



# SEND Policy

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<b>Policy Owner</b>	SENDCO
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## **Contents**

### **Statement of Intent**

1. Definition of Special Educational Needs
2. Background and Legal Context
3. Aims and Objectives
4. Improving Outcomes
5. Equality and Inclusion
6. Medical Conditions
7. Educational Inclusion
8. Identifying SEND in Schools
9. SEND Provision
10. High Needs Funding
11. Education, Health and Care Plan
12. Transition
13. Roles and Responsibilities

### **Appendices**

- A. Definition of the Broad Areas of Need

## **1. Definition of Special Educational Needs**

The definition of Special Educational Needs, as outlined in the SEN Code of Practice 2014:

*Children with special educational needs have learning difficulties that call for special provision to be made.*

*All children may have special needs at some time in their lives. Children fulfil this criteria if they:*

- *have significantly greater difficulty in learning than the majority of children of the same age;*
- *have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age;*
- *are under school age and fall within the definitions above or*
- *have emotional or behavioural difficulties that interfere with their ability to learn.*

Children must not be regarded as having a SEND needs solely because:

- *they have a disability;*
- *the language of their home is different from the language in which they will be taught;*
- *slow progress or low attainment or*
- *persistent disruptive or withdrawn behaviours.*

## **2. Background and Legal Context**

This document was written with reference to the Children and Families Act 2014 and associated regulations, the revised Special Educational Needs Code of Practice 2014, and the SEN & Disability Act 2010 and the Special Educational Needs and Disability Regulations 2014.

All schools are required to publish an 'SEND Information Report' and 'Schools Offer' report showing the arrangements for the admission of children with SEND. Our school offer is available on the school website.

## **3. Aims and Objectives**

Every school is required to identify and address the SEND of the pupils that they support. Prior's Mill CE Primary School will:

- aim to identify needs at the earliest point and make effective provision;
- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything that we can do to meet children and young people's SEND;
- ensure that children and young people with SEND engage in the activities of our school alongside pupils who do not have SEND;
- identify the roles and responsibilities of staff including a designated teacher to be responsible for co-ordinating of SEND;
- ensure that parents/carers play their part in supporting their child's education and informing parents/carers when the school are making special educational provision for a child and
- ensure that our children have a voice in this process.

## **4. Improving Outcomes**

We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;

- become confident individuals living fulfilling lives and
- make a successful transition into adulthood, whether into employment, further or higher education or training (0 to 25).

## **5. Equality and Inclusion**

The school is committed to ensure the equality of opportunity for all of our pupils. We want children with SEND to enjoy the same levels of success, achievement, opportunity and self-esteem as other pupils. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Some children have barriers to learning that require particular action by the school; these may have been identified by, or in consultation with, parent/carers, school staff and or other professionals.

The additional requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional to or different provision from that given to other children of the same age. We regularly review and evaluate the breadth and impact of the SEND support.

Reasonable adjustments include the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The school also has a wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

## **6. Medical Conditions**

The school will make arrangements to support pupils with medical conditions. Individual care plans and/or Education, Health and Care Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the care plan. Schools are required to have regard to statutory guidance '*Supporting pupils at school with medical conditions*'. The school has developed its own policy and this is available from our website or on request.

## **7. Education Inclusion**

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- require, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing lessons planned to address the potential areas of difficulty and remove barriers to pupil achievement;

- providing support for children who need help with the four broad areas of need (see appendix 1): communication & interaction; cognition and learning; social, emotional & mental health difficulties and sensory and/or physical needs;
- planning to develop children's understanding through the use of all their senses and varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **8. Identifying SEND in schools**

Many of the children who join us have been in early education. In many cases, children join us with their needs already assessed. Transition meetings are encouraged with professionals who may already be involved.

The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils, linked to the four broad areas of need.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop and we are committed to early response. Working in partnership with parents/carers and the children themselves, is an essential part of this process.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. The school, works closely with parents, to identify possible causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly impact on outcomes.

Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe. The school will ensure that appropriate provision for a child's short-term needs are made, in order to prevent problems escalating. Where there are long-lasting difficulties the school will consider whether the child might have SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. The school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to

limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

## **9. SEND Provision**

A child that is identified as having SEND will be categorised as “SEN Support” in school. 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.

Our first step in responding to pupils who have or may have SEND is high quality teaching. Information from a wide range of sources including discussion with the pupil, parents/carers, teacher and or SENDCo will be gathered to determine the needs and provision for the child.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child’s teacher will offer interventions that are different from or additional to those provided as part of the school’s usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENDCo will support the teacher and if necessary make further assessments of the child’s needs. These children’s additional support is shown through Provision Mapping. Following discussion with parents, advice from outside agencies may be sought, implemented and reviewed.

Special educational provision is based on the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school’s core offer or whether something different or additional is required. All stakeholders will meet regularly to review the child’s progress. Parents will be given the opportunity to meet the teacher and/or SENDCo at least three times a year.

If a child is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle - Assess, Plan, Do and Review - 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 known as the graduated approach.

If the child needs support from only one agency, then a ‘Single Service Referral’ is completed, however, if advice is required from more than one agency then an ‘Early Help’ referral can be completed. Following the completion of the referral, professionals from the various agencies involved will set up ‘A Team around the Family’ (Early Help meeting). The parents will select a Lead Professional from the team members. In most cases, children will be seen in school by the External Agency professionals and meetings will be held within the school.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care needs assessment (see Chapter 9 of the Code of Practice June 2014 for further details).

## **10. High Needs Funding**

A small number of children with additional needs will meet the threshold for the application of High Needs Funding. In this case, an application would be completed in consultation between parents, the class teacher and the SENDCo. If successful, additional support may be provided to the school from the Local Authority. This could be in the form of outreach workers, additional funding and specialist recommendations. If funding is allocated to the school, it is to the school's discretion how the funding is spent.

## **11. Education, Health and Care Plan**

If school find that the additional support from the Local Authority is not allowing a child to flourish in their education, we may apply for an Education, Health and Care Plan (EHCP). The EHCP is a legal document which outlines the child's needs in detail, under each of the four areas of need. The assessment would be completed by the Local Authority who would then determine whether an EHCP was necessary based on the evidence gathered. A child may also qualify for an EHCP if they have extensive health/medical needs whereby they need additional care within the school setting. They may also qualify if they have significant communication and interaction needs or further requirements within their cognition. An EHCP is for children ages 0-25 and it is reviewed annually so it can be kept up to date with the child's current needs.

## **12. Transition**

SEN support will include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8 of the Code of Practice June 2014, Preparing for adulthood from the earliest years). This includes within school transitions. School will work with secondary schools when our children come to primary-secondary transition and all relevant information will be passed onto the receiving schools.

## **13. Roles and Responsibilities**

### **The Role of the Governing Body**

The Governing Body ensures that:

- it has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs;
- it does its best to secure the necessary provision for any pupil identified as having Special Educational Needs and ensures that all teachers are aware of the importance of providing for these children;
- it consults the LEA and other schools, when appropriate, and reports annually to parents on the success of the school's policy for children with Special Educational Needs;
- parents are notified of a decision by the school that SEND provision is being made for their child;
- identify a governor to have specific oversight of the school's provision for pupils with Special Educational Needs. This governor liaises with the school and reports back to the governing body.
- the SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel;

### **The Role of the Headteacher**

The Headteacher is responsible for:

- informing and liaising with governors on special needs provision;

- managing the Special Educational Needs Policy on a day to day basis. Giving and arranging for practical help and training to be given to members of staff on how to deal with special needs issues;
- ensuring that complaints regarding SEND provision are dealt with in accordance to the LA guidance for school-based complaints procedures and
- ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development.

### **The Role of the SENDCo**

The key responsibilities of the SENDCo may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND 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 SEND;
- 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 SEND up to date.

### **The Role of the Class Teacher**

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. This includes:

- Identification of children with SEND.
- Devising and implementing targets and support for individual children
- Review and set new targets with parents and children
- Liaise with the SENDCo to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions.
- Implement the school Special Educational Needs Policy.
- Undertake any training suggested or supplied by the school.



**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**

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**

Some children and young people require special educational provision because they have 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. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health. 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.