

# Special Educational Needs & Disabilities (SEND) Policy



Policy Review: November 2018

Date for next review: November 2019

Signed Head teacher:

Signed Chair of Governors:

## **Aims**

At Yealmpton Primary School we provide the structure for a pupil-centred process that engages pupils, families, school staff and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. We aim to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

## **Objectives**

Our SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this Special Educational Needs Policy are to:

- Enable pupils with special educational needs to have their needs met
- Ensure the Equality Act 2010 duties for pupils with disabilities are met
- Take into account the views of the pupils with special educational needs
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs
- Make arrangements and follow statutory guidance to support pupils with medical conditions
- Implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
- Work collaboratively with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources
- Adhere to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,

## **Relationship to other policies**

This policy should be read in line with our Teaching and Learning Policy and Equality of Opportunity Policy and aims to support inclusion for all of our children at Yealmpton Primary School.

## **Roles and responsibilities**

We do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities. The staff and governors will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

- All teachers are teachers of Special Educational Needs.
- Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.
- Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies

### **Governing Body**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEND needs gets the support they need
- Ensure that children and young people with SEND needs are engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCo

### **Head teacher**

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Head teacher will keep the Governing Body fully informed on Special Educational Needs and Disability issues. The Head teacher will work closely with the SENDCo and the Governor with responsibility for SEND.

### **SENDCo**

In collaboration with the Head teacher and governing body, our SENDCo determines the strategic development of the SEND policy and provision, with the ultimate aim of raising the achievement of pupils with SEND. The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs. Other responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff

- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Head teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### **All Teaching and Non-Teaching Staff:**

All staff follow the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs. Class teachers are fully involved in providing high quality teaching pitched and matched to meet pupils' needs. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils. Teaching Assistants will liaise with the class teacher and SENDCo on planning, pupil response and progress in order to contribute effectively to the graduated response (assess, plan, do, review).

### **Class teachers are responsible for:**

- Setting learning challenges that are pitched and matched to the needs of all pupils
- Facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning
- Working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment

### **Supporting Pupils and Families**

We strongly value the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. Parents/carers of a child with SEN support also have the opportunity to meet with the SENDCo who is happy to meet with parents/carers whenever possible.

### **School Admissions**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

### **Definition of SEND**

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum. A pupil may have a Special Educational Need if they have a significantly

greater difficulty in learning than the majority of pupils of the same age, or; have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

We follow the SEND Code of Practice 2014 when carrying our responsibilities towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a pupil's school career when they are identified as having a Special Educational Need and this may be short or long term. These pupils will be provided with intervention and/or support that is 'additional to or different from' their peers. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

### **SEND Information Report**

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND needs. The information published will be updated annually.

### **Areas of Special Educational Need**

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

#### **Cognition and Learning**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

#### **Social, Emotional and Mental Health Difficulties**

Children 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
- Mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained
- Attention Deficit Disorder
- Attention Deficit Hyperactive Disorder

- Attachment Disorder

### **Communication and Interaction needs**

Children 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 because they do not understand or use social rules of communication. Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### **Sensory and/or Physical needs**

Some children require special educational provision because they have a disability and this 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI - including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

## **A Graduated Response to SEND**

### **Early Concerns**

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

### **How we identify and support pupils with SEND**

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities pitched and matched to meet pupils' needs. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers
- Match or better the pupils' previous rate of progress
- Close the attainment gap between the pupil and their peers
- Prevent the attainment gap growing wider

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs and Disability Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. When considering whether a pupil has a special educational need many of the following may be evident. The pupil:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning

### **Assess, Plan, Do and Review**

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This support will take the form of a four-part cycle through which earlier decisions and 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 – Assess, Plan, Do, Review. For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional My Plan meeting dates will be set.

### **Exit Criteria**

When a pupil has made sufficient progress in their area of need that they no longer require provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

### **Statutory Assessment of Needs**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers will consider requesting an Education, Health and Care Plan (EHCP) needs assessment. The evidence gathered through the regular My Plan meetings will help the Local Authority

in determining when this statutory assessment of needs is required. Where a pupil has an EHCP, the Local Authority must review the plan every twelve months as a minimum. Consequently annual review meetings are held at school on the behalf of Devon Local Authority.

### **Responding to Complaints**

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

### **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

### **Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. There is an appointed member of staff and a governor for Looked After Children.

### **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

### **Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND needs, their provision should be planned and delivered in a co-ordinated way using a multi-agency approach. For those pupils with an Education, Health and Care Plan (EHCP), this will be used as it brings together health and social care needs, as well as their special educational provision.