



**Great Bardfield
Primary School
Policy for Special Educational Needs
and Disabilities (SEND)**

**Shared with Staff: September 2017
Ratified by Governors: November 2017
To be reviewed: November 2018**

Context

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

Policy Statement

At Great Barfield Primary School we believe that every child is entitled to a broad and balanced curriculum which will develop children's talents and create opportunities for them to fulfil their potential. We recognise that all children are individuals with their own profile of needs, and we value every child equally.

This SEND policy details the steps we take to ensure that necessary provision is made for every child with special educational needs or disabilities, and that those needs are made known to all staff who are likely to work with them.

Every effort is made to ensure that children's needs are identified and provided for so that all our children can participate as fully as possible in all activities across the school.

Definition

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

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age;*

or

- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'*

(COP - p 15 – 16 xiii, xiv)

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

(COP - p16 xv)

'A child under compulsory school age has SEND if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory schools age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)'.

(COP - p16 xvi)

Disabled Children and Young Adults

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

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

(COP - p16 xviii)

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

- *They must not directly or indirectly discriminate against, harass or victimise disabled children and young people*
- *They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage’*

(COP – p16-17 xix)

Principles and Objectives of this Policy

In creating and following the details of this policy, the school aims are:

- to ensure equality of opportunity for, and to eliminate prejudice and discrimination against children with special educational needs or disabilities.
- to ensure we identify needs and provide support as early as possible, using the Essex Provision Guidance Toolbox to inform our judgements.
- to monitor the progress of all children using the graduated approach of ‘Assess, Plan, Do, Review’.
- to provide full access to the curriculum through differentiated planning by class teachers, with support from the SENCo and support staff. The only exception to this point is in the context of specific disapplication arising from an individual’s Statement or Education, Health and Care Plan (EHCPan).

- to provide where necessary specific interventions matched to the individual needs of children identified on the SEND register, in addition to High Quality Provision in the Early Years and Foundation Stage, and to Quality First Teaching, also referred to as High Quality Teaching in the Essex Provision Guidance Toolkit.
- to ensure that pupils with special educational needs or disabilities are perceived positively by all members of the school community, and that SEND provision is positively valued and accessed by staff, parents and carers.
- to ensure that children are able to leave our school having reached or exceeded their potential in the basic skills of English, maths and social independence so that they can meet the demands of their next school placement.
- to involve parents and carers of children with special educational needs or disabilities in every stage of the school's process in meeting those needs.
- to involve the children themselves in planning and in any decision-making that affects them.

Admission Arrangements

Admission arrangements for children with special educational needs or a disability who do not already have a Statement or EHC Plan do not differ in any way from those of other children. However, in the case of children who already have a Statement or EHC Plan, the placement recommendations at the child's last Annual Review will be taken into account.

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

Transition Arrangements

Staff from school visit nurseries to ensure a smooth transition to Great Bardfield for all children with special educational needs or disabilities.

Where appropriate additional visits and meetings with parents including home visits may be arranged before the children begin school.

Staff from our 'feeder' secondary schools meet our Year 6 staff.

SENCOs from the secondary schools are invited to attend relevant Year 6 pupils' progress reviews. Some of our secondary feeder schools offer further visits to pupils.

Class teachers of children joining us from other schools usually receive information from the previous school. If there are SEND issues our SENCO makes further contact to discuss the child's needs.

When children leave our school, relevant information and records are provided for their new school and our SENCO will liaise with the new school on request.

Identification, Assessment and Provision.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years, Jan 2015 states:

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (COP – 6.36)

At Great Bardfield we recognize that provision for all of our children including those with special educational needs and disabilities is a matter and responsibility for the school as a whole. All teachers are teachers of children with special educational needs, therefore teaching such children is a whole school responsibility.

The observations, experience and expertise of the class teacher are an important part in the process of identifying children with special educational needs. Identification, assessment and review occurs throughout the school to ensure that any difficulties children have are spotted quickly. We also recognise that the initial identification of a child’s need can be made by a number of people, including those from outside the school such as GPs, health visitors or parents.

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

The school holds Pupil Progress meetings at least termly. Detailed discussions take place particularly about those children who are not making expected progress or reaching expected outcomes, and considering possible reasons. At this point the child may become part of a monitored focus group with the aim of improving progress. The majority of children will learn and progress with these arrangements. However, for some children there may be a need to provide an increased level of support that enhances their learning and progression. This is carried out in line with the SEND Code of Practice: 0-25 years (2015) using the system of Assess, Plan, Do, Review.

In addition, baseline audits of each cohort are undertaken using a range of tools to inform judgements, including the pupil characteristics from the Essex Provision Guidance Toolkit.

Areas of Need.

The following information is quoted from the SEND Code of Practice (2015), Sections 6.28 – 6.35.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or

use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

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

(SEND Code of Practice (2015), Sections 6.28 – 6.35.)

Graduated Response

At Great Bardfield we adopt a graduated response to meeting special educational needs that aims first to use classroom and school resources before accessing specialist expertise to advise on the difficulties that a child is experiencing.

When a child is identified as having a special educational need or a disability, the school responds using the following structure:

- children are identified and classed as needing SEN support (as described in SEND Code of Practice (2015))
- interventions are identified using the Assess, Plan, Do, Review structure (Assess the child's needs; Plan interventions designed to address the need; Do the intervention; Review the intervention by evaluating its effectiveness).
- this cycle is planned and carried out in partnership with the child and their family at regular review meetings, for most pupils this is termly.
- the school has an open door policy towards meeting the needs of families with a child with SEN.

Action Resulting from Identification

SEN Support

SEN support can be:

- 'in house' interventions involving existing school staff and expertise
- help in the form of advice or interventions from services outside the school (for example from Educational Psychologists, Speech and Language Therapists, SEN advisory teachers)

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

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

When a child is provided with SEN support at Great Barfield, a range of tools is employed, which will include one or several of the following:

- individualised learning targets
- individual intervention map
- individual progression document
- One Page profile
- Consistent Management Plan
- One Plan meetings

School request for an Education and Health Care Plan (EHC Plan)

Most children's needs will be met by the school SEND support. However, some children may need a greater level of support.

In these cases, the school SENCo, in consultation with the child, parents, teachers and any other external agencies already involved, considers the formal process of initiating a statutory assessment of special needs.

Requests for statutory assessments are made to the Local Authority when the child demonstrates significant causes for concern. The school SENCo provides a written submission of evidence documenting the child's learning history and needs, in accordance with Local Authority requirements. This evidence is prepared with input from the child, their parent or carer, and school staff. The LA is required by law to respond within six weeks to the request for a statutory assessment.

Annual Reviews

All Statements of SEND or EHCPs are reviewed at least annually at meeting attended by the child, their parent or carer, an LA representative and a school representative (usually the SENCo). Any necessary amendments to the description of the child's needs or to the school's provision are considered at each review, with reference to:

- the long-term aspirations of the child
- the long-term outcomes that will be needed to help the child achieve their aspirations
- the short-term outcomes needed to facilitate achievement of long-term outcomes.

Role of the SENCo

At Great Bardfield our Special Education Needs Coordinator (SENCo) is Rosemary Richardson.

The SENCo works with the head teacher and governing body, playing a key role in helping to determine the strategic development of the SEND policy and provision to fulfil the potential and raise the achievement of children with special educational needs and disabilities in the school.

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

(COP - 6.84)

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

(COP - 6.85)

The key responsibilities of the SENCO includes:

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

(COP - 6.90)

Local Delivery Group

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

Working with Parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. At Great Bardfield we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

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

Parents of children with SEND may contact the SENCO directly or contact may come via the school office, and in some cases the Head teacher.

The annual review for a child with a Statement or EHCP is normally attended by a parent or carer and their views are always sought prior to an annual review as well as during the meeting itself.

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

Working with professionals from the Local Authority

In order to meet the needs of our children with special educational needs and disabilities, a range of outside agencies is consulted as appropriate. This includes:

- Educational Psychology (EP)

The Local Authority allocates time provided to the school for support from their Educational Psychology service. The school clearly identifies which pupils with high needs will need a One Plan Meeting supported by the EP and invite the EP when appropriate.

Any work that needs to be undertaken by the EP will be identified as an outcome of the meeting. The number of EP hours allocated to the school varies year on year.

- Local Authority Specialist Teachers (SENCAN)

When requested specialist teachers visit the school to provide advice about children's needs, offering specialist information, resources and providing in-service training. The specialist teachers can work directly with children where this is indicated on an Education Health and Care Plan. Class teachers plan alongside these specialist teachers who may also attend and contribute to annual reviews.

A range of other outside specialist agencies are consulted to give support to the school in its meeting of children's diverse special educational needs, including

- speech and language therapy
- occupational therapy
- physiotherapy
- community paediatrician
- school nursing
- social care
- mental health services (EWMHS)

Parents and carers are informed if any outside agency is consulted.

Working with other agencies and voluntary organisations

When required the school liaises with health service professionals. Referrals are made by the SENCo as appropriate eg. to Speech & Language Therapy services; other health services are accessed via the families' GP with a supporting letter from the SENCo.

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

Evaluating Success of the SEND Policy

As with all policies, the SEND Policy is subject to a regular cycle of monitoring, evaluation and review. The governing body must, on at least an annual basis, consider, and report on, the effectiveness of the school's work.

Complaints Procedure

Please refer to the School's Complaints Policy.