



*Fellowship, Courage and Creativity*

Policy Title: Special Educational Needs and Disability (SEND) Policy

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Signed \_\_\_\_\_ (Headteacher)

\_\_\_\_\_ (Chair of Governors)

This policy can also be made available in approved formats as listed in the Policies File, on request to the School Office

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Child Protection Policy
- Equality Policy
- Accessibility Plan
- Teachers Standards 2012

Covid-19 note: We are following this policy as far as government guidelines allow us to and in line with the School's Risk Assessment. Any pupil-specific amendments will be discussed on a case by case basis with the parents/carers.

## **Aims**

Whitewater CofE Primary School believes that every teacher is a teacher of every child, including those with special educational needs and/or disabilities. Quality of teacher is vital; however, for some children there are occasions when further additional support may be needed to help them.

We strive to:-

- raise the aspirations and expectations for all children with SEND;
- support all children to enable them to make consistently good progress in their learning outcomes, social and emotional development in line with their starting points;
- recognise the differing needs that individual children have and differentiate accordingly;
- be an inclusive school that provides every possible opportunity to develop the full potential of every child;
- provide every child with the right to a broad and balanced education including extra-curricular activities where appropriate and full access to the National Curriculum;
- encourage all pupils to support each other throughout their learning journeys in line with our values "Fellowship, Courage and Creativity";
- work in partnership with parents/carers and professionals where appropriate, to achieve the best outcomes for every child;
- identify, at an early age, individuals who need extra help and attention;
- use a variety of teaching strategies, which include different learning styles to facilitate meaningful and effective learning for all children;
- monitor closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements;
- promote our school values of Fellowship, Courage and Creativity for every child at a level accessible to them.

We value every child in our school equally. We aspire to promote positive self-esteem and learning behaviours to ensure that every child has the opportunity to experience success.

## **Objectives**

Our objectives are:

- to work within the guidance provided in the SEND Code of Practice (CoP) (2015);
- to maximise progress for children with SEND;
- to plan an effective and differentiated curriculum to meet the needs of children with SEND, to endeavour to help them overcome their barriers to learning;
- to take a child-centred approach to setting out their learning journey and associated support plan;
- to involve children and parents/carers working in close partnership, in the identification and review of the learning steps set for individual children;
- to ensure all those involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities.

## **Definition of Special Educational Needs and/or Disability**

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. By learning difficulty, it is meant that the child or young person has a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. For more detailed definition see DofE Code of Practice 2015, xiv, xv P15/16 .

SEND is divided into 9 areas:

- Deaf and Hearing impaired (HI) – this includes children who have hearing difficulties that affect their learning or ability to communicate.
- Moderate learning difficulties (MLD) – This includes children that tend to have moderate learning difficulties in all areas of the curriculum.
- Physical disabilities (PD) – this includes children that have any physical disability that affects their inclusion or access to the curriculum
- Severe learning difficulties (SLD): this includes children who are functioning at a developmental level which is significantly less than half of their chronological age.
- Social communication impairment/autism (ASD) – this includes children who have a diagnosis of a social communication disorder including ASD
- Social, emotional and mental health difficulties (SEMH)- this includes children who have emotional or mental health difficulties which are affecting their access to the curriculum or their ability to function in a social environment.
- Specific learning difficulties (SpLD) – this includes children who have a diagnosis of a specific learning difficulty such as dyslexia or dyscalculia.
  - Speech, language and communication needs (SLCN) – this includes children who have difficulties with receptive or expressive language which are affecting their access to the curriculum or inclusion within school.
  - Visual impairment (VI) – this includes children with a serious visual impairment which cannot be fully corrected through normal means such as glasses.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has

SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

### **Disability**

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’. 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 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.

As a school we observe two key duties:

1. we must not directly or indirectly discriminate against, harass or victimise disabled children and young people
2. we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school’s Equality Policy, Information and Objectives as well as our Accessibility Plan can be found on the school website.

### **Identification, Assessment and Review of Special Educational Needs and/or Disability**

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school’s usual differentiated curriculum and strategies. The school uses our own proforma to maintain information about the identification, assessment and provision for each pupil – this is called an Individual Education Plan. A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. After a period of plan, do and review in everyday learning, the class teacher will complete a Cause for Concern form to formally alert the SENCo that a child may have a special educational need. The SENCo will offer support throughout this process.

Once a pupil has been identified as possibly having SEND the following will take place:-

- The SEN Tool Kit will be used to gather data on the child’s current attainment and learning needs.
- Additional monitoring by staff will take place in order to gauge the child’s possible difficulties
- Parents/carers will be informed fully at every stage of their child’s development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and knowledge with the school.
- The SENCO and Class Teacher will meet to explore any additional to and/or different from provision needed. This may include contacting outside agencies if appropriate. Parents will be full informed before this takes place.

Reviews of pupils on the SEND register take place at least three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this.

### **Categories of Support**

The school maintains a register of pupils with Special Education Needs, as is required by the County Council. The Register itself will be maintained in the SENCo module of the School Information Management System (SIMS) on the school's administration network. Parents will be consulted fully before a child is added to the register. If a child makes significant progress and no longer require any support that is different from and/or additional to the norm, they may be removed from the register. Again, parents will be fully consulted throughout this process.

Within school, Special Education Needs support is split into two levels of support. There are:

#### **1. SEND Support**

If a child is identified as having special educational needs and/or disability they will be placed on the school's SEND Register under the category of SEND Support indicating they need additional support at the present time. Parents will be notified either in a meeting with the SENCo or class teacher and this is reviewed termly. Individual Education Plans (IEP) are put in place to monitor a pupil's progress against specific targets relating to their specific need.

#### **2. Education Health and Care Plans**

If a child's needs are significant and fulfil the Hampshire SEN criteria a pupil may also receive an Education Health and Care Plan (EHCP) where appropriate. As well as the regular review of their IEPs, their progress and the specific support outlined in their EHCP will be reviewed annually and a report provided for the Hampshire County Council. When pupils are due to transfer to another phase (such as secondary school), planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress, an EHCP may be discontinued by the local authority.

The EHCP will provide details of the child's provision and how best this can be tailored to address the pupil's needs.

### **Monitoring**

The Special Needs Coordinator (SENCo) will review the register termly, discussing individual children with the class teacher, parents/carers and the support assistant where appropriate. Throughout the school year, the SENCo will monitor provision for children with SEND by observing in-class provision including teachers' planning, and scrutinising pupil's work.

Governors will monitor and evaluate the SEND provision throughout the year and receive an annual report.

### **Record keeping**

Hard copies of the Special Educational Needs and/or disability register will be kept by the Head and SENCo. The SEND Register is maintained on the school's administration network (SIMS).

Every child has a SEN folder which is kept in a centralised, secured location. All reports from specialists, any assessments completed and any relevant information regarding the child's needs will be stored in these folders and shared with relevant members of staff.

### **Roles and Responsibilities/ Co-ordination of Provision**

#### **Whole School**

Provision for pupils with special educational needs and/or disability is a matter for the school as a whole.

#### **Special Educational Needs Co-ordinator (SENCO) Role**

The SENCo be contacted through the School Office. Their responsibilities include:

- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Liaising with parents of pupils with special educational needs
- Liaising with the Nursery/Junior/Secondary school SENCo, educational psychologists, school nurse, speech and language therapists and other professional services.

#### **Class Teachers**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.

Teachers have high aspirations for every pupil. With advice and support from the SENCo, clear targets are set and reviewed regularly. Teachers seek practical advice, teaching strategies and information about the types of special educational need from the SENCo.

Teachers involve parents and pupils in planning and reviewing the progress of SEND children.

The views and aspirations of parents and children are sought and regular updates on progress provided.

#### **Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's SENCo. The Headteacher seeks out and shares best practice with the LA and other schools as well as managing the SEND budget.

#### **Governing Body**

The school governors have specific responsibility to:

- ensure that, the necessary provision is made for pupils who have special educational needs and/or disability;
- ensure that, pupils' needs are made known to all who are likely to teach them;
- ensure that, teachers in the school are aware of the importance of identifying, and making reasonable adjustments for, those pupils who have special educational needs;

- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- ensure that, pupils with special educational needs and/or disability join in the activities of the school together with pupils who do not have special educational needs;
- ensure that the SEND policy is accessible on the school website;
- ensure that a qualified teacher is designated as SENCo;
- ensure that the Special Education Needs Code of Practice (2015) is adhered to when carrying out its duties towards all children with special educational needs and/or disability, providing strategic support to the Headteacher;
- monitor and evaluate the effectiveness of the SEND provision to ensure that all pupils make consistently good progress.

### **Partnering with Parents/Carers**

The school will always tell parents when their child is receiving help for their SEND.

Partnership with parents/carers plays a key role in enabling pupils 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 pupils with special educational needs and/or disabilities will be treated as partners and supported to play an active and valued role in their child's education.

Parents/carers of any pupil identified with SEND may contact the Support for SEND Team under the Local Offer for independent support and advice. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher.

### **Complaints Procedure**

The school has a clear complaints procedure. This can be requested from the school office or is accessible on the school's website.

Under the Children and Families Act 2014 and Code of Practice 2015 P245, parents may seek advice on resolving disagreements with the LEA and/or the Independent Mediation Service. The school will make further information about this process available on request.

### **Pupil Participation**

Pupils with special educational needs and/or disabilities often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans, discussions about choice of schools and in the transition processes.

### **Special Facilities**

Almost all of the school is wheelchair accessible and there is one toilet for disabled pupils. The governors would make every effort to accommodate a pupil's particular needs and would work with the LA to improve facilities. Further details can be found in the school's Accessibility Plan.

### **Links with other schools**

We work in partnership with local nurseries and secondary schools, involving their SENCo in discussions concerning transfer of children with a Special Educational Need.

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCo will liaise with the SENCos of the secondary schools serving the area 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.

### **Links with other Agencies and Voluntary Organisations**

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

The school receives regular visits from the Educational Psychologist and additional professional services.

We work in partnership with health and social services which include but are not limited to;

- The Speech and Language Therapist
- The Educational Psychologist
- The Primary Behavioural Service

### **Admissions and Inclusions**

The Governing Body uses the LA admissions criteria.