



## Special Educational Needs & Disability Policy

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014 and included in the 2015 SEND Code of Practice.

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

- . a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- . b) 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 the definition at (a) or (b) 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.

### COMPLIANCE

This policy was developed by SENCOs from the Tiptree and Stanway Consortium of 24 schools. This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to our school's SEND Information Report, the Equality Act 2010, Statutory Guidance for Supporting Pupils at School with Medical Conditions (2014) and Teachers Standards (2012). This policy has also been written following NASEN guidelines (2014). It has been shared and agreed with staff, governors and parents.

This policy has been reviewed in September 2021 and will be reviewed again in September 2022.

## **SECTION 1 – Our Beliefs and Values**

Ardleigh St Mary's Church of England Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs:

- have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them
- should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Ardleigh St Mary's CE Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to individual learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners at our school:

- minority ethnic and faith groups, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- others such as those who have medical needs; those who are young carers; those who are in families under stress
- being in receipt of a pupil premium grant, including those who are looked after by the local authority and other looked after children; children of service personnel
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to, but is not exclusive of:

- sensory or physical impairment,
- learning difficulties
- emotional or social development

- speech and language difficulties
- contextual factors in a learner's environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are several factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Ardleigh St Mary's Church of England Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential.

Ardleigh St Mary's Church of England Primary School sees the inclusion of children identified as having special educational needs and/or disabilities as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. However, we are mindful of the needs of our EYFS and KS1 pupils, for whom maturity is a crucial factor in terms of readiness to learn.

The SEND Coordinator, Richard Tucker, and Inclusion Governors, Amanda Watts and Dan Scatola, report regularly to the Governing Body on this area. They can be contacted:

- via the school office on 01206 230394
- by email at [senco@st-marys-ardleigh.essex.sch.uk](mailto:senco@st-marys-ardleigh.essex.sch.uk)

## **OBJECTIVES**

1. To identify and provide for pupils who have special educational needs and/or disabilities
2. To work within the guidance provided in the SEND Code of Practice (2015) and the Essex Provision Guidance toolkits (accessed from Essex Local Offer web site).
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and/or disabilities
4. To provide a Special Educational Needs Co-ordinator (SENCo) whose role is outlined in paragraphs 6.84 - 6.94 in the SEND Code of Practice
5. To provide support and advice for all staff working with pupils with Special Educational Needs and/or disabilities
6. To create an environment that meets the special educational needs of each child
7. To enable all children to have full access to all elements of the school curriculum

## **SECTION 2 – Identifying Special Educational Needs**

Identification of SEND is based on the processes outlined in the Code of Practice (6.14 - 6.27). Effective whole school assessment, tracking and monitoring is at the heart of good practice. The information gained can be used to answer the following questions:

- in what areas of the curriculum is the pupil doing well? In what areas are they struggling?
- what are the pupil's current levels of attainment and how to these compare with expected levels of attainment?
- what progress has the pupil made over the term or year? Is this at least expected progress?
- is the pupil on track to achieve their end of term/year/key stage targets?
- if the pupil has been involved in a targeted intervention, have they made accelerated progress
- what does this information tell us about the pupil's confidence and attitude to learning?
- what are the pupil's views on their learning?

We will identify pupils who are making less than expected progress given their age and individual barriers to learning. Less than expected progress is characterised in the SEND Code of Practice (6.17) as progress which:

- is significantly slower than of their peers starting 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
- widens the attainment gap

In the identification of a need, we also take into account other factors, including:

- when concerns are raised by parents/carers, teachers or the child.
- if there is a change in the child's behaviour or progress
- when concerns are raised by external agencies (e.g. GP or school nurse)
- if information is provided from the previous setting (e.g. pre-school)

As part of the identification process, we will use the four broad categories of need described in the SEND Code of Practice (6.28 - 6.35):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We acknowledge that, very often, pupils may have several overlapping categories of need. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

### **SECTION 3 - The Graduated Approach to Supporting Pupils with SEND**

Class teachers offer High Quality Teaching, which is differentiated for individual pupils. This is the first step in responding to pupils who have, or may have, SEND. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils with SEND, or where pupils access support from teaching assistants or specialist staff. The assessment and monitoring carried out by class teachers will identify any pupils at risk of making less than expected progress.

The 2015 SEND Code of Practice describes less than expected progress as:

- progress significantly slower than of their peers starting from the same baseline
- that which fails to match or better the child's previous rate of progress
- that which fails to close the attainment gap between the child and their peers
- a widening of the attainment gap

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, supporting teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

In deciding whether to make special educational provision, the class teacher and the SENCo should consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment. It will also take into account concerns raised by parents and carers, as well as the views of pupils regarding any difficulties they may be facing. For higher levels of need we are able to access more specialised assessments from external agencies and professionals.

If a pupil has been identified as having a special educational need and/or a disability, then they will be placed on the school's SEND Register and their parents, or carers, informed by a letter. Additional and increasingly personalised support or provision is provided through SEN Support (6.44 - 6.56, SEND Code of Practice). Our school uses the Essex Provision Guidance Toolkit to inform the type of provision required.

Provision is implemented through the form of a four-stage cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is our **Graduated Approach** consisting of these elements:

## **Assess**

In identifying a child as needing support for SEND, the class teacher, working with the SENCo, will carry out a thorough analysis of the pupil's needs. This will be done using a range of assessments and observations, gathering evidence from class teachers, parents, the pupil, support staff, the SENCo, and other relevant professionals. These assessments will be ongoing and reviewed regularly to ensure that barriers to learning are identified and that support and interventions are matched to need, and their impact monitored.

## **Plan**

Where it is decided to place a pupil on SEN Support, their parents or carers will be formally notified. The class teacher and the SENCo will agree in consultation with parents, or carers, and the pupil the adjustments, interventions and support to be put in place, as well as a date for review. All class teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required. This planned support will be recorded through three documents:

- a One Plan
- a One Page Profile
- an Individual Education Plan

## **Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The reviews will usually be termly. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents or carers. The class teacher and the SENCo will revise the support in the light of the pupil's progress and development, deciding on any changes to the support and outcomes. Parents and carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in the next steps. Where a pupil has an Education, Care and Health plan, the school will review the plan a minimum every 12 months as directed by the local authority.

## **Requesting an Education, Health and Care needs assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the child's SEND, the child has not made expected progress, the school or parents, or carers,

should consider requesting an Education, Health and Care needs assessment. To help inform the local authority's decision, evidence of action taken by the school will be gathered and submitted.

#### **SECTION 4 - Managing Pupils' Needs**

The Class Teacher, the child's parents or carers, the child and the SENCo work together to create a person-centred One Plan with agreed outcomes. These outcomes are broken down into smaller steps (mini-goals) to be achieved within an agreed time frame and are recorded in the child's Individual Education Plan (IEP). The Class Teacher, with support from the SENCo, is responsible for maintaining and updating the plan. It is the teacher's responsibility to evidence progress according to the outcomes described in the plan.

One Plans are reviewed each term and feed directly into pupil progress meetings. Our school uses the Essex Provision Guidance Toolkit to inform the level of provision required. Where the pupil requires further support we will consult with external agencies and follow their referral pathways in consultation with parents or carers and pupils.

When a child is identified as meeting national and age-related expectations, then they will be removed from the SEND register. Their progress will then be monitored through the provision of High Quality Teaching strategies.

#### **Transition Arrangements**

EYFS staff will meet with colleagues from Early Years settings, other professionals and parents or carers prior to pupils starting school. Visits to Early Years settings will also be arranged. Concerns about particular special educational needs will be brought to the attention of the SENCo after this process. Where necessary the SENCo will arrange further meetings and visits and complete a Transition Plan.

Class teachers of children joining from other schools will receive information from the previous school. If there is an SEND issue, the SENCo will, if possible, visit the school to discuss the child's needs in further detail and complete a Transition Plan. Parents or carers will also be invited for a meeting and a visit before their child starts at our school.

All relevant SEND documentation will be sent to the new setting when children with SEND transfer from Ardleigh St Mary's CE Primary School to other schools. The SENCo will discuss these children with staff in the new setting and, where possible, extra transition visits will be arranged to support pupils, including liaison with the new SENCo and support staff, particularly in the case of Secondary Transfer.

## **SECTION 5 – Supporting Pupils and Families**

The school is keen to actively involve parents and carers in the partnership between home and school. We will strive to maintain positive links with parents and carers of children with special educational needs by keeping them fully informed and involved at all stages of the SEND process, and encouraging them to make an active contribution to their child's education or wellbeing.

Support for pupils and families may include the following:

- the school's SEND Information Report
- the class teacher may suggest ways of how parents or carers can support their child alongside set homework activities
- the SENCo may meet with parents to discuss how to support their child with specific strategies to meet their needs
- if outside agencies are involved, suggestions and support programmes may be provided to be used at home
- through 'Meet the Teacher' sessions at the start of the school year
- through workshops focusing on specific topics, such as phonics
- Parents Evenings
- termly review meetings for One Plans
- termly reports
- provision of Wellbeing Mentors
- additional information on the school's website
- signposting parents or carers to outside agencies via the Essex Local Offer website

Following a school, or self referral, parents and pupils can also receive support from the following agencies:

- ACE Integrated Care Team (Speech & Language, Physiotherapy, Occupational Therapy)
- School Nurse Team
- Specialist Nursing Teams (Diabetes, Epilepsy)
- GPs
- Social Care
- the School's Inclusion Partner
- Emotional Wellbeing & Mental Health Service (EWMHS)
- Parent support services, such as Family Solutions
- Children Missing Education team
- Educational Psychology Service
- Community Paediatric teams

This provision is in line with school's SEND Information Report which is available on the school website. Parents can also access additional information from the Essex Local Offer which can be found on the Local Offer website [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

### **SECTION 6 – Supporting Pupils at School with Medical Conditions**

Our school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the **Equality Act (2010)** to ensure that any reasonable adjustments are made to meet their needs.

Where appropriate, our school creates an Individual Healthcare Plan (IHP) in collaboration with children, parents or carers and relevant professionals. This is in line with the DFE's **Supporting Pupils at School with Medical Conditions guidance 2015**.

Where a pupil also has an Education, Health and Care Plan their provision will be planned and delivered in a coordinated way with their IHP (6.11, SEND Code of Practice).

The school provides staff training to support the medical needs of its pupils and regularly shares and updates information relating to medical needs with all relevant staff. A list of this training is kept and regularly updated by the Head Teacher.

This policy should be read together with the school's **Policy For Children With Medical Needs Including First Aid and Administering Medicines**, which is available on request from the office.

### **SECTION 7 – Monitoring and Evaluation of SEND Provision**

We monitor and evaluate the impact and quality of SEND provision through a combination of the following:

- as part of the School Improvement Planning process
- the One Planning Process, including Annual Reviews, pupil interviews and IEP monitoring
- Pupil Progress Meetings and Provision Mapping
- Performance Management observations and discussions with staff, if relevant
- teachers' planning
- day to day marking of pupils' work
- informal observation of pupils by staff over a range of activities e.g. scrutiny of pupils' work by class teachers, SENCo and Governors
- monitoring of intervention groups by Class Teachers through observation and data analysis
- monitoring of provision mapping by the Senior Leadership Team
- meetings between SENCo and Inclusion Governors
- report on SEND to governors as part of the Head Teacher's Report
- feedback from outside agencies, including the Local Authority
- pupil performance in formal assessments

- discussions with pupils, parents/carers
- analysis by the Senior Leadership Team of whole school data
- Pupil and Parent voice through questionnaires

The Inclusion Governors have responsibility to monitor and challenge the provision for pupils with SEND. This is achieved through the following:

- regular meetings with the SENCo
- data analysis
- general observations
- attendance at relevant governor training courses
- attendance at Senior Leadership Team meetings

## **SECTION 8 – Training and Resources**

The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs. Additional provision may be allocated after discussion with the class teacher and SENCo at pupil progress meetings, or if a concern has been raised by them at another time. Resources may include deployment of staff depending upon individual circumstances.

Staff training needs and resources are identified through the 'Assess - Plan - Do - Review' cycle and are planned according to:

- whole school priorities
- group or individual needs
- staff needs are identified and agreed through Performance Management

All teachers and support staff undertake an induction on taking up a post. This includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

When possible, the school's SENCo attends update meetings and training in order to keep up to date with local and national updates in SEND.

As part of the Tiptree and Stanway Consortium, all members have access to updated and relevant training related to SEND in order to support the needs of our pupils.

All staff have access to the Essex Provision Guidance Toolkit and the Essex Local Offer.

## **SECTION 9 – Roles and Responsibilities**

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of its pupils with SEND, following the requirements of the SEND Code of Practice 2015. Therefore, we have allocated the following roles:

- the appointment of a SENCo who is a qualified teacher and who holds the National SEN Award - this is Richard Tucker
- Inclusion Governors - Amanda Watts and Dan Scatola
- Designated People for Child Protection and Safeguarding and also Deputy Designated People - members of staff who are the Head teacher and Deputy are normally allocated these roles, including two Governors
- The Senior Leadership Team have responsibility for managing the Pupil Premium Grant
- The Head teacher, Deputy and SENCo are responsible for managing the medical needs of pupils.

## **SECTION 10 – Disability and Accessibility**

The Disability and Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and local authorities to plan to increase 'over time' the accessibility of schools for disabled people and to implement their plans.

The Equality Act (2010) places a duty of care on schools to ensure that no pupil is discriminated against in the manner in which education is provided, the way that pupils are able to access facilities/services, or through excluding a pupil or subjecting them to any other detriment.

We will make every endeavour to ensure that discrimination of any type does not occur and make any reasonable adjustments for pupils with SEND to prevent discrimination.

The school publishes an **Accessibility Plan**, which contains information about the following areas:

- compliance with the Equality Act
- access to the curriculum
- access to the physical environment
- access to information, advice and guidance

Governors, the Head teacher and the SENCo are responsible for monitoring, implementing and updating the plan.

## **SECTION 11 - Bullying**

Children with SEND can often experience bullying more frequently than their peers. Consequently, our school takes all possible steps to mitigate the risk of bullying to all learners. Please see the **Anti-Bullying Policy** on the school's web site.

## **SECTION 12 – Storing and Managing Information**

The SENCo stores confidential documents in a locked filing cabinet. Electronic information is password protected. This is in line with the school's GDPR policies.

## **SECTION 13 – Dealing with Complaints**

If a parent or carer has any concerns relating to the school's provision for their child regarding SEND, then they can talk to the SENCo or the Head teacher. The school aims to resolve any concerns the parent or carer has in person, to arrive at a mutual understanding and agree the best way to support their child together. Please see our **Complaints Policy** on the school web site for further information.

Parents and carers can also seek advice from the **Essex SEND Information, Advice and Support Service**:

- <http://www.essexlocaloffer.org.uk/listing/send-information-advice-and-support-service>
- Helpline: 0333 013 8913

## **SECTION 14 – Further Information Availability**

The policies referred to throughout this document are referenced on the school website or through the school office.

- The school SEND Information Report can be found on the School Website
- the Essex Local Offer can be accessed via [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

This policy is reviewed annually.

**Reviewed September 2021**

**Review date September 2022**

