

Stonebow Primary School

Special Education Needs and Disability Policy

Date published – May 2019

If applicable:

Date approved by governors: May 2109

Review Date – September 2020

Stonebow Primary School

Special Educational Needs and Disability Policy

CONTACT DETAILS:

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How you can contact Mrs. Bina Mistry

- Through the school reception area in person (if available, she will speak to you there and then, if this is not possible, please feel free to make an appointment to suit you)
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Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 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 schools age or would do so if special educational provision was not made for them.

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 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 additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Aims for SEND

We aim to raise the aspirations and expectations for all pupils with SEND. We believe that all staff have a responsibility for maximising the achievements of all learners with all staff ensuring high quality teaching in the first instance being our priority. The school has a clear focus on the outcomes for children with SEND. Robust assessment systems, well matched work and consistent reviews of progress in response to adjustments and interventions are a vital component in the review cycle.

In line with the SEND code of practice 2014, Stonebow Staff will strive to;

- identify children who may have a special educational need as early as possible
- make reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum
- ensure that children and young people with a special educational need or disability engage in the activities of the school alongside pupils who do not have additional needs
- reduce barriers to progress through careful monitoring
- respond to parents', carers' and pupils' views in order to develop a collaborative working partnership at all levels of need
- ensure a high level of expertise to meet pupil need, through appropriate, relevant high quality training and through collaborative working with other staff members, the SENCO, other schools and outside agencies.
- support pupils with medical conditions to achieve full inclusion in all aspects of school life (in consultation with health and social care professionals)
- ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working with the Local Authority and other agencies
- work with parents and carers to ensure good attendance if problems arise

Identification and assessment of Special Educational Needs and Disabilities

Stonebow Primary School has a clear approach to identifying and responding to SEND.

We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil. Class teachers, supported by the SENDCo, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.

At Stonebow Primary School, we:

- Use our best endeavours to make sure that pupils with SEND get the support they need.
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (the SENCO)
- Inform parents when we are making special educational provision for their child.

The school uses the graduated approach process in order to identify a special educational need and then to support a child with SEND needs.

Raising a Concern

During this stage we listen to the concerns, and evaluate the information, presented to us. This may come from a variety of sources including;

- Concerns raised by parents/carers of looked after children
- Pupil's own views
- Teachers' concerns from our school or a previous school or Nursery setting
- Lack of progress shown through the school's tracking system and /or assessments carried out in class

At this stage the child will be consulted and the parent and the teachers directly involved with the child will share information and agree next steps. An 'Initial concerns' form will be completed by the class teacher. Additional barriers to progress including attendance, social circumstances, health (e.g. hearing and sight), changes



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in family circumstances etc., will be considered and appropriately addressed. If SEND difficulties are still suspected then it may be that 'reasonable adjustments' need to be made, such as providing additional equipment (specialist writing equipment, coloured overlays etc.) or adjusting lesson delivery and putting in strategies to suit specific learning differences.

Intervention at the early stage

It may be agreed that some specific short term interventions will need to be put in place for the child. The need will usually be identified as falling into one or more of the following categories;

1. Communication and interaction
2. Cognition and learning (general and specific learning difficulties)
3. Social, emotional and mental health
4. Sensory/physical or medical needs

The quality of teaching is monitored through a number of processes that include:

1. Classroom observation by the SENCO
2. Ongoing assessment of progress made by pupil in specific intervention groups
3. Scrutiny of planning and provision mapping
4. Teacher meetings with the SENCO
5. Pupil and parent feedback when reviewing attainment

It may be that after a period of intervention, the child will make good progress and after reviewing, if the child is working at a level that is age appropriate, needing just minor adjustments in the class, but no longer requiring anything that is 'different from and additional to' those of his/her peers, then the early stage will cease. The child will continue to be monitored through the school tracking system.

Once a pupil has been identified as having a 'Special Educational Need'

This will be done in collaboration with the parents. The child will then be added to our 'Special Educational Needs Register'. At this stage a further information gathering process will take place in the form of a School SEND Support Plan. Here a person centred approach will gather views about likes, dislikes and favoured strategies. A graduated approach is then started to address specific issues which are preventing the child from making good progress and a plan of action is drawn up agreeing



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outcomes for the child and targets in order to achieve those outcomes. We assess, we plan, we do and we review in collaboration with parents and pupils. These cycles last for a term. Interventions used will vary depending on the need.

'Assess' stage

At this stage, we may also seek advice from external agencies such as;

1. Behaviour Support Service (Oakfield Outreach)
2. Specialist teaching services including; Autism outreach team, Hearing impairment team, Visual impairment team, Learning support services, Physical and disability support service, Educational psychology Service and school nurse.

This advice will then feed into the action plan for that child. All assessments are reviewed regularly and records kept.

'Plan' stage

In consultation with the parents and pupil, an agreed plan of action will be drawn up based on the assessments and information gathered, listing interventions, adjustments and support that will be put into place. Any support and reinforcement that can be carried out at home will be shared and demonstrated with the parents.

'Do' stage

The class teacher will always be the key person responsible for the child as they have the best overview, however, the SENCO will be responsible for monitoring the provision.

'Review' stage

At the end of the cycle (end of each term), a review of the effectiveness of the support and interventions and the impact on the pupil's progress will take place with the parents, the pupil, the teacher, any support staff and the SENCO.

What happens if good progress is made over time?

Some children make excellent progress as a result of the school's interventions and high quality teaching. If progress is rapid, and their needs are no longer 'additional to and different from' that of other pupils in their year group, in consultation with parents, the child can be taken off the SEND register. Reasonable adjustments would remain in the classroom and the stringent tracking of pupil progress would continue with careful monitoring.

What happens if good progress is not made?

For a small percentage of pupils there may be more complex needs requiring ongoing outside agency support and advice. These pupils will have a SEND support plan to implement the action planning towards their objectives. Where those needs continue to be significant and complex and the special educational provision required

to meet their needs cannot reasonably be provided from within the school's own resources (despite the school having taken relevant and purposeful action to identify and assess the special educational needs of the child). A request can be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided if the authority deems it to be necessary.

Once an EHC Plan has been made and accepted, the school, through the SENCO will ensure that:

- The child's records are maintained
- The child's individual provision map is in place
- Teachers monitor and review the child's progress on a regular basis. This will include an Annual Review, reporting results and recommendations to the LEA
- Provision, curriculum and pastoral care will be monitored

Any changes in the child's special educational needs will result in a review meeting being held at the earliest opportunity.

Assessment

From September 2015 the introduction of the new National Curriculum and Life Without Levels has meant that School has introduced a new assessment policy, this has been done with, and as part of the LPAP Group. Pupils with SEND will be assessed within this structure and their progress will be monitored accordingly.

However, for some children with SEND the steps within, and between the year group indicators will not be achievable and therefore for those children there will be a need to record and monitor the smaller steps of progress they have made based on their achievements so far, ensuring aspirational targets continue to be set. Monitoring of their SEND Support targets will be monitored to show the progress the children are making.

From 2016 a new set of KS1/KS2 National Curriculum Tests was introduced to measure progress of all children. Some pupils including those with SEND may be working below the standard of the test and will be unable to participate using suitable access arrangements. The Head teacher will consult with parents and other professionals; however, he will make the final decision as to whether or not a pupil is able to participate in the tests.

Admissions

The school will ensure it meets its duties under the School Admissions Code by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan.



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- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan. □
- Adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan.

Roles and responsibilities

The governing body has a responsibility to:

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- Identify, assess and make provision for all children with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENCO) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Oversee the SEND information report and publish it on the website.

The head teacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.



- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

The SENCO has a responsibility to:

- Be a qualified teacher.
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENCO at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- Collaborate with the governing body and head teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.



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- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

The Class Teacher has responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.

Involving pupils and parents/carers in decision-making

The class teacher, supported by the SENCO, will meet with pupils, and parents/carers of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Stonebow Primary School ensures that we work in close partnership and communicate clearly, effectively and responsibly with parents at all times. To this end we:

- Keep parents informed as fully as possible about their child's needs, changes to educational provision, achievements and assessments. This may be during the period of Parent Interviews and at other appropriate times



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- Welcome participation in review meetings, where we set appropriate targets, discuss progress and consider next steps
- Expect attendance at Annual Reviews of Education Health Care Plans
- Listen to and respect the parents' views and needs, taking account of parental knowledge and experience of their child
- Provide support for parents who may have needs of their own
- Provide copies of any external advice given to support the school in the education of the child
- Ensure, wherever possible, that parents are aware of the support that is available from outside agencies normal reporting periods
- SENDCo to offer support and advice to parents around providing/receiving specific support/strategies for home
- Focus on the pupil as an individual, not their SEND label.
- Highlight the pupil's strengths and capabilities.

Complaints

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENDCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCO or Head Teacher. If necessary the parents may complain to the governors and, if they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

Publishing information

The school will publish details of the SEN Information Report on the website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and review

The policy is reviewed on an annual basis by the head teacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme