

Sutton-on-the-Forest CE Primary School

Policy for Special Educational Needs and Disabilities (SEND)

Agreed by Governors: April 2023

Review date: April 2024

This policy is in line with the Code of Practice 2014

**Name of SENCo: Jo Fineran**

**Contact Details: 01347 810 230**

**SEN Governor: Jess Porter**

**Abbreviations used**

ASCROSS	Autism Outreach Support Service
CAHMS	Children and Adult Mental Health Service
CoP	Code of Practice
EHCP	Education and Health Care Plan
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
SLT	Senior Leadership Team
TA	Teaching Assistant

## **Aims**

### **Small School, Big Heart, Aiming Higher Together**

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training (SEND Code of Practice 2014 6.1)

We operate a “whole child, whole school” approach to the management and provision of support for special educational needs and place the needs of the child along with their right to experience a broad and balanced curriculum at the heart of our practice ensuring inclusive practice is the foundation for all aspects of school life.

### **Objectives of the Policy**

We want our children to:

1. Feel happy and safe
2. Have their views considered and valued according to age, maturity and capability,
3. Have access to a broad, balanced and relevant curriculum,
4. Achieve their very best,
5. Make good progress,
6. Be included in all aspects of the school day.

We want our teachers and staff to:

1. Be well-equipped to identify and meet needs,
2. Identify children’s needs early,
3. Plan effective interventions following identification of the barrier(s) to learning,
4. Regularly evaluate and revise interventions,
5. Have high aspirations for all pupils.

In order to achieve this our objectives are:

- To provide equal and inclusive access to the academic and social life of the school for all pupils, including those with Special Educational Needs and/or Disabilities.
- To support all pupils to overcome barriers to learning and to make the best possible progress, in accordance with the school’s aims and values.
- To identify the needs and barriers to learning of pupils with SEN as early as possible and to ensure staff are well-equipped to do so.
- To create a school environment where pupils can contribute to their own learning. We will encourage relationships with adults in school where pupils feel safe to voice their opinions about their own needs and contribute to their own targets. Pupil participation is also encouraged through school by wider opportunities such as

school council, residential visits, school plays, sports teams and other extra-curricular activities.

- To monitor the progress of **all** pupils in order to aid the identification of pupils with SEN and ensure we have high aspirations for everyone.
- To make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- To work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Thirsk Enhanced Mainstream School (EMS).

### **Definition of Special Educational Needs (SEN)**

The following definition is taken from Section 20 of the Children and Families Act 2014

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within either of the definitions above, or would do so if special educational provision was not made for them.

Children 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.

This policy is underpinned by the Special Educational Needs (SEN) and Disability Legislation and reflects the legislation held in the school's Equality Scheme. Children who have Special Educational Needs at the top-end of the spectrum are addressed within the school's Gifted and Talented.

The Children and Families Act 2014 came into force on 1st September 2014. A SEN Code of Practice (CoP) also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/children-with-special-educational-needs>

### **Types of SEND**

SEND is divided into 4 broad categories:

- **Communication and Interaction** - support for communication and interaction may be required when a child has difficulty communicating with others. This may be because they have difficulty saying what they want to, understand what is being said to them or they do not understand or use social rules of communication. This

includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning** - support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. This includes children who demonstrate features of moderate, severe or profound learning difficulties. Children may also have specific learning difficulties which affect one or more aspects of their learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Mental and Emotional Health** - 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, disruptive, hyperactive or lack concentration, 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/ or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

### **Identification, assessment and review of pupils with SEND**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

#### **A Graduated Approach to SEND Support:**

At Sutton-on-the-Forest CE Primary School, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- Use of quality first teaching for all pupils, differentiating teaching and learning to meet the needs of all pupils
- High levels of pupil involvement and engagement with their learning.
- Regular use of encouragement and praise to engage and motivate pupils.

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are given to staff to extend their knowledge and understanding of SEND and high quality teaching.

## **Identification of children with SEND**

Early identification of children with SEN is critical in ensuring that appropriate support is provided to ensure the aims of this policy are met.

The process of identification is as follows:

1. Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored. These children will be discussed and identified at regular pupil progress meetings held between the head teacher, class teachers and SENCo. In addition, concerns may be raised by parents or health/ external professionals.
2. Academic achievement is not the only indicator that SEN may be present. Children may be able to achieve academically alongside their peers so long as appropriate adjustments and additional support is put in place to support a particular child. Any child needing additional or different support from their peers, regardless of academic achievement will be identified and supported.
3. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Initially, support will be through planned support and differentiation by the class teacher.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the child in class.
5. Parents will be informed of concerns at a parent meeting and a note will be made of this meeting on the child's file. This does not automatically place the child on the school's SEND register.
6. Progress of the child is reviewed, alongside information received through SENCo observations, parent feedback, information from health/ external professionals. If ongoing support or adjustments are needed for the child and the child meets the definition of SEN set out above, the child will be added to the school's special educational needs register.

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

## **SEND support**

Once a child has been identified as having SEND, parents will be formally advised of this and details of the child and their area(s) of difficulty will be added to the SEND register.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, so that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly through the review of the child's SEN Support Plan. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO and consultation with parents and pupils, will revise

the support and outcomes based on the pupil's progress and development, making any necessary amendments.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Following Statutory Assessment, an EHCP will be provided by North Yorkshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

### **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school. The headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provisions is as follows:

**Governors will ensure that:**

- The necessary provision is made for any pupil with SEND;
- All staff are aware of the need to identify and provide for pupils with SEND;
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs;
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014);
- They are fully informed about SEN issues, so that they can play a major part in school self-review; and
- They set up appropriate staffing and funding arrangements and oversee the school's work for SEND.

**The Head Teacher is responsible for:**

- The management of all aspects of the school's work, including provision for pupils with special educational needs;
- Keeping the governing body informed about SEND issues; and
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

**The special educational needs co-ordinator (SENCo) is responsible for:**

- Overseeing the day to day operation of the school's SEN policy;
- Co-ordinating the provision for pupils with special educational needs;
- Ensuring that an agreed, consistent approach is adopted;
- Liaising with and advising other school staff;
- Helping staff to identify pupils with special educational needs, including support with initial assessments;
- Carrying out assessments and observations of pupils with specific learning problems;
- Supporting class teachers in devising strategies, drawing up Individual Provision Maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom;
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process · liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents;
- Maintaining the school's SEND register and records;
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year assessments etc;
- Contributing to the in-service training of staff;
- Liaising with the SENCOs in other settings to help provide a smooth transition from one school to the other; and
- The SENCO will be appropriately qualified and have the skills required to meet statutory duties.



**Class teachers are responsible for:**

- Providing high quality teaching for all children;
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil);
- Ensuring that termly support plans are provided for each child in their class on the SEN register
- Ensuring that Support plans for children in their class are implemented, working with other staff and the SENCO as appropriate to meet the needs of each child.
- Taking part in review meetings and discussion with parents, carers and other professionals to evaluate and improve provision for individual pupils with SEND.
- Regularly reviewing the impact of adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- Retaining responsibility for the child, including working with the child on a daily basis;
- Making themselves aware of the school's SEN policy and procedures for identification, monitoring and supporting pupils with SEN; and
- Directly liaising with parents of children with SEN.
- Managing the contribution of teaching assistants to the provision to meet SEND within their class.

**TAs should:**

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- Use the school's procedure for giving feedback to teachers about pupils' progress; and
- Work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.

**SEND governor will:**

Maintain an overview of the school's record in making effective provision for SEND by:

- Meeting with the Headteacher/SENCO termly;
- Maintain a working knowledge of the Code of Practice and national developments in SEND;
- Review the SEND register, data on the progress of SEND pupils in comparison to non- SEND pupils; and
- Report to the full governing body at least annually.

**Parents**

Partnerships with parents play a key role in enabling children and young people with SEN 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 special educational needs, will be treated as partners and supported to play an active and valued role in their children's education.

**Parents will:**

- Approach class-teachers over concerns about special educational needs. The school needs to be aware of a problem, so it can be dealt with effectively;
- Make an appointment with the head teacher if a satisfactory outcome to their problem is not achieved by the class teacher;

- Support their child by undertaking extra work at home when needed;
- Support the school and its staff by attending SEN review meetings when necessary and providing relevant information; and
- Contribute their views towards Support Plans.

### **Children**

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### **Children will:**

- Always aim to achieve to the best of their abilities;
- Contribute where appropriate to their own targets and Support Plans; and
- Aim to maintain good personal relationships between themselves, other pupils, their teacher and support assistant.

### **Whole School Approaches**

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all;
- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress;
- All staff have appropriate access to up to date information about pupils with additional needs;
- Pupils are supported alongside their peers whenever possible;
- All pupils are encouraged to join in extra-curricular activities;
- Provision for pupils with SEND is reflected throughout school self-evaluation;
- The complaints procedure is transparent and easily available to parents;
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams; and
- School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the governors' SEND information report.
- Staff training will reflect the needs of the current school community;
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired; and
- The school will follow the latest statutory guidance, currently the Code of Practice 2014.

### **Individualised Approaches**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated;
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.;
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker;
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways. \*TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known;
- Transition arrangements will be personalised to support additional need;

- Designated finances will be used appropriately to meet needs without reducing independence;

### **Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money;
- Analysis of data examining the progress of different vulnerable groups;
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps;
- Annual financial returns;
- Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews;
- Work scrutiny with selected pupil groups;
- Focused monitoring by the SENCo, LA adviser, SEN governor;
- Detailed discussions with families and pupils;
- Progress through a variety of transitions;
- Attendance and exclusions analysis;
- Feedback from support agencies and Ofsted; and
- Local authority analysis of information and data about the school

### **Safeguarding**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

### **Bullying**

At Sutton we take steps to ensure and mitigate the risk of bullying of vulnerable learners as outlined in our behaviour and Anti-bullying policy.

**Storing and Managing Information**

Documents relating to pupils on the SEND register will be stored with their Pupil File in locked cabinets in the school office or electronically on a secure drive, accessible only by staff. SEND records will be passed on to a child's next setting when he or she leaves Sutton Primary. All records shall be kept in line with the schools Confidentiality Policy.

**Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.