

# FELSTED PRIMARY SCHOOL

## Special Educational Needs and/or Disabilities (SEND) Policy



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be Kind
- Be Safe

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## Context

This policy is written in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) and acknowledges that the policy will need to be kept under close review to accommodate the continuing legislative changes.

## Policy Statement

At Felsted Primary School every child is entitled to a broad and balanced curriculum which will develop talents and create opportunities to enable each child to fulfil their potential. Whilst identifying children with particular needs, we recognise that all children are individuals with their own needs and that every child is valued equally.

This SEND policy details how we will ensure that the necessary provision is made for any child who has SEND, and that those needs are made known to all who are likely to teach them. The school will use their best endeavours to ensure that teachers in the school are able to identify and provide for these children in order that they can engage in all activities available for children in the school who do not have SEND, so far as is reasonably practical and will meet their individual needs.

## Definition

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) states that:

*'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.*

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 facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions' [COP - p 15 – 16 xiii, xiv]

*'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind'. [COP - p16 xv]*

*'A child under compulsory school age has SEND if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory schools age or*

would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)'. [COP - p16 xvi]

## **Disabled Children and Young People**

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. [COP - p16 xviii]

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They 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' [COP - p16 – 17 xix]

## **Principles and Objectives of this Policy**

- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.
- To identify needs and provide support as early as possible, using the Essex Ordinarily Available Guidance to inform judgements.
- To continually monitor the progress of all children through the graduated approach of assess, plan, do, review.
- To provide access to a broad and varied curriculum appropriate to their needs and starting point, through differentiated planning by class teachers, with support from the SENCo and support staff.

- In addition to High Quality Provision (EYFS) / Quality First Teaching (QFT) [this is also known as High Quality Teaching (HQT) in the Essex Ordinarily Available Guidance] to provide specific interventions matched to individual needs, for those children identified on the SEND Register.
- To identify training needs for teachers and staff to develop expertise.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND provision is positively valued and accessed by staff and parents / carers.
- To enable children to move on from us having reached or exceeded their potential in the basic skills of English, Maths and social independence in order that they are able to meet the demands of their next school placement.
- To involve parents / carers at every stage of the process to meet their child's SEND
- To involve the children themselves in planning and in any decision making that affects them.

## **Admission Arrangements**

Admission arrangements for children with SEND (but without an Educational, Health and Care Plan (EHCP)) do not differ from those for other children. However, in the case of a child in possession of an EHCP, the placement recommendations of the last Annual Review will be taken into account.

In accordance with the Equality Act 2010, no child will be refused admission solely on account of a recognised disability, although advice will be given to parents if the existing physical conditions of the school are unsuited to their child's particular needs at the time of application where reasonable adjustments are not practicable.

## **Transition Arrangements**

Staff from school will visit nurseries to ensure smooth transition for all children with SEND. Additional visits and meetings with parents prior to the children starting at primary school may be arranged.

Staff from our feeder secondary schools will meet with year 6 staff. The SENCo's from the secondary schools are invited to attend year 6 Annual Reviews. Extra visits to the secondary schools for some children are organised in liaison with the feeder secondary schools.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCo will telephone to further discuss the child's needs. The SENCo will discuss these children with other schools on request. Paperwork for SEND Pupils changing schools will be sent to their new school.

## Identification, Assessment and Provision

*'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'* [Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015: 6.36]

Provision for children with special educational needs is a matter for the school as a whole. All teachers are teachers of children with special educational needs, therefore teaching such children is a whole school responsibility.

The observations, experience and expertise of the class teacher are an important part in the process of identifying children with special educational needs. Identification, assessment and review occurs throughout the school to ensure that any difficulties children have are spotted quickly. We also recognise that identifying a child's need may be made by a number of people – including GP, health visitors or parents.

All staff work closely with parents. We have an 'open door' policy where parents can approach staff to raise any concerns about their child. This can be done through the use of Tapestry, face-to-face meetings or telephone calls. Parents are invited into school regularly where concerns can be raised. We recognise that parents know their own child exceptionally well and offer invaluable insights.

Central to the work of every class is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the children.

Each key stage holds Key Stage Meetings, at least half termly, which are used to discuss children who are not making expected progress or reaching expected outcomes, and considering the reasons for this. At this point a child may become part of a focus/target group to see if their progress or attainment can be improved. The majority of children will learn and progress within these arrangements. However, for children with SEND, there may be a need to provide an increased level of provision that supports and enhances their learning abilities and progression. This will be carried out in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years: 2015, using the system of Assess, Plan, Do and Review.

In addition, baseline audits of each cohort will be undertaken using a range of tools, in order to inform judgements. As part of ongoing assessment National Curriculum Key Performance Indicators (KPIs) are used to track progress for children, particularly those working toward or below age related expectations.

The school Assessment schedule sets out the assessments that are completed by each class and the timeline for this.

## **Graduated Response**

At Felsted, we have adopted a graduated response to meeting SEND that requires the initial use of classroom and school resources before bringing specialist expertise to support the child.

When a child is identified as having SEND, the school will intervene using the One Planning Process as described below:

- Under the Special Educational Needs and Disability Code of Practice: 0 to 25 years: 2015, children are classed using a single definition of **SEN Support**.
- Interventions required will be identified using Assess (the child's needs), Plan (interventions for the child to address the needs), Do (carry out the interventions) and Review (evaluate the effectiveness of the interventions).
- The cycle will be carried out in conjunction with the child and parents/carers with termly SEND review meetings.

## **Monitoring**

When a child is identified by a class teacher or a parent to be having difficulties, following a discussion between both parties about the concerns, their progress will be monitored through High Quality Teaching and discussions during Pupil Review and Pupil Progress Meeting. Interventions or alterations will be put in place to support the child as part of the Ordinarily Available, Quality First Teaching that is delivered across the school. If these interventions make a difference to the child, they will maintain good progress. This will be shared with KS Leads and parents. If concerns remain after a sustained period of intervention then the Class teacher will discuss concerns with SENCO, parents and the child may be placed on to SEN Support.

## **Reasonable Adjustments**

As part of our Ordinarily Available offer we acknowledge that some children may need Reasonable Adjustments to help them work at their full potential. This may be as a result of a neurodiversity such as ADHD or ASD that doesn't impact their academic potential and they are still making age related progress, however to achieve this they need small reasonable adjustments. This may be support with sensory regulation, small adaptations or differentiation to support their learning style or check ins to support emotional regulation. Where these are in place a Reasonable Adjustments Plan is created to ensure that parents, children and all staff involved in the child's education are aware of what adjustments are needed. This promotes a consistent approach in which the child can thrive. Having a Reasonable Adjustments Plan does not mean the child is on the SEN Register.

However, through our monitoring process some children are identified as requiring to have their RA Plan developed into a One Plan.

## **SEN Support**

SEN Support means the school wishes to put in place some 'in house' intervention for the children. It may also mean the input of external agencies such as Educational Psychologists or Speech and Language therapists etc.

The triggers for SEN Support could be that, despite being in a focus / target group, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum outcomes substantially below that expected of children of a similar age,
- continues to have difficulty in developing English and Maths skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the child or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If a child is placed on SEN support, they will be supported through a range of tools including:

- One Plan Process, which involves Individualised learning targets and specific interventions documented in their One Plan.
- Consistent management plan with all staff supporting them.
- Reasonable Adjustments identified and implemented.
- Implementing advice from specialists.
- Termly reviews and One Plan Meetings.

## **Areas of Need**

This is taken from the COP Sections 6.28 – 6.35

### **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 a diagnosis of 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 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 children are likely to have severe and complex learning difficulties as well as a 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 (known in Essex as severe and persistent literacy difficulties), dyscalculia and developmental co-ordination disorder (DCD) formerly known as 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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **School request for statutory Educational, Health and Care Plan (EHCP)**

Most children will have their needs met through the schools SEND support. For a few children the help given by schools through SEN Support may not be sufficient.

In these cases, the SENCo, in consultation with the child, parents, teachers and any external agencies already involved, will consider whether to ask the LA to initiate a statutory assessment.

Where a request for a statutory assessment is made to the LA, the child will have demonstrated significant cause for concern and the school will provide written evidence to the LA in accordance with Local Authority documentation. This will be completed in conjunction with child and parent / carer by the school SENCO. When the LA receives a request for a statutory assessment, it must decide within six weeks whether or not to assess.

### **Annual Review of an EHCP**

All EHC plans will be reviewed at least annually with the parents, the child and the school with the LA invited to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the EHCP. Reviews will focus on:

- the long-term aspirations of the child and their families
- the long-term outcomes that will be needed to reach their aspirations
- the short-term outcomes that need to be put in place in order that the longer-term outcome can also be achieved.

### **Roles and Responsibilities**

SEND is a whole school responsibility.

Key stakeholders in this are:

- The Governing Board
- The Headteacher
- The SEN Coordinator (SENCO)
- Class Teachers
- Support staff

### **The Head Teacher and Governing Board's responsibilities:**

The Head Teacher and Governing Board, in collaboration with the SENCO, play a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of children with SEND.

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school. [COP - 6.84]

The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. [COP - 6.85]

### **The key responsibilities of the SENCO may include:**

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date [COP 6.90]

The following member of staff has the role of SENCO within the school:

- Mrs Lucy Coote

### **Class Teachers responsibilities:**

- The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.

- Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset.
- Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (CoP 6.12)
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (CoP 6.36)
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. 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 (CoP 6.37)

### **Support Staff Responsibilities:**

All teachers and support staff who work with the pupil should be made aware of a child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system (CoP 6.49)

### **Cluster Groups**

The headteacher is fully involved with the Cluster Group. Headteachers strategically plan collectively and enable additional resources to support schools within the group. This includes the SENCO cluster meetings which enable the SENCOs to keep up to date with current thinking and develop area approaches to local issues. Up to date training is also provided within cluster meetings.

### **Working with Parents**

Partnership with parents plays a key role in enabling children 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 children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Parents will always be fully involved and consulted and will be encouraged to participate in their child's education and when any specialist measures are requested. Parents also have a responsibility to communicate effectively with professionals, communicating regularly with school and alerting them to any concerns.

Parents of children with SEND may contact the SENCO directly or contact may come via the school office, and in some cases the Head teacher. The annual review for a child with an EHCP is normally attended by one of the parents / carers and their views are always sought prior to an annual review as well as during the meeting itself.

Parents are encouraged to offer their views on Special Educational Needs provision during the year at the termly One Plan Reviews or Parent Consultation evenings with the teacher or directly to the SENCO.

### **Working with Professionals from the Local Authority**

Educational Psychologist (EP) time to support each school is allocated by the LA. The school clearly identifies which pupils with high needs will require being supported by the EP. The number of EP hours allocated to the school may alter year on year, dependent on the needs of the school.

We also work alongside School Inclusion Partners who visit regularly to provide specific information, share resources and provide in-service training. Inclusion Partners also respond to requests from the school for advice for children who the school feels additional support would further inform planning.

There is also the opportunity to work alongside Physical Neurological Impairment specialist teachers for children who require specialist support or work directly children where this is indicated on an Education Health Care Plan.

A team of staff within school liaises frequently with a number of other outside agencies, for example:

- Social Care
- Welfare Officer
- School Nurse
- Community Paediatrician
- Speech Therapy
- Occupational Therapy

Parents/carers are informed if any outside agency is involved.

School also works alongside an Inclusion Partner for the local area and can call upon the Educational Psychologist if needed.

## **Working with other Schools**

Staff will visit nurseries to ensure smooth transition for all children with SEND. Additional visits and meetings with parents prior to the children starting at primary school may be arranged.

Staff from our feeder secondary schools will meet with year 6 staff. The SENCO's from the secondary schools are invited to attend year 6 Annual Reviews and reviews for children where extra support is needed to meet their needs on transition. Additional visits to the secondary schools for some children are organised in liaison with the feeder secondary schools.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENCo will telephone to further discuss the child's needs. The SENCo will discuss these children with other schools on request.

## **Working with other agencies and voluntary organisations**

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCo and referrals will be made as appropriate.

Social Care and the Education Welfare Service will be accessed through the visiting education welfare officer as appropriate. Class teachers will alert the Headteacher if there is a concern they would like discussed.

There are many voluntary organisations supporting SEND. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the website or given directly as appropriate.

## **Evaluating Success of the SEND Policy**

As with all policies, the SEND Policy should be subject to a regular cycle of monitoring, evaluation and review. The governing body must, on at least an annual basis, consider, and report on, the effectiveness of the school's work. To aid this evaluation the SENCO will produce an annual report to Governors.

## **Complaints Procedure**

Please refer to the School's Complaints Policy.