



# DEEPING ST JAMES COMMUNITY PRIMARY SCHOOL

## Special Educational Needs & Disability Policy

16 September 2021

### SEND POLICY

Headteacher: Mr Richard Westley:  
SENCO: Mr S Newton (National SENCo Award)  
SEND & Inclusion Governor: Mr Ben Plumridge

#### **1.0 Legislative Compliance**

This policy complies with the

- SEN Code of Practice 2014
- Ofsted Section 5 Inspection Framework September 2019
- Equality Act 2010

Related school policies: English as Additional Language Policy, Admissions Policy, Disability Accessibility Plan and Medical Needs Policy.

#### **2.0 Introduction**

As an inclusive school, we believe that every child is unique and brings their own strengths, experiences and qualities. We aim to meet the needs of all pupils, including our pupils with special educational needs

and disabilities, through a rich and varied academic and social curriculum with regard to the National Curriculum 2014.

## 2.1 Definition of Special Educational Needs:

A pupil is deemed to have Special Educational Needs (SEN) if he or she *‘has a learning difficulty which calls for special educational provision to be made’*. Children having a learning difficulty are defined as those who have significantly greater difficulty in learning than the majority of their age, or who have a disability which hinders them in using the educational facilities available to their aged peers.

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEN Code of Practice (2014)

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 are taught.

The SEND Code of Practice 2014 identifies the following categories of SEND:

- Communication and Interaction – e.g. ASD, language delay
- Cognition and Learning – e.g. moderate learning difficulties, dyslexia
- Social, Emotional and Mental Health – e.g. attachment disorder, ADHD
- Physical and Sensory – e.g. visual impairment, cerebral palsy

A pupil may have needs which span more than one category. Some pupils with disabilities may be able to access the curriculum and learn effectively without additional provision, therefore are deemed as not having SEN. For others the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a pupil has SEN.

## 2.2 Whole School Ethos

Our guiding principle is one of inclusion and every pupil is entitled to have their needs identified and barriers addressed. We recognise that all teachers are teachers of children with SEND and that all of these children are entitled to access a broad and balanced curriculum including the National Curriculum.

Special educational needs **may** lead to lower-attainment (though not under-achievement). We focus on individual progress as the main indicator of success and strive to make a clear distinction between “underachievement” and special educational needs. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to engage, progress and achieve in line with their peers and those with similar starting points. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. It is our responsibility to identify concerning progress and/or low attainment quickly and ensure that appropriate steps are put in place.

## 3.0 Aims and Objectives

The aims of our SEND and Inclusion policy and practice in this school are:

- to provide curriculum access for all
- to secure high levels of achievement for all
- to meet individual needs through a wide range of provision
- to attain high levels of satisfaction and participation from pupils, parent and carers
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- to “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”.

#### **4.0 Graduated Approach to Support and Assessment for Pupils**

EHC Plan	<b>Highly Specialist:</b> Where a child or young person’s needs are highly complex and require a bespoke placement or highly individualised long-term arrangements.
	<b>Specialist:</b> Children with long-term complex needs who are educated in mainstream settings and are supported by relevant outside specialist services through consultation, advice or intervention as appropriate. Or children with long term complex needs who are in a special school or specialist unit attached to a school, supported by a range of professionals.
SEND Support	<b>Targeted:</b> Interventions and child specific approaches in place and reviewed through a shared provision plan. Some or much additional support provided in class during lessons. Class teacher in receipt of advice and support from the SENCO. Possible involvement of professionals from outside the school through consultation, assessment and training.
All Pupils	<b>Universal targeted:</b> Quality first teaching plus some personalised learning. Class teacher in receipt of advice and support from the SENCO or Senior Leadership. Evidence based interventions provided in small groups. Some additional support may be provided during lessons. Consultation. Staff training.
	<b>Universal:</b> Quality first teaching. Differentiation and adaptive teaching. Good to outstanding learning for all in an engaging and inclusive environment.

#### **4.1 Universal targeted provision**

This includes quality first teaching and careful differentiation to accelerate learning for children who need their progress accelerated but who do not necessarily have a special need. These pupils have been recognised through the school’s tracking system as not making the expected progress for their age group or through concerns raised by parents and by their Class Teacher. If progress is not seen the Class teacher will then fill out a ‘Record of Concern’ to share with the SENCO. The school is committed to early identification of needs.

The Class Teacher will discuss the pupil with the SENCO who can give advice on how the teacher can help the pupil further. Their barriers to learning and possible supportive actions will be discussed with Senior Leadership at pupil progress meetings. The pupil will receive support in class by the teacher planning and teaching focused differentiated activities, trying new strategies and providing the necessary practical materials to access the work that has been set. If it is appropriate to the pupil’s need they might also receive support through the various small group interventions that the school provides. Interventions are run by well trained Teacher Assistants and are monitored regularly. Parents are informed that their pupil is receiving small group support and their pupil’s progress is discussed at the termly parent and teacher consultation meetings.

The SENCO may carry out assessments to determine a pupil’s specific educational needs and will also, where necessary and depending on the specific needs of the pupil, seek the advice of outside agencies.

#### **4.1.1 Difficulties that do not meet the threshold for a SEN**

Some pupils may be experiencing temporary difficulties which are being supported by an outside agency but these issues are not a barrier to learning nor hinders them using 'educational facilities available to their aged peers'. This means provision for them in school sits best within 'Universal Targeted' and they may be provided with some fixed-term input within school. Examples include children prescribed speech therapy or a physio programme. In such instances quality first teaching is likely to be a key part of supporting the pupil though the school may also agree to allocate some time to support a set programme. The school will need to ensure that a pupil is not discriminated against because of such a difficulty and monitor them to check that this difficulty is not worsening and becoming a barrier to learning or access to our facilities.

#### **4.2 Targeted SEND support**

At targeted support pupils will be offered additional **SEN support** when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

This decision to add a pupil to the SEND register is based on concerns, underpinned by evidence, that despite receiving differentiated learning opportunities, a child or young person makes little or no progress over a sustained period of time. The evidence may be from outside professional assessment. The additional provision will be planned alongside the parent/carers and personalised targets will be set and reviewed termly. The pupil's outcomes will be monitored termly by the Class teacher and SENCO.

Under-achieving pupils and pupils with EAL will not be placed on the SEND register for these reasons alone.

#### **4.3 Specialist support: Education Health and Care Plan**

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our school budget at an earlier stage. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND register and, in addition to this, will have an Annual Review of their plan.

#### **5.0 Personal Provision Plans**

For pupils at SEN Support level or who hold an EHC Plan the school will produce Personal Provision Plans and also set and review personal targets termly, as part of the required 'Assess, Plan, Do, Review' process. These are the principles underlying these plans:

- These are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs.
- Plans will only record that which is *additional to* or *different from* the that which is in place as part of provision for all children.
- These will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets"
- These will be based on informed assessment and will include the input of outside agencies when relevant

- Targets reviewed at least termly by class teachers in consultation with the SENCO and parents/carers.
- The SMART targets will address the underlying reasons why a pupil is having difficulty with learning

## **6.0 Staff Training and Expertise**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings and relevant CPD.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements may be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

## **7.0 Facilities and Equipment**

- When specialist equipment or a high level of staffing support is considered to support a pupil with special educational needs or disabilities this will be done so in conjunction with our Accessibility Plan and consideration of what are reasonable adjustments. The school may decide to fund this as additional SEN support up to £6,000 per annum. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

See also the school's Accessibility Plan for further details on facilities and planned improvements.

## **8.0 Working in Partnership**

### **8.1 Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education □ making parents and carers feel welcome via coffee meetings and an 'open door' ethos
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decisionmaking process

- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

## **8.2 Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets

## **9.0 Effective Transition**

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- A transition plan will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits if necessary.
- Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- Accompanied visits to other providers may be arranged as appropriate. Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

## **10.0 Admission Arrangements**

In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for those with special educational needs and disabilities (*see Admission policy for the school, as agreed with the Local Authority*).

When pupils with additional needs join the school a transition meeting is arranged with parents/carers and the SENCO before the pupil starts. Either before the transition or if not possible soon after, the SENCO will seek to discuss needs with any professionals involved with the child. We can also arrange extra visits to help a child feel less anxious about starting school. If pupils join us in other year groups we will contact the SENCO at their previous school for a hand-over of information and meet with parents to find out how we can support a pupil with needs. We can offer tours and short sessions at the school prior to starting if needed.

## **11.0 Roles & Responsibilities**

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners.** Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### **11.1 Headteacher**

- the Headteacher 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 (SENCO)
- 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 (could be devolved to another member of the SLT and SENCO)
- pupil progress meetings with individual teachers
- regular meetings with the SENCO
- discussions with pupils and parents

### 11.2 Special Educational Needs Co-ordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENCO 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 SEN 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
  - co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- monitoring other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. 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 an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN 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 Year 6 pupils on the vulnerable learners' provision map
- monitoring the school's system for ensuring that Provision Plans have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur)
- liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress
- attending area SENCO network meetings and training as appropriate
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners

### 11.3 Class teacher

Class teachers are responsible for liaising with the SENCO to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs

- which pupils require additional support because of a special educational need and need to go on the school's SEN register. Some of these pupils may require advice/support from an outside professional.

Class teachers are responsible for securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities,
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

#### **11.4 SEND Governor**

The SEND governor, on behalf of the governing body, has a duty to monitor and be informed of the following points:

- use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND
- ensure that parents are notified by the school when special educational provision is being made for their child, because it is considered that he or she has SEN
- make sure that the SENCo makes all staff that are likely to teach the pupil aware of the pupil's SEND
- make sure that the teachers in the school, through the SENCo, are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching
- ensure that there is a designated SENCo who has responsibility for co-ordinating the provision for pupils with SEND
- ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources
- ensure that information on the school's SEND policy is on its website, including a SEND information report, and reflect any changes to the policy as soon as is practicable and complete an annual update
- take account of the 'SEND Code of Practice 2014' when carrying out their duties towards all pupils with SEND

#### **12.0 Local Offer**

Information about Lincolnshire County Council's 'Local Offer' ( giving details of SEND provision at County level) can be found at. [www.lincolnshire.gov.uk/SENDlocaloffer](http://www.lincolnshire.gov.uk/SENDlocaloffer)

#### **13.0 School Offer/ Information Report**

A paper copy of the School's annual SEND Information Report/ School Offer, detailing our provision for SEND pupils, can be obtained from the School office or can be found on our website: [www.deeping-stjames.lincs.sch.uk](http://www.deeping-stjames.lincs.sch.uk).

#### **14.0 Complaints**

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO. If the matter is unresolved, the advice of the SEND governor may be sought and complaints can be put in writing to the Headteacher. Our school Complaints Policy found on our website: [www.deeping-st-james.lincs.sch.uk](http://www.deeping-st-james.lincs.sch.uk). Paper copies are also available to view at the school office.

#### **15.0 Policy Review Cycle**

This policy will be reviewed every two years by the governing body

Signed.....	(Headteacher)	date.....	Signed
.....	(SENCo)	date.....	
Signed.....	(Chair of Governors)	date.....	
Signed.....	(SEND Governor)	date.....	