

## **Special Educational Needs and Disability (SEND) Policy, November 2015**

**SENCO:** Special Educational Needs Co-ordinator

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National award for SEN not required due to length of service

A member of the Senior Leadership Team

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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)
- The Children and Families Act (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was originally created by the school's SENCO with the SEN Governor – Mrs Julie Lowe in liaison with the Senior Management Team and staff. It has been updated in November 2015 to reflect changes to the SEN staffing structure.

Parents of pupils with SEND have also been actively involved with the drafting of this policy.

### **Section 1** *(staffing detail correct Autumn 2015)*

Mrs Rosemary Richardson is responsible for coordinating provision for children with SEN. Mrs Richardson has been a SENCO for over 10 years, has completed a wide range of Local Authority (LA) SENCO courses. She works with a range of outside agencies, staff, pupils and parents at the school.

The SENCO can be contacted via the school office, by telephone or by e-mail.

The SENCO has regular input to the Senior Leadership team (SLT).

Our School believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.

Every teacher is a teacher of every child including those with SEND, and is responsible for ensuring each child in their class experiences quality first teaching, suitable differentiation according to their needs, and has access to a broad and balanced curriculum.

### **Section 2**

#### **Aim**

At Great Bardfield School we value all children as individuals with a range of abilities, aptitudes and needs. We are committed to inclusion and will make appropriate arrangements for all children to participate as fully as possible in learning, physical, practical and extra-curricular activities.

We aim to promote confidence and challenge the potential in all by offering access to a broad, balanced and relevant curriculum. We respect the fact that children have differing needs and that children will require different strategies for learning and a range of different teaching approaches and experiences. Pupils with SEN will be supported in their learning within their classrooms. However, there will be times when spending time outside the classroom on an individual or small group basis will be more appropriate. When this happens, the class teacher will be fully aware of what new skills each child is learning, and will aim to incorporate these skills into their everyday learning in the classroom.

We aim to raise the aspirations of, and expectations for, all children with SEND, in order for them to become independent life-long learners. Our aim is always to focus on outcomes for children and not just hours of provision or support.

## How will we achieve our aims?

1. By identifying and providing for pupils who have SEND.
2. By working within the guidance provided in the SEND Code of Practice.
3. By providing a qualified SENCO.
4. By providing support and advice for all staff working with pupils with SEND.
5. By working in close partnership with the pupils with SEND and their parents/carers.

## Section 3 Identifying Special Educational Needs

At Great Bardfield Primary School we use the definition for SEN and for disability from the SEND Code of Practice (January 2015). This states:

**SEN:** 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 or a young person 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 mainstream post-16 institutions.

*Special educational provision: Special educational provision is provision that is **different from or additional to** that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.*

**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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”

## What is NOT SEN but may have an impact on progress and attainment?

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for schools provided under the current Disability and Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of a Serviceman/woman

### **How do we identify SEND at our school?**

We recognise the importance of the early identification of Special Educational Needs. Children who are experiencing difficulty in one or more of the four broad areas of need are identified initially through discussions between teachers and parents. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The four broad areas of need are:

- **Communication and Interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, (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.
- **Cognition and Learning** - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:
  1. Moderate learning difficulties (MLD),
  2. Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
  3. Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
  4. 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 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, 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.

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 rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- Some children and young people with a physical and/or neurological impairment (PNI) will require additional ongoing support and equipment to access all the opportunities available to their peers.

### **What should a parent do if they think their child may have Special Educational Needs?**

If parents have concerns relating to their child's learning then they should initially discuss these with their child's class teacher. Parents may also contact the SENCO or the Head Teacher directly if they feel that this is more appropriate.

## **Section 4**

### **Managing pupils' needs on the SEN register**

#### **How do we implement a graduated approach to SEN Support?**

Our class teachers continuously monitor all of the children in their class and track their progress carefully. If, despite accessing high quality teaching which is differentiated for individual pupils, a child is identified as having a potential special educational need, the class teacher will begin the following process for identifying and managing the needs of the pupil in close consultation with the child's parents/carers. The quality of teaching for all pupils is regularly and carefully reviewed by the SLT. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The class teacher will:

- Complete an 'Initial Concerns Sheet', as devised by Rosemary Richardson, in consultation with the child and their parents, in order to gather all information/evidence relevant to the child's needs.

- Share the Initial Concerns Sheet with the SENCO, who will support the class teacher in deciding whether the child would benefit from additional intervention and support. A one page profile and an Assess, Plan, Do, Review sheet will be created with the child, parents, class teacher and SENCO. Interventions will be planned and carried out with the child. If progress is made then the cycle may be discontinued. The cycle can be repeated where necessary.
- If concerns continue the class teacher will meet with the SENCO and the child's parents/carers to discuss the outcomes of assessments and whether the child should be entered onto the SEN register in order to receive SEN Support. At this stage it **may** be appropriate for Outside Agency advice to be sought. A more formal One Plan meeting may be held.

The school works closely with a range of outside agencies including:

- ❖ Educational Psychologists
- ❖ School Nurse
- ❖ Speech and Language Therapists
- ❖ Specialist Teachers
- ❖ Occupational Therapists
- ❖ CAMHS

### **How do we monitor progress and manage the needs of our pupils on the SEN Register?**

Once a child is identified as having a special educational need, their progress and support is monitored using a four part cycle: Assess – Plan – Do – Review:

- Assess – the child's needs are assessed at least termly by the class teacher in consultation with the SENCO.
- Plan – the teacher and the SENCO agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place for the child, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are kept fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.
- Do - the class teacher is responsible for the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports 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 – The views of parents and pupils are actively sought in this four part process through at least termly meetings with school staff when the impact and quality of the support and interventions is evaluated. This feeds back into the analysis of the child's needs. The class teacher, working with the SENCO, revises the support in light of the child's progress and development, and decides on any changes to the support and outcomes in consultation with the parent and child. Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

We also monitor progress and evaluate SEND provision through:

- Pupil progress meetings held each term between the Headteacher School and class teacher.
- Twice yearly parent/teacher consultation meetings.
- Regular 'Learning Observations' in class carried out by the SENCO/Head Teacher
- Regular observations of the work of our Teaching Assistants carried out by the SENCO/Head Teacher /Deputy Head Teacher.
- Annual parent views questionnaires.
- Pupil perception interviews for SEN.
- Monitoring teachers' planning for pupils with SEND, and scrutiny of pupils' work.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of Education, Health and Care needs, in consultation with parents/carers. This may result in an Education, Health and Care (EHC) Plan being provided by the local authority.

## **Section 5**

### **What are the criteria for exiting the SEN Register?**

A child may be removed from the SEN Register if:

- Their progress is such that they achieve what is broadly expected for a child of their age.
- The child no longer requires support which is additional to or different from what is normally provided within the class.

Parents/carers will always be informed if their child no longer requires SEN Support. If a child is taken off of the SEN Register, their progress will continue to be closely monitored by their class teacher and the Head Teacher.

## **Section 6**

### **How do we support families of pupils with SEN?**

- At Great Bardfield Primary School we have an open door policy where parents are actively encouraged to share any worries or concerns they may have with school staff.
- There is a designated counsellor, Mrs Denise Willis- who works with specific individual or small groups of pupils.
- Parents are encouraged to look on the school's website which contains the school's SEND Local Offer and other relevant policies. Other agencies which may be able to support the family and the pupil are listed there.
- Parents are encouraged to view the Local Offer provided by the local authority, which can be accessed on the internet at: <http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Local-offer.aspx>.
- A direct link is also available on our website to this website.

## **Section 7**

### **How do we support pupils at school with medical conditions?**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, 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 (January 2015) is followed.
- For further information please see the school's policy for Supporting Pupils with Medical Conditions, which can be found on the school's website or a paper copy can be requested through the school office.



## **Section 8**

### **What training do the staff supporting children with SEND undertake?**

An ongoing programme of training is in place to ensure that teachers and learning support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Our training programme is based on the needs of the pupils currently at the school, and the needs of those pupils known to be transferring to Great Bardfield Primary School. Training issues are identified and planned through Performance Management.

The SENCO regularly attends local SENCO clusters, conferences and update meetings as well as more specific training in order to keep up to date with local and national updates in SEND. The local Educational Psychology (EP) team also run courses which are attended by staff.

There are very close links with Felsted Primary School and Great Eastern Primary School as well as Finchingfield, Wethersfield and Shalford Primary School.

## **Section 9**

### **Roles and responsibilities**

Our SEN governor discusses issues with the SENCO, and makes monitoring visits and reports back to the other Governors.

Several LSAs are employed specifically to work with children with Statements of SEN or EHCPs. They are line managed by Mrs Richardson and follow advice given by relevant agencies to reduce barriers to learning and to support the child and the class teacher.

Other LSAs work with intervention groups under the instruction of the Head Teacher/ class teacher and if appropriate, the SENCO.

Mrs Alison Kerrell, Headteacher is responsible for managing Pupil Premium (PPG) and Looked after Child (LAC) funding.

Mrs Alison Kerrell is responsible for managing *how* the school meets medical needs. This is coordinated through Individual Care Plans.

## **Section 10**

### **How does the school store and manage information for pupils with SEND?**

The SENCO is responsible for storing, managing and keeping SEN records up to date. The SENCO keeps copies of pupils' SEN documents and paperwork in pupil files in her

office. When a child transfers to a new school, all relevant information is passed on. Class teachers and parents will always be given copies of all relevant paperwork.

**Who should parents/carers contact if they have a complaint about the provision for SEND?**

Please see the school's complaints procedure policy for more details, but in the first instance parents/carers are encouraged to contact the SENCO or Headteacher/ Head of School if they have a complaint about the provision for SEND at Great Bardfield Primary School.

There is also an Anti-bullying policy outlining the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at Great Bardfield Primary School.

This policy will be kept under regular review. Success of the policy will be gauged by:

- Improved outcomes for children with SEND
- Early identification of need
- Effective interventions
- Enhanced parental participation and confidence
- Increased pupil participation

Policy updated: November 2015

Ratified by Governors: 19<sup>th</sup> November 2015

To be reviewed: November 2017