



The Edenham CE Primary School

Special Educational Needs and Disability Policy and Information Report

Policy agreed; October 2015

Interim review date; December 2017

To be fully reviewed; October 2019

SENDCO; Mrs Kay Brooks

SEND Governor; Mrs Charlie Norton

Head Teacher + DSP; Mrs Kris Radford-Rea

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Pupils and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs and Disabilities co-ordinators (SENDCOs) and the SEND information report

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.

3. Definition of Special Educational Needs or Disability (SEND)

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: *'A pupil 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 pupil 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'.*

Many pupils and young people who have SEND 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 pupils and young people with long term medical conditions asthma, diabetes, epilepsy and cancer. Pupils and young people with such conditions do not necessarily have SEND but where a pupil requires SEND 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).

Medical Statement

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

The Pupils 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 pupils 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 pupils 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 pupils 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 esSENDtial 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 pupil has a positive impact on the learning and wellbeing of their pupil.
- All pupils with SEND 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 pupils at a level which allows them to progress.
- Collaborative working with external partners and service is esSENDtial 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

4. Roles and responsibilities

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 (Head Teacher and Designated SENDior Person responsible for safeguarding)

Mrs Kay Brooks (SENDCO)

Mrs Charlie Norton (Governor with responsibility for Special Needs)

4.1 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 (SENDCO).

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 SENDCO
- discussions and consultations with pupils and parents.

4.2 The SENDCO (Special Educational Needs and Disabilities Coordinator)

In line with the SEND Code of Practice 2014, the SENDCO 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 SEND 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 pupils with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners

- overseeing the records on all pupils with Special Educational Needs and Disabilities
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an IEP or EHCP. 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 SEND 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.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND)
- meeting regularly with each teacher to advise on the graduated approach to providing SEND support for all vulnerable learners in their class who are being tracked on the school's provision map
- liaising and consulting SENDsitivity with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers and outside agencies
- attending area SENDCO cluster meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disabilities (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

4.3 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- ensuring they follow this SEND policy

4.4 The SEND governor

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 SEND.

The governing bodies of maintained schools **must** publish information on their websites about the implementation of the governing body's policy for pupils with SEND. 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 SEND that are provided for
- Policies for identifying pupils and young people with SEND and assessing their needs
- Arrangements for consulting parents of pupils with SEND and involving them in their pupil's education

- Arrangements for consulting young people with SEND and involving them in their education
- Arrangements for assessing and reviewing pupils 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 pupils and young people in moving between phases of education and preparing for adulthood
- The approach to teaching pupils and young people with SEND
- How adaptations are made to the curriculum and the learning environment of pupils and young people with SEND
- The expertise and training of staff to support pupils and young people with SEND, including how specialist expertise will be secured

They are responsible for evaluating the effectiveness of the provision made for pupils and young people with SEND:

- How pupils and young people with SEND are enabled to engage in activities available with pupils and young people in the school who do not have SEND
- Support for improving emotional and social development. This should include pastoral support arrangements for listening to the views of pupils and young people with SEND 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 pupils and young people's SEND and supporting their families
- Arrangements for handling complaints from parents of pupils with SEND about the provision at the school. This should include arrangements for supporting pupils and young people who are looked after by the local authority and have SEND.

5. SEND Information Report

5.1 The kinds of SEND that are provided for

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

- **Communication and Interaction** which includes those with speech, language and communication needs, in addition to pupils 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 pupils 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 pupils and young people are likely to have severe and complex learning difficulties as well as a physical disability or SENDsory 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 pupils and young people and has issued some guidance ('Mental health and behaviour in schools' DfE, June 2014¹) to help in this regard.*

- **SENDSory and/or Physical development:** *some pupils 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-SENDSory impairment (MSI) in addition to those who have a physical disability.*

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

SENDSory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those who are making less than expected progress.

Less than expected progress can be characterised by progress which:

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

What happens when needs are first identified?

Where a pupil is identified (assessed) as not making progress, in spite of quality first differentiated teaching, he/she is raised as an initial concern with the SENDCO. These pupils will be registered in school on an 'Early Identification' list. Monitoring will continue to take place by class teachers, the SENDCO and school leadership.

These early 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, SENDCO and School Leadership,
- further review and moderation of their progress at Pupil Progress meetings

It should also include the setting of a review date, at which parents will meet with teachers to agree what will happen next if necessary.

- If good progress is made, pupils will not remain on the Early Identification list and communication about the pupil's learning will take place through the usual channels.
- If small steps of progress are made it is likely that pupils will remain on the list for another cycle, and a further review date will be set in advance.
- If no progress is made, the pupil's needs will be re-evaluated and action taken according to those needs. It is likely at this point, that a pupil would be officially be identified as having a Special Educational Need or Disability. (See section 5.4)

5.3 Consulting and involving pupils and parents

At every stage of the SEND process it is our policy to work in partnership with our parents and their pupil to secure the best possible outcomes at each stage of the pupil's school career, or at any stage of the SEND process: together we achieve more on their behalf.

Specific steps the school regularly takes to ensure that this happens include;

- Feedback forms are sent out with each set of SEND review meeting invitations, to be completed by parents highlighting where their pupil has made progress, where they think improvements need to be made and highlighting any other factors that may affect their pupil's learning. We ask that these are returned in advance of the review meetings so comments can be taken into consideration in planning the pupil's next IEP/ EHC.
- Feedback forms asking similar questions are also issued to learning support staff in advance of the review meetings.
- Pupils have the opportunity to add their comments on the Parent feedback forms, and, sometimes, staff in school will also discuss the pupil's views in school; these would also be shared with all parties and contribute to the review process.
- Pupils complete their own version of an Annual Report which is sent to parents with the school's Annual Reports. The HT also collates findings from these feedback forms and class teachers review the responses.
- Governors ask for feedback from parents via questionnaires and interviews with parents of SEND pupils. They also carry out interviews with pupils associated with for example, learning in specific subjects, attitudes to learning or knowing how to improve.

More widely, parents are asked biannually to complete an Ofsted style questionnaire, annually to complete a feedback form once they have received their pupil's Annual Report. Parents and members are frequently invited to communicate with school in any way they find easiest if they have questions or concerns, or things to celebrate.

5.4 Assessing and reviewing pupils' progress towards outcomes

Pupils with potential Additional Needs are identified as early as possible. Class teachers are aware of pupils' learning and the progress of every pupil is monitored formally, at least termly. Wherever possible pupils will remain with their class teacher and peer group as we believe that pupils learn best when supported by their peer group. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning.

Once a pupil has been identified with Special Educational Needs or Disability, the pupils will be registered as such on the school's Management information and Tracking Systems. At this point, in line with the review process within the Code, regular reviews will be planned with the SENDCO.

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

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 improving outcomes for the pupil. 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 SENDCO or external agencies. They will be shared, discussed, adapted and evaluated through discussion with parents at the review meetings.

Normally these review meetings will be three times a year. More frequent meetings might become necessary if there is a need to move from SEND 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, SEND Governor or repreSENDtatives from other agencies may also attend the review meetings. If a pupil 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 repreSENDtative of the pupil's Secondary School will also be invited to attend the final meeting of the year.

All pupils on the SEND 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We provide a range of interventions to help pupils in areas such as: speech and language, phonics, reading, grammar, maths basic skills and social emotional development.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

5.8 Additional support for learning

We have 5 teaching assistants, some of whom who are trained to deliver interventions such as Macaton, TELL phonics, Precision teaching, Colourful Semantics, Positive Play, Autism Awareness Tier 1

Teaching assistants will support pupils on a 1:1 basis or small groups when applicable.

We work with a range of agencies to provide support for pupils with SEND

5.9 Expertise and training of staff

Our teachers have had training in managing anxiety and Autism awareness Tier 1.

Our SENDCO commenced the role in 2017.

She is allocated 3.5 hours a week to manage SEND provision.

We have a team of 5 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term
- regularly reviewing the impact of interventions
- using pupil questionnaires
- monitoring by the SENDCO
- using provision maps to measure progress
- holding reviews for pupils with IEP or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged and supported in order to participate in our residential trips to Brancaster and PGL

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their Special Educational Need or Disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- a planned curriculum for Personal, Social and Health Education (PSHE) in all age groups
- a planned programme of Collective Worship which explicitly leads on developing for example, Christian values, our school values or British Values, and addresses difficult issues through stories or reallife examples of managing bereavement, disagreements, disaster or other critical incident.
- Behaviour and Antibullying Systems which explicitly prioritise a restorative approach, including pupils taking responsibility
- pupils with SEND are encouraged to be part of the school council
- pupils with SEND may be chosen to be part of Beacon Club to promote teamwork/building friendships etc.
- pupils with SEND are trained to be Peer Mediators and are part of a rota system to support playground issues

5.14 Working with other agencies

We seek to involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

5.15 Complaints about SEND provision

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 SEND should be addressed to the SENDCO 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 Johann Boorman, governors@edenham.lincs.sch.uk

If the normal Governance procedure fails to resolve a situation pertaining to a pupil 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 Updated; December 2017

To be reviewed; **October** 2019 (check governor charters)