.
- Reviews will be held termly for children on the SEND list.
- Reviews held with Parents or gaurdians.
- Targets arising from IEP's and reviews will be used to inform and support whole class approaches to inclusion. Differentiation and varied teaching styles will be evident in classrooms.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by skilled teaching assistants throughout the school.
- Support staff, class teachers, SENCO and outside agencies liaises and share developments in order to inform reviews and forward planning.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

#### **SEND Support at Saxilby**

Where a pupil is identified as having SEND, Saxilby C of E Primary School will take action to remove barriers to learning and put effective special educational needs in place. The SEN support takes the form of a four part cycle through which earlier

actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

### **Assess**

In identifying a child as needing SEN support the class teacher working with the SENCO will carry out an analysis of the pupil's needs. This will draw on teacher assessment and experience of the pupil, their previous progress and attainment. Staff will take parent's concerns seriously. These will be recorded and shared with SENCO.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning identified and overcome.

In some cases, outside professionals from Health or Social Services may be already involved with the child. These professionals should liaise with the SENCO and class teacher to help inform assessments. Where professionals are not already working with the school, the SENCO should contact them if the parents agree. A consent form should be signed.

### **Plan**

Where it is decided to provide a pupil with SEN support parents will be informed. All staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. A provision map with the information will be completed and given to the SENCO. The support and intervention provided should be selected to meet outcomes identified for the pupil, based on reliable evidence of effectiveness and should be provided by staff with sufficient skills and knowledge.

### **Do**

The class teacher is responsible for working with the child on a daily basis. Where interventions involve group or one to one teaching away from the main class they retain responsibility for the pupil.

They will work closely with teaching assistants or specialist staff involved to plan, assess the impact of support and interventions and how they could be linked to classroom teaching.

The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses in problem solving and advising on the effective implementation of support.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will take into account the views of the pupil and where necessary the parents. The class teacher in conjunction with the SENCO will revise the support and outcomes based on pupil's progress and development making any necessary amendments going forward, in consultation with parents and pupil.

## **Involving Specialists**

Where a pupil continues to make less than expected progress, despite evidence based support and interventions matched to the pupil's area of need, the school will consider involving specialists.

These will include:

- Speech and Language Therapist
- Social and Communication Outreach
- Emotional, Behavioural Support Service
- Hearing Impaired Service
- Medical Professionals
- Other professionals if appropriate to the specific needs of the child.

## **Involving Parents and Pupils in Planning and Reviewing Process**

When a child is receiving SEND support, staff will talk to the parents or carers regularly to set clear targets and review progress towards them. Staff will meet with parents at least 3 times a year to discuss the child's provision.

The discussions will be led by a teacher with clear understanding of the pupil who is aware of their needs and attainment.

The SENCO will support the class teacher if needed. The meeting will provide an opportunity for parents to share their concerns and together with the class teacher set appropriate targets for the child.

The views of the child will be included in discussions. This could be through involving the pupil in part of the discussion or gathering views from the child as part of the preparation for the meeting.

A copy of the targets will be added to the pupil's file and a copy should always be given to the parents or carer.

## **Request for an Education Healthcare Plan**

This will follow the most current process as agreed with Lincolnshire County Council. Details regarding EHC Plans can be found via Lincolnshire County Council's website.

[http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/schools-criteria-of-support-for-children-and-young-people-with-\(send\)-0-25-years/123013.article](http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/schools-criteria-of-support-for-children-and-young-people-with-(send)-0-25-years/123013.article)



## **Education Health and Care Plan**

Pupils with a Education Health Care Plan will have access to all arrangements for Pupils on the SEN list and in addition to this will have an Annual review of their statement or Plan.

**Saxilby C of E Primary School** will comply with all local arrangements and procedures when applying for:

- An Education Health and Care Plan.
- We will ensure that all pre requisites for application have been met through ambitious and pro- active additional SEN support.
- Our review procedures fully comply with those recommended in section 6.15 of the Special Needs Code of Practice.

## **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and Physical education.

Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have Special Educational Needs and may have a statement or Educational Health and Care (EHC) Plan which brings together Health and Social Care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

## **Transfer Arrangements and Links to other schools**

- Pre-school Liaison meetings highlight any children as already having additional needs. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Transition to new classes or year groups. Class teachers are responsible for forwarding detailed information about the child to the new class teacher and to meet with them to discuss
- If a child is transferring to secondary school. The SENCO will arrange additional meetings with the school, parents and child. Extra visits can be arranged to ensure transition is smooth.
- Files of SEND children will always be passed on to new schools. The SENCO will discuss the children with other schools to ensure all information is discussed with the SENCO at the new school.

## **Evaluating the success of the School's SEND Policy**

An annual evaluation of the policy will be made by the SENCO. This will be reported back to the SEND Governor and reported back to the relevant committee.

## **Arrangements for complaints**

Should pupils or parents / carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents / carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the Head teacher, or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

For more information or guidance, please refer to the school's complaint policy.

## **Monitor and review:**

**Date of last review:** September 2017

**Date of next review:** September 2018

