



Stapleford Primary School

(Church of England, VA)



Special Educational Needs and Disability (SEND) Policy

Introduction

This policy has been updated in line with the new SEND Code of Practice 2014 and aims to ensure we recognise and support the needs of all children in our school with Special Educational Needs or disabilities. The policy is regularly reviewed and updated in line with government guidelines and changes in school practice.

Special Educational Needs and Disability (SEND)

Some pupils have special educational needs or disabilities that could create a barrier to learning. Within the New SEND Code of Practice these are divided into the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The Code of Practice 2014 (The Children and families Act 2014- revised April 2015) defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child 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 institutions.*

Aims

At Stapleford Primary School we believe in equality of educational opportunity and aim to provide an inclusive curriculum and environment that meets the needs of all our pupils by:

- Ensuring pupils' Special Educational Needs and disabilities are identified promptly.
- Making appropriate provision to help overcome any barriers to learning and ensure pupils have full access to a broad and balanced curriculum and school activities.
- Communicating and working with parents to gain a better understanding of their child, involving them in all stages of their child's education.
- Encouraging and supporting pupils to be involved in their education
- Working with outside agencies when more specialist help is needed
- Regularly monitoring the progress of all pupils
- Supporting pupils to make a successful transition to and from other educational establishments

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCO) is Jessica Fitzgerald. The governor who is responsible for overseeing special educational needs and liaising regularly with the SENCO is Alun Broadwood-White.

Graduated Response

Graduated Response replaces the previous system of I.E.P.s (School Action and School Action Plus). The Graduated Response consists of a cycle of action - Assess, Plan, Do and Review. After assessment, we may decide to provide a pupil with SEN support. We will then formulate a tailored plan of support in conjunction with pupils and parents/carers. This will set out clear objectives and outcomes as well as the activities and support in place to achieve them. We will provide pupils with an individual plan if they require a significant level of additional or differentiated support. If advice and recommendations regarding provision are received from an external agency, these will be incorporated into the plan. The plan will be reviewed at least 3 times a year.

Assessment and Identification of Needs

At Stapleford Primary School the attainment and progress of all pupils is monitored continuously. Teachers use a combination of formal and informal assessment methods. Children falling behind age appropriate expectations will usually be identified through termly pupil progress meetings or through regular review meetings between class teachers and the SENCO. High quality teaching, targeted at the areas of weakness, will be put in place and the child's progress monitored over time. Parents will be informed of this at parent consultations or earlier if appropriate. If progress continues to be less than expected, or if class teachers or parents identify a particular need or concern about a child, it may be necessary to complete a more thorough assessment and put in place additional support. This will be supported by the SENCO and involve seeking the views of the parents and child concerned. It may involve seeking advice and further assessment from a specialist teacher, educational psychologist or health professional. Some children may have Special Needs already identified prior to their entry to the school.

Provision

Class teachers are responsible and accountable for the progress and development of pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils' needs. However, in order for pupils to maximise their learning, some pupils may need additional provision. The views of pupils and parents will be actively sought in planning appropriate support. This provision will be recorded on the year group Provision Map and Intervention Timetable. The provision will have agreed short term targets and be for a specified time. Provision Maps are updated at least once each term. Please see the Local Offer and School Offer for a comprehensive overview of the provisions that we provide. (These are available on the school's website or in hard copy from the school upon request.)

Pupils may need additional provision either throughout, or at any time during, their school career.

Monitoring

Pupils who receive additional SEND support are recorded on the SEND register.

The impact of interventions and additional support are evaluated at least termly and, together with the views of parents and pupils, are used to inform next steps. This is an on-going cycle to refine and revise provision.

The SENCO collates and reviews progress of this cohort using assessment data, pupil voice interviews, work sampling and observations.

External Agencies

If a pupil continues to make less than expected progress, despite appropriate support and intervention, the school will consider involving specialists to offer additional advice or support. This could include, for example, an Educational Psychologist, Specific Learning Difficulties Base Teacher, Speech and Language Therapists etc.

Parental permission is always sought for any request for an assessment or additional support from an external agency. For some agencies, school is not able to refer directly and a referral will need to be sent by the school nurse or the child's GP.

Education, Health and Care (EHC) Plan

In September 2014 the Education, Health and Care Plan replaced the Statement of Educational Need for those pupils with complex needs who require very high levels of support. This new assessment and planning process brings together the information from education, health and social care.

The Local Authority clearly outlines the criteria a pupil needs to fulfil in order to receive an Education, Health and Care Plan. If a pupil is felt to meet the criteria, the SENCO will request an EHC Needs assessment. This request will only take place with parental permission. The school and child's parents will be involved in producing the plan which will be reviewed annually.

Transition

Discussion of SEN pupils or pupils with disabilities form part of the liaison with new parents and infant staff prior to pupils joining school. The SENCO will be responsible for ensuring information about pupils with special educational needs are passed from one teacher to the next or to receiving schools at transition times.

There is a comprehensive transition programme in place for pupils requiring additional support in moving to or from the school or between year groups.

Governors

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's admission policy.

The Headteacher reports to Governors on the progress of pupils with SEND and additional provision in an annual report.

Any complaints regarding SEND provision can be taken to the Governor for SEND or The Governing Body.

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