



The Edenham CE Primary School

Special Educational Needs and Disability Policy

Relevant Legislation

This SEND policy is written to comply with the **Children and Families Act (2014)** and **The Special Educational Needs and Disability Code of Practice 0-25 (Sept 2014) DfE/DoH**.

We have paid regard to;

- **Equality Act 2010:** The School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
- **Equality Act 2010: Advice for Schools (DfE February 2013):** Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
- **Working Together to Safeguard Children (2013):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission.
- **Supporting pupils at school with medical conditions (2014):** Statutory guidance from the Department for Education.
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

This policy also links closely with the school's;

Safeguarding Policy
Behaviour Policy
Positive handling Policy
Antibullying Policy
Accessibility Plan
Administration of Medicine Policy

It was written in consultation with the Governing Body, Head Teacher, school staff and parents.

The information in this policy will be updated regularly and any changes occurring during the year will be updated as soon as possible. Under normal circumstances it will be formally reviewed every 4 years as part of the school's policy review cycle.

Definition of Special Educational Needs or Disability (SEND)

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'.*

Many children and young people who have SEN may also 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 asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires SEN provision over and above the adjustments, aids and service required by the Equality Act 2010 they will additionally be covered by the SEND (DfE 2014).

Children must not be regarded as having SEND solely because the language or form of language of their home is different from the language in which they will be taught.

Medical Statement

A medical diagnosis can only be given by a medical practitioner. Where parents or school staff that a pupil may have medical need, a referral can be made to community paediatricians by the SENCO.

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.

Inclusion Statement

Our school's agreed values and vision states;

We seek to serve our families by offering children a caring and rich learning environment in which they may flourish as individuals and become valuable members of our local, and the wider world, community.

Inspired by the life of Christ, and living in his love, we aim for each person to reach their full potential in body, mind, heart and spirit by working together - pupils, parents, staff, governors and all other friends of our school.

At Edenham School, we put children first. We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school.

We agree that all children and young people are entitled to an education that enables them to make progress in order that they will;

- 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

Policy Principles

We believe that

- All pupils with SEND must have their needs routinely met.
- Raising the achievement of pupils with SEND is a whole school responsibility.
- Early identification of needs or barriers to learning, and early intervention are essential ensuring better outcomes for pupils.
- All pupils are encouraged and supported to be active partners in the decision making about their education.
- Active, respectful involvement of parts/ carers as equal partners in the education of their child has a positive impact on the learning and wellbeing of their child.
- All pupils with SEN should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment.
- All pupils benefit from Quality First Teaching – this means that all teachers are expected to; assess, plan and teach all children at a level which allows them to progress.
- Collaborative working with external partners and service is essential to ensure we effectively meet pupils needs.
- Effective transition arrangements must be in place across all phases of education and indeed into adult life to ensure positive outcomes for the pupils and their family.
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money.
- Systems for monitoring and evaluating development in SEND support improvement in pupils learning and provide appropriate challenge.
- The Governing Body should actively seek to fulfil its statutory monitoring role with regard to the policy statement for SEND.
- We must work closely with external support agencies where appropriate to further support the needs of individual pupils.

- All staff should have access to training and advice to support quality differentiated teaching and learning for all pupils.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND.
- To work in partnership with parents/carers.
- To value and encourage the contribution of all pupils to the life of the school.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all pupils.

Our School Local Offer can be found through the school website - www.edenham.lincs.sch.uk

Responsibility in school

The responsibility for ensuring the best quality provision in school rests with all members of staff, in all aspects of school life. However, in addition to that key members of staff are;

Mrs Kris Radford-Rea (Headteacher and Designated Senior Person responsible for safeguarding)

Mrs Sian Hawes (SENCo)

Mrs Claire North (Chair to the Governing Body and Governor with responsibility for Special Needs)

The Head Teacher

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - pupil progress meetings
 - regular meetings with the SENCo
 - discussions and consultations with pupils and parents.

Special Educational Needs Coordinator (SENCo)

- In line with the SEN Code of Practice 2014, the SENCo will oversee the day-to-day operation of this policy in the following ways:
- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans (EHC)
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers

- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a current statement of special educational need or EHCPs. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another.
- monitoring the school's system for ensuring that Learning Maps, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting regularly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- liaising and consulting sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers and outside agencies
- attending area SENCo cluster meetings and training as appropriate.
- liaising with the school's SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

Class teacher

- Liaising with the SENCo to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on a vulnerable learners' provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN register. Some of these pupils may require advice/support from an outside professional and, therefore, a Learning Map to address a special educational need (this would include pupils with statements/EHC Plans)
- Securing good provision and good outcomes for all groups of vulnerable learners by :
- providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely *'additional to or different from those normally provided as part of the differentiated curriculum offer and strategies.'* (SEN Code of Practice 2014)

SEND Governance

To meet the statutory requirements of the Code of Practice (2014);

- There must be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.

- The governing bodies of maintained schools **must** publish information on their websites about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2014** and **must** include information about:
 - The kinds of SEN that are provided for
 - Policies for identifying children and young people with SEN and assessing their needs
 - Arrangements for consulting parents of children with SEN and involving them in their child's education
 - Arrangements for consulting young people with SEN and involving them in their education
 - Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
 - Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood
 - The approach to teaching children and young people with SEN
 - How adaptations are made to the curriculum and the learning environment of children and young people with SEN
 - The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- **They are responsible for evaluating the effectiveness of the provision made for children and young people with SEN:**
 - How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
 - Support for improving emotional and social development. This should include pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
 - How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
 - Arrangements for handling complaints from parents of children with SEN about the provision at the school. This should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

Identification, Assessment & Provision for Pupils with SEND

In line with the Code of Practice (2014) methodology of **Assess, Plan, Do, Review** children with SEN are identified as early as possible. Class Teachers are continually aware of children's learning and the progress of every child is monitored formally, at least termly.

Less than expected progress can be characterised by progress which:

- is significantly slower than their peers from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.

Pupils may be identified as having need under one or more of the four distinct categories of SEN need as identified within the Code of Practice (2014);

- **Communication and Interaction:** this area includes those with speech, language and communication needs, in addition to children and young people with an autism spectrum disorder, including Asperger's Syndrome and Autism.
- **Cognition and Learning:** *learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD); severe learning difficulties (SLD), where children and young people are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication; profound and multiple learning difficulties (PMLD), where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This category also includes specific learning difficulties (SpLD) which can encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.*
- **Social, Mental & Emotional Health:** *this replaces the Social, Emotional and Behavioural category in the previous Code of Practice (2001). The guidance offered is that behaviours (e.g. challenging behaviour; becoming withdrawn, isolated) may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance mis-use, eating disorders or physical symptoms that are medically unexplained. The SEND Code of Practice (2014) states that settings should have clear processes in place to support children and young people and has issued some guidance ('Mental health and behaviour in schools' DfE, June 2014¹) to help in this regard.*
- **Sensory and/or Physical development:** *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 available. This may include those with hearing impairment (HI); visual impairment (VI); or multi-sensory impairment (MSI) in addition to those who have a physical disability.*

What happens when needs are first identified?

Where a child is identified (assessed) as not making progress, in spite of quality first differentiated teaching, he/she is raised as an initial concern with the SENCo. These children will be registered in school on an 'Early Identification' list. Monitoring will continue to take place by class teachers, the SENCo and school leadership. These concerns are shared with parents and an immediate plan of action is agreed.

Actions at this stage are likely to include; continued Quality First teaching with possible individual or small group targets within whole class provision, closer monitoring by teachers, SENCo and School Leadership, further review and moderation of their progress at Pupil Progress meetings.

If good progress is made, pupils will not remain on the Early Identification list. If small steps of progress are made it is likely that pupils will remain on the list for another cycle. If no progress is made, the pupil's needs will be re-evaluated and action taken according to those needs.

Class Teachers will continue to communicate progress with parents and identify next steps with them.

What happens once a pupil has been identified with SEN?

Once a child has been correctly identified with special educational needs, as part of the review process within the Code, regular reviews will be available with the SENCo. The child will be listed on the school's Register of SEND.

Normally these will be three times a year; more frequent meetings might become necessary if there is a need to move from SEN Support towards a request for statutory assessment for an Education Health Care Plan (EHCP).

Class Teachers will regularly attend these review meetings. Sometimes other Support Staff, the Head Teacher, SEN Governor or representatives from other agencies may also attend the review meetings. If a child is to move into a new class or onto a new school following the final review meeting of the year, the new Class Teacher or representative of the child's Secondary School will also be invited to attend that final meeting.

At every stage of the SEN process it is our policy to work in partnership with our parents and their child to secure the best possible outcomes: together we achieve more.

Wherever possible pupils will remain with their class teacher as this is where they learn best, with the rest of their class in the classroom. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning.

When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. It is likely that these actions and the intended outcomes will form part of an Individual Education Plan (IEP). These will be developed by class teachers, with guidance from the SENCo and will be shared, discussed, adapted and evaluated through discussion with parents at the review meetings.

All pupils on the SEN register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

COMPLAINTS

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCo and/or the Head Teacher.

If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.

The Clerk to Governors is: Mrs Gill Stanford

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs:

Mrs Sheridan Dodsworth
9-11 The Avenue
Lincoln
LN1 1PA

Policy Review

This policy will be reviewed every four years (or sooner in the event of any statutory changes or change of Key Staff or Governor representative).

Policy agreed; October 2015

To be reviewed; October 2019

Appendices ; Agenda for review meetings
IEP proforma
Review doc for Parents and TAs ??/?