

Little Stoke Primary School



Special Educational Needs and Disability Policy

Designated Person responsible for managing provision for children and young people with SEND – Mrs Helene Sutton – SENDCo.

Review Details

Date reviewed	March 2023
Next review due	September 2024
Document location	Teachers Shared Drive - Policies

Signed	Dan Ross		Key changes
			New policy based on latest guidance, March 2023.

1. Introduction

The SENDCo is responsible for managing Little Stoke Primary School's provision for children with Special Educational Needs and Disability (SEND). The SENDCo can be contacted on 01454 866522 or via email at admin@littlestokeps.co.uk. The SENDCO works at the school 3 days a week so often it is easier to contact her via the office or school email.

At Little Stoke Primary School 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 that is fully accessible to all pupils and which is delivered in a safe, stimulating and caring environment so that all children can both achieve their potential and can take an active part in all aspects of school life. We recognise that pupils learn at different rates and will have areas of both strength and weakness. There are many factors that can affect achievement which include ability, confidence, emotional well-being, age and maturity and we aim to identify these factors as they arise and provide quality first teaching that enables every child to achieve his or her potential, every teacher is a teacher of every child including those with SEND.

This policy was written by the SENDCO using The National Association for Special Educational Needs (NASEN) guidelines to ensure that it reflects the SEND Code of Practice, 0-25 Guidance and the Disability Equality legislation. This was then shared with all staff, Governors and parents. The policy sits alongside the policies for: Teaching and Learning, Appraisal, Child Protection and Safeguarding, Equalities information and objectives, the Accessibility Plan, the Behaviour Policy and the Medical Needs Policy.

2. Our Ethos and Values

Little Stoke Primary School is a purposeful learning community where both adults and children can develop skills, understanding and awareness. We expect high levels of achievement from everyone and encourage an attitude of hard work and responsibility. We aim to identify learning needs effectively and support individuals well; standing alongside children as they develop.

We aim to create a happy, stimulating and relaxed environment, where self-confidence and good relationships may develop. We believe that 'ability' is not a fixed concept; it can be encouraged and developed to ensure that all children from all backgrounds are able to dream, plan and achieve. We are a tolerant learning community that, within limits, will enable children to make mistakes and learn from them in order to develop resilience and determination. We want our children to have the highest aspirations in life and to have an open mind to the way their lives may change and develop.

We believe that, unless shown otherwise, parents know their children best. We work closely with families to ensure the school aims are met, providing high levels of care, pastoral support, advice and guidance.

Little Stoke Primary School's values of Aspiration, Inclusion, Responsibility and Collaboration are there to inspire our pupils to strive to achieve the best they can whilst learning skills for life, that will support them throughout their future endeavours.

The school firmly believes in the development of the individual within the community and, through academic and pastoral education, helps the child to develop an acceptance and tolerance of differences as well as an appreciation and celebration of similarities.

3. Aims and Objectives

We aim to:

- i. Raise the aspirations and expectation for all pupils with SEND.
- ii. Focus on outcomes for children and not just on provision or support.
- iii. Hold the child at the centre of all decision-making and planning.
- iv. Form a happy and successful relationship between our families, our school and the community
- v. Work in close partnership with parents and carers to play an active and valued role in their child's education.
- vi. Have a clear and transparent system for both the identification and the meeting of the needs of those pupils with SEND.
- vii. Provide every possible opportunity to develop the full potential of all children.
- viii. Ensure the right of all children to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum.
- ix. Ensure all children are valued and their self-esteem promoted

Objectives

- a. To work within the guidance provided in the SEND Code of Practice (2014) and the Equality Act 2010 to eliminate prejudice and discrimination against children with special educational needs.
- b. To identify and provide for pupils who have special educational needs.
- c. To develop pupil voice so that pupils have an active part to play in their learning and are involved in planning and making decisions about their pathways.
- d. To develop an effective partnership with parents and carers so that they are part of the decision-making process concerning the best way to meet their child's needs.
- e. To ensure that all children experience at least good teaching through quality first teaching as the foundation in all our classrooms.
- f. To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
- g. To provide full access to the curriculum through differentiated planning and support by Class Teachers, SENDCO and Support Staff as appropriate.
- h. To ensure that the SEND Policy is implemented and maintained through the leadership and management of the SENDCO.

- i. i. To provide advice and support for all staff working with special educational needs pupils.
- j. To provide a clear system for the management and monitoring of the SEND practice throughout the school.
- j. To evaluate the support provided to ensure that good progress is made.
- k. To use the SEND notional budget to access support that provides best value.

4. Identifying pupils

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the SEN Code of Practice (updated 2014).

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. We assess each pupils' current skills and levels of attainment on entry, building on information from parents/carers, previous settings and key stage.

At the same time, we consider evidence that a child / young person may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments need to be made. Teachers and support staff, supported by the senior leadership team, make regular assessments of progress for all children. They seek to identify children making less than expected progress given their age and individual circumstances- academically, socially or emotionally. This can be characterised by progress which:

- is significantly slower than that 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.

For some pupils, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective provision in place. The first response is high quality teaching targeted at their areas of need.

Quality First Teaching is the entitlement for all pupils. At Little Stoke Primary School we expect that the quality of teaching is at least good. Our teaching incorporates good practice for supporting children with Speech, language and communication needs and difficulties, cognition and learning needs and difficulties, social, emotional, and/or mental health needs and difficulties, physical and sensory needs and difficulties, which is essential for all learners of all abilities to make good progress.

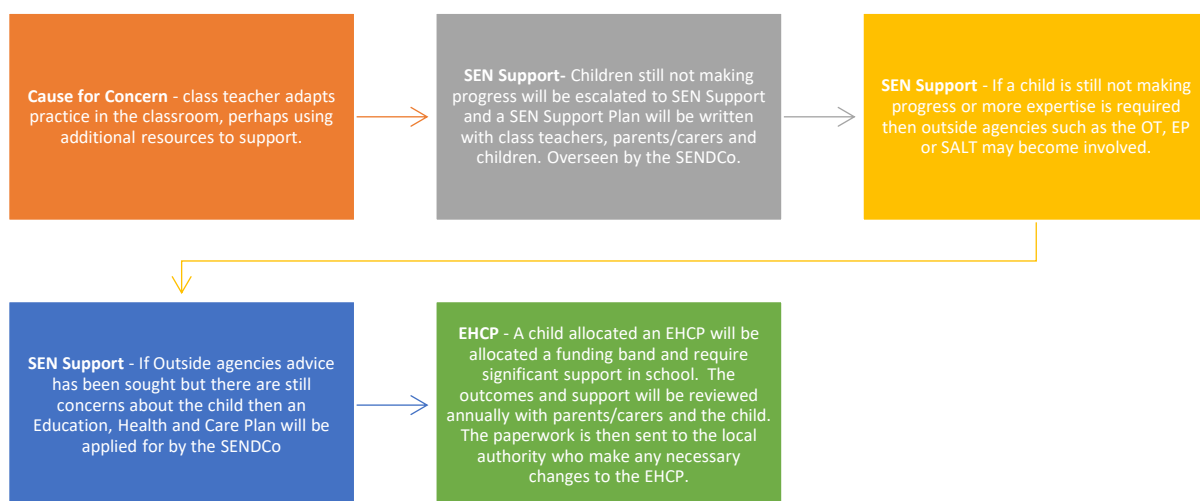
All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants (TAs) or specialist staff. High quality teaching that is adapted to meet the needs of the pupils is the first step in responding to pupils who have or may have SEND; additional interventions or support cannot compensate for high quality teaching. Teachers use: Assess, Plan, Do,

Review cycles in their teaching to ensure that pupils needs are met from within the four broad areas of need as identified in the Code of Practice 2014.

The quality of teaching and learning is monitored by the Senior Leadership Team (SLT). Pupil achievement is tracked termly and discussed in pupil progress meetings with the class teacher, TAs, SLT and SENDCo. A range of evidence is collected through the usual assessment and monitoring arrangements; if this suggests that the learner is not making the expected progress, the class teacher will discuss concerns at pupil progress meetings to decide whether additional and/or different provision is necessary. The SENDCo will then make a decision with the Class Teacher about the next course of action. If it is decided that the child should be put on the SEN register then a SEN support plan will be written with parents/carers and the child and they will be informed. This is then reviewed 3 x a year and this process is overseen by the SENDCo. If after several cycles of assess, plan, do, review, the child is not making expected progress then the school will decide to involve some outside agencies. The advice gained from these professionals is then added to the support plan and undergoes the same Assess, plan, do review process.

If the child is still not making progress then an EHCP (Education and Health Care Plan) will be sought from the Local Authority. There is specific guidance from the authority as to the criteria under which schools can apply. Parents may also request an EHC assessment directly from the Local Authority.

The process looks like this:



Communication and interaction:

Any pupils discussed at liaison meetings and/or drop ins may have strategies set by a Speech and Language therapist do not necessarily require a SEN Support Plan, they may require some provision but this will be documented in their speech and language plan as outlined by the therapist and through class teacher monitoring and reviewed through the pupil progress cycle. Pupils may be identified with speech language and communication needs following assessment by an outside agency and require a 'block of therapy'/ongoing access strategies.

They will be identified as having SEND if they do not make progress following the block of input/and or if their production difficulties are having a significant impact on other areas of need e.g their learning and/or social development. Pupils with a diagnosis of autistic spectrum disorders or any other significant speech language and communication disorder will require a SEN Support Plan that outlines how we support their access and possibly their sensory sensitivities and emotional regulation.

Pupils with significant delay or disorder will be identified as having SEND with the primary need of speech, language and communication. Assessment information details that they are over one year behind their peers. These pupils require personalised/additional to and different from provision for significant proportions of the day. They may require an adult to mediate the spoken environment and visuals to support them following classroom routines etc. They are likely to have ongoing support from a speech and language therapist.

Cognition and learning:

Pupils identified over one year behind their peers across all learning areas (English - reading and writing and Maths) will be in receipt of intervention organised by class teachers that is more closely tracked and monitored and reviewed through the pupil progress cycle. They will be identified as having SEND if they do not make progress following in class strategies tried and greater planning, differentiation, intervention and strategies that need to be put in place to secure their progress. Pupils with a diagnosis of dyslexia, or any other learning difficulty (diagnosed dyscalculia/dyspraxia etc) will require a SEN Support Plan that outlines how we support their access to both classroom learning, intervention and specific aspects of their learning profile.

NB : All pupil's progress is tracked through pupil progress meetings and provision/intervention maybe put in place by class teachers in liaison with the school English and Maths leads prior to any specific personalised planning and involvement from the SENDCo. These pupils may be in receipt of intervention such as 1:1 reading/additional in class group support monitored by their class teacher. Pupils are identified as having SEND will have consistent and persistent learning needs over time and require 'additional to and different from provision'. They are identified as having these special educational needs because they are significantly out of step with their peers and/or are not making progress.

Social emotional and mental health:

Pupils are identified as having SEND with a primary need of SEMH following observations, discussions with families and school assessments that indicate they require enhanced provision to support their emotional regulation, well-being and personal development in class/at playtimes/lunchtimes. They are likely to have access then to ongoing small group and/or individual ELSA sessions and have a Zones of Regulation intervention. They will require a SEN Support Plan that outlines how we support their access to learning and specific aspects of their social emotional and mental health profile.

They may require daily intervention from a key adult, if they are unable to manage their emotional responses without significant mediation from an adult or team of adults around the child. They may be at risk of exclusion. It is possible that they will require risk assessments, increased pastoral support from Senior leadership as part of the ongoing plan to keep themselves regulated and safe. Also, to keep others around them, both adults and children safe.

Physical and Sensory needs:

Pupils are identified as SEND with a primary need of physical and sensory needs when this need means they require significant modification of the environment and daily support to manage their safety, mobility, access to learning and environments, personal care routines and/or sensory sensitivities.

Pupils are identified that require ongoing support that has been advised by an outside agent/agency following concerns and intervention put in place at school or raised by parents. They are likely to require personalised exercises, support with using different mobility equipment and/or sensory breaks, a risk assessment, health care plan and may require a personal evacuation plan. This is likely to have been identified or confirmed by an external professional.

Pupils with a diagnosis of Autistic spectrum disorders or associated disorders will require a SEND Support Plan that outlines how we support their access to learning and their sensory sensitivities which may be having an effect on their emotional regulation and engagement with learning.

Pupils identified with medical needs may only require a specific medical and/or health care plan. The details of their identified needs e.g. asthma, diabetes, allergies etc are kept with class teachers and in the office.

5. Managing pupils needs and provision

We have a range of support in school in addition to quality first teaching. We have:

- Within class support - all classes will have some TA support which may be used to support small group work and/or some 1:1 support for short periods of time.

- Interventions which are delivered by Teaching Assistants who have been trained for the intervention delivery. These interventions are delivered mainly in the afternoons and complement quality first teaching.

- Support from other professionals such as:

- Educational Psychologists
- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists
- Paediatricians
- Sensory Support Service
- Inclusion Support
- PMHS (primary mental health specialists)

All professionals that support us to meet the child's needs give advice that is added to the child's SEN Support plans. Occasionally parents seek advice and assessments and school works together with parents to ensure appropriate provision, intervention and strategies recommended from any reports are in place to meet the child's needs.

6. Criteria for exiting the SEN Register

Following the Review of the SEND Support Plan the parents/carers and teacher, under guidance from the SENDCo, may decide to remove the child from the Register. This will occur when it is felt that the child no longer meets the criteria included in Section 4 of this policy. The decision to remove the child from the Register will be noted in the Review paperwork.

7. Monitoring and evaluation of SEND

Term 1

- SEND Register issued to all staff.
- Interventions set up as a rolling programme.
- SEN Support Plans shared with Teaching Assistants and provisions set up. Parent and pupil voice gained for plan

Term 2

- End of term review of Support Plans with parents and carers. New targets written.
- SENDCo to review new plans
- SENDCo available for appointments at parents' evening

Term 4

- End of term review of Support Plans with parents and carers. Parent and pupil voice gained for plan.
- SENDCo to review new plans.
- SENDCo available for appointments at Parents' evening

Term 5

- Transition discussions to begin with Secondary and Nursery Schools.

Term 6

- End of year SEN Support plan review with parents and carers. New targets to be written for new teacher.
- Transition meetings with Secondary Schools, supporting enhanced transition activities where appropriate.
- Nursery/preschool visits for those pupils with identified SEND needs.
- Handover meetings with class teachers and additional transition activities planned for those who require it.
- SEND register update
- Provision planning for next academic year.

8. Resources and Training

- The majority of SEND provision is funded from the school budget.
- Pupils with EHCPs are allocated a band dependent on their level of need and the funding given to school represents that band.
- In certain situations the school is able to bid for money from the HRG (High Risk Group) on a short term basis.
- The school can also bid for funding from the Cluster for specific things that may benefit the pupils.
- Staff audits are undertaken annually to ascertain the CPD training needs of the staff.
- New staff meet with the SENDCo as part of their induction so that they are aware of the systems in place with regard to SEND and to discuss individual pupil needs.
- The SENDCo meets with the Teaching and Support Staff Teams on a regular basis to address training needs.
- The SENDCo attends relevant Local Authority training.
- The SENDCo has NASEN Membership.

9. Supporting Families

Little Stoke Primary School values every child and every family and we shall do our utmost to support both our children and our families. Please talk to us about your concerns. The SEND system is complex and it can be difficult to understand all the procedures, please don't feel overwhelmed we are here to help you. For families who have English as a second language we can provide documents in different languages.

There are many places that parents and carers can find additional information:

- Speak to the teachers and the SENDCo at the school.
- Look at the South Gloucestershire Local Offer. The Local Offer has been designed to provide choice and information for families about what is available to them in their local area. The South Gloucestershire Local offer can be found here:

[Local Offer in South Gloucestershire \(southglos.gov.uk\)](https://www.southglos.gov.uk)

- Look at the school website to see the SEND Information Report and other policies.
- Speak to the SENDCo about transition arrangements from class to class and to other schools.

10. Supporting pupils with medical conditions

- At Little Stoke Primary School we recognise that pupils at school with medical conditions must 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).
- Some children may have special educational needs in addition to their medical condition and will have an Education, Health and Care Plan. Where this is the case the SEND Code of Practice (2014) will be followed.
- Refer to Managing Pupils with Medical Conditions Policy for further details.

11. Accessibility

The SEN and Disability Act (2001) Places a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils. At Little Stoke Primary School we have an Accessibility Plan and this is published on our website annually in April. As a school we carry out the following:

- We identify and remove barriers to learning under the headings of: Gender Equality, Sexual Orientation, Disability Equality, Community Cohesion, Race Equality and Accessibility to the Building.
- Our building is accessible with appropriate toilets. There is parking at the school.
- All children are included using our best endeavours outside of the classroom and on school trips. We use specialist equipment and provide adult support to ensure that all children can access activities as independently as possible.
- We work with external agencies to improve access for individual pupils.
- Where required we will provide written information in alternative formats to improve access for pupils and families.
- If parents or carers have concerns about access they should contact the SENDCo. The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the SEN Code of Practice. Parents or carers seeking admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

12. ROLES AND RESPONSIBILITIES

ROLES	RESPONSIBILITIES
Headteacher Mr Daniel Ross	<ul style="list-style-type: none"> • The management of all aspects of the school's work, including provision for pupils with SEND and additional needs • Working closely with the SENDCo and the class teachers to develop SEND provision and for ensuring that pupil's needs are met. • The deployment of all Inclusion personnel within the school.

	<ul style="list-style-type: none"> • Monitoring and reporting to the governors, different SEND issues and the effects of SEND policies on the setting as whole. • Ensuring the Governors of the school are kept up to date about any issues in school relating to SEND • Ensuring that SEND provision is constantly monitored • Strategic planning for the future to continually improve our provision for children with SEND Responsibility for Safeguarding as safeguarding lead.
PP lead Mr Dan Ross	<ul style="list-style-type: none"> • Responsible for the provision and progress of other vulnerable groups including pupils in receipt of pupil premium/looked after.
SENDCo Mrs Helene Sutton	<ul style="list-style-type: none"> • Overseeing the day to day operation of the setting's SEND policy and co-ordinating the provision for pupils with special educational needs/disabilities and additional needs by: <ul style="list-style-type: none"> • co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans. • Ensuring that an agreed, consistent approach is adopted • Carrying out/ overseeing detailed assessments and observations of children where appropriate and then liaise with class teachers and support staff in light of assessments, observations and organise regular reviews of all children on the register and arrange meetings as appropriate with staff, parents and outside agencies. • Supporting all staff by supporting the process of setting targets and strategies, resources and materials for use with children. • Liaising closely with parents of children with SEND and additional needs • Assisting in the monitoring and evaluation of progress of children with SEND and additional needs • Contributing to the in-service training of staff. • Keep up to date with curriculum issues within the setting, the LA and nationally which are specifically related to Inclusion • Maintain an up-to-date register of, and records for all children at every stage of referral • Lead staff in any new initiatives related to Inclusive matters- raising awareness of issues arising • liaising with the relevant Designated Teacher where a child in care has SEN • liaising with early years providers, other schools, SENDCos, LA consultants, educational psychologists, health and social care professionals, and independent or voluntary bodies, attending all relevant meetings including all transition processes.
SEND GOVERNOR Mrs Isabelle Potterton	<p>The governing body in co-operation with the headteacher has a legal responsibility for determining the policy and provision for child with special educational and additional needs.</p> <p>Specific responsibilities are to:</p> <ul style="list-style-type: none"> • Appoint a SEND governor to monitor the quality of SEND provision and report back regularly to the governing body. This governor should meet regularly with the SENDCo.

	<ul style="list-style-type: none"> • The SEND governor will also monitor the quality of CiC provision and report back regularly to the governing body. This governor should meet regularly with the designated teacher for CiC. • To monitor the quality of the provision and progress for children with SEND and additional needs (inc EAL, and other vulnerable groups). • Review and develop the settings SEND policy with the SENDCo and make this available to parents • Ensure that necessary provision is made for any child with SEN, a disability or additional need, so that they may take part in all activities • Ensure that all staff are aware of the need to identify and provide for children with SEN, a disability or additional need • Be fully informed about current issues, so that they can play a major part in school self review • Ensure inclusive provision is an integral part of the overall school development/improvement plan. • Report to parents on the implementation and effectiveness of the setting’s SEND policy at the Annual Governors report.
Teaching Staff	<ul style="list-style-type: none"> • Ensure that the school’s SEND Policy is followed for all the pupils they teach. Identify, access and make provision for children with SEND and additional needs with support from the SENDCO/ headteacher when necessary • Provide differentiated and personalised provision/ curriculum to meet the needs of all children so they are able to access the learning. • Develop, write and implement SEN support plans for children requiring activities additional to and/or different from the needs of the other children in the group/class, using appropriate resources and deploying extra support where necessary. <ul style="list-style-type: none"> • Review plans at regular intervals with support staff, parents, outside agencies, SENDCo and child where appropriate. • Hold regular meetings giving feedback to parents of children with SEND and additional needs • Keep clear records of intervention, provisions and assessments of progress • Seek help and advice from colleagues to provide appropriately for children with SEND and additional needs. <p>The class teacher is also the first point of contact for any parent who is concerned about their child’s progress or well-being in school.</p>
Teaching Assistants	<ul style="list-style-type: none"> • Provide appropriate support within the classroom as identified on a pupil’s support plan • Deliver interventions to identified pupils as directed by the class teacher or as outlined in any intervention programme they deliver to meet needs.

	<ul style="list-style-type: none"> • Play an important role in monitoring progress for example by contributing to review meetings • Give feedback to teachers/ keyworkers about children's responses to tasks and strategies on an ongoing basis. • Keep clear records of interventions, provisions and assessments
SMSAs	<ul style="list-style-type: none"> • Provide support for identified children at lunchtime, in particular supporting behaviour and engagement with peers

14. Complaints procedure

Arrangements for handling complaints from parents of children with SEND about the school's support are within the scope of the Complaints policy. A brief summary of the complaint's procedure is outlined below.

Please see the complaints policy for further details, the complaints policy is available on the school website or from the school office.

1. If parents or carers have a complaint concerning provision for their child they should discuss this with the Class Teacher.
2. If this proves unsuccessful the matter should be referred to the SENDCO and/or Headteacher.
3. If the complaint is still outstanding then the Chair of Governors should be contacted.
4. Finally, the complaint can be taken to the Local Authority and /or the Secretary of State.

14. Reviewing the policy

This policy is reviewed annually to ensure it meets the needs of the Code of Practice, any new legislation and that it reflects our practice.