



## **Special Educational Needs & Disability policy**

### **Introduction:**

The SEND policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the Local Authority (LA);
- c) are under compulsory school age and fall within the definition at a) or b) above, or would do so if special educational provision was not made for them.

(taken from Section 1.3 of the SEND Code of Practise)

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development; □ sensory and/or physical needs; □ medical conditions.

Children may have special educational needs either throughout or at any time during their school career. We will assess each child as required and make the appropriate provision, based on their identified needs.

### **Aims and Objectives**

- Ensure we meet the needs of all pupils with SEN, whether they are physical, intellectual, social, emotional or behavioural.
- Involve and inform parents/carers about their child's progress and encourage them to work with us in supporting their child

- Identify at the earliest opportunity, assess, record and review progress of pupils with SEND.
- Enable every child to experience success and have high aspirations for all children including those with SEND.
- Maximise the use of support services.
- Use the widest possible range of support and intervention strategies in helping children to make the maximum amount of progress.

### **Equal Opportunities**

Southwold Primary School and EYC is an inclusive school. We recognise that all teachers are teachers of SEND. We believe in equal access to learning for all children. We aim to recognise the needs of each individual child according to ability and aptitude. Our approaches and resources reflect balanced, positive images of race, gender and disability. We aim to ensure girls and boys are equally encouraged to participate positively and to achieve their potential.

### **Curriculum**

All children with SEND are encouraged to access all aspects of the curriculum. In order to meet the learning needs of all pupils, teachers differentiate work. Where pupils are identified as having special educational needs, the school provides for these needs in a variety of ways. The provision for pupils is related specifically to their needs. Children identified as SEND have access to the following additional support:

- In class support for small groups with a Teaching Assistant (TA).
- Small groups withdrawn with TA support.
- Individual support either in class or withdrawn.
- Differentiated resources.
- ICT resources eg: iPads, computer programmes.

### **Teaching Approaches**

Children with SEND are included in all aspects of school life (wherever possible). Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupil's interests and abilities. Teachers use a variety of strategies, resources and support staff to ensure all children have equal access to the curriculum. This curriculum may be modified or individualised to address individual needs.

### **Staff Training**

Staff training is achieved through a combination of whole school and individual needs. Individual training is attended by staff, responding to the needs of our children at a particular time, for example Inclusive Interaction for children with Autism. Staff also seek advice from other schools. Staff work closely with external agencies and take on board strategies and advice from them.

## **Monitoring and Review**

A register of children with Special Educational Needs is updated twice a year, October and March.

Children's progress is updated at the end of each term (3 times a year). Progress is tracked by the SENDCo and Senior Leadership team. Provision Maps and Concern Forms will be reviewed twice a year in October and March and shared with parents. If the child has a CAF (Common Assessment Framework) their progress and targets will be reviewed at CAF meetings, approximately every 6-8 weeks.

## **The Child's View**

At review meetings the children have the opportunity to give their views and evaluate their own progress and contribute, where appropriate to decision making. In Early Year and KS1 the pupils work with a TA to complete a 'Talking Mat' which is symbol supported. A 'Talking Mat' can also be used in KS2 dependent on a child's needs. In KS2, the children with SEND complete 'Pupil Voice' sheets which they share with parents at termly meetings. The SENDCo and/or TA will follow up matters arising from the 'Pupil Voice' sheets.

## **Identification of Need**

Identification of SEND is usually done by the class teacher in conjunction with the SENDCo. In some cases we might also involve other people such as: GP, Paediatrician, Health Visitor, Educational Psychologist, parents/carers, Inclusive Education Service and Speech and Language Therapy.

Identification is carried out through a combination of:

- Informal and formal observation.
- Work analysis
- Tracking through data three times a year.
- Formal testing procedures such as Literacy screening for Dyslexia.
- Concern forms provided by the class teacher.
- Information from previous school.
- Information from pre-school services such as Portage.

### **Concern**

Initial concerns noted by the class teacher and recorded on a Concern form, parents/carers informed, needs met by the class teacher/TA, progress monitored.

**SEND** A Provision Map is completed, outlining areas of difficulty, targets and a timetable highlighting when provision will take place. Shared with parents at Parents Evenings.

Children at this stage may also receive funding from the HLN (High Level Need) budget for additional adult support. Advice/support strategies sought from outside agencies.

**EHC Plan** An EHCP was formally referred to as a Statement of Special Educational Need.  
An EHCP will only be considered when a child has complex SEND that requires extensive provision or they have demonstrated significant cause for concern over an extended period of time. An EHCP can be requested by the child's school, from a parent or a referral by another agency by completing the application form available from Nottingham City SEND Service.

### **Assessment**

From September 2015 the introduction of the new National Curriculum and Life Without Levels has meant that School has introduced a new assessment procedure for pupils in Year 1 to Year 6. Pupils with SEND will be assessed within this structure and their progress will be monitored accordingly. The teacher will use both standardised tests (completed termly in reading, grammar, spelling and maths) and evidence collected from work and observations in class to inform their judgements about where a child is working.

*Assessment grades are as follows:-*

***Working Below the Expected Standard***

***Working Towards the Expected Standard***

***Working At the Expected Standard***

***Working At Greater Depth***

However for some children with SEND the steps within, and between the year group indicators will not be achievable and therefore for those children there will be a need to record and monitor the smaller steps of progress they have made based on their achievements so far, ensuring aspirational targets continue to be set. Children will be tracked against the National Curriculum objectives that represent the year group or age at which they are working. This may be different to their chronological age. For example a pupil in Year 3 may be tracked against Year 2 objectives in reading and will be given an assessment grade (see above) in line with the year group objectives they are working within.

For children in Years 1 to 6 who are working below the level of the Year 1 National Curriculum, an assessment system called P-Levels will be used. Further information regarding P-Levels can be found at: <https://www.gov.uk/government/publications/p-scales-attainment-targets-forpupils-with-sen>

Children in the Early Years Foundation Stage continue to have their progress tracked using the Development Matters and Early Learning Goals from the EYFS Profile. For some children with SEND, it may be appropriate to use another assessment system in addition to the EYFS Profile in order to evidence smaller steps in progress.

From 2016 a new set of KS1/KS2 National Curriculum Tests has been introduced to measure progress of all children. Some pupils including those with SEND may be working below the standard of the test and will be unable to participate using suitable access arrangements. The Headteacher will consult with parents and other professionals however he will make the final decision as to whether or not a pupil is able to participate in the tests.

Some pupils may require Access Arrangements to enable them to participate in the tests, those pupils may be:

- Pupils with a hearing or visual impairment
- Pupils who use sign language
- Pupils with an EHC plan
- Pupils receiving SEND support who learning difficulty or disability affects their ability to access the tests
- Pupils with a disability
- Pupils who are unable to sit and work for long periods because of social emotional or behavioural difficulties
- Those with limited fluency in English

Access Arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage. School will consult the following when making decisions about eligibility to access arrangements:-

- Key Stage 2 Tests: test administration guidance (TAG) and results updated April 2015
- Assessment and reporting arrangements 2016 KS1
- Assessment and reporting arrangements 2016 KS2
- KS2 tests – how to use access arrangements ([www.gov.uk/guidance/keystage-2-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/keystage-2-tests-how-to-use-access-arrangements))

For children with SEND assessment should consider wider outcomes, so consideration should be given to measuring progress in communication, social skills, physical development, resilience and independence.

At Southwold all of these things are considered when measuring the progress of our children with SEND.

## **Mental Health**

We actively promote the children's wellbeing and mental health within the school curriculum (PSHE) and within assemblies, daily life and overall ethos.

We recognise the importance of a child's positive self-esteem, self-confidence and resilience to deal with aspects of life as they arrive.

Specifically we are aware that individual pupils may have mental health needs. We see it as our duty to attempt to recognise such needs and in consultation with parents/carers refer to Children and Adult Mental Health Service (CAMHS) and/or local GP.

## **Support Services available to us as part of Nottingham City's Local Offer:**

- The Sensory and Physical Team
- Learning Support Team
- Autism Team
- Behaviour Support Team
- Community, Child and Adolescent Mental Health Service Community Educational Psychology Service
- Speech and Language Therapist
- Early Year Support
- School Nurse
- Social Care
- Disabled Children's Team
- Community Paediatric Services
- Occupational Therapist
- Physiotherapist.

For further information, please see: [www.nottinghamcity.gov.uk/localoffer](http://www.nottinghamcity.gov.uk/localoffer)

## **Admission Arrangements:**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Disabled access is provided into school at all the external doors. There is a disabled toilet. There are no stairs within the school.

## **Role of the Coordinator**

The Code of Practice requires each school to have a member of staff to take on the role of the SENDCo, whose training will be supported by the school and will be given an allocation of time to carry out their duties and responsibilities. The SENDCo is responsible for co-

coordinating the strategic development and the day-to-day operation of the school's SEND policy. In addition to this the SENDCo is responsible for:

- Liaising with parents and other professionals in respect of children with SEND
- Advising and supporting teachers in school regarding the graduated level of support, appropriate resources and strategies to support learning
- Ensuring that relevant background information and current provision documents, including records, about individual children with SEND are collated and updated
- Recording and updating a register of children with SEND
- Liaising with the SEND governor
- Arranging annual reviews for all pupils with an Education, Health Care Plan and termly reviews for all children with SEND
- Monitoring the provision and progress of children with SEND
- Leading training in school on SEND as appropriate
- Working closely with all staff
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- To provide and update the minutes from review meetings.
- To liaise with parents and advise them when external agencies will be working with their child.
- Liaising with the relevant Designated Teacher where a Looked After Child has SEND
- Ensuring that appropriate transfer arrangements are in place.

### **The role of Class Teachers:**

- To begin to identify, in liaison with the SENDCo and parents, children who have difficulties in learning
- To know which pupils in their class are on the SEND Register and at which stage
- To ensure all aspects of learning are differentiated to fully meet the needs of all pupils
- To write individual Provision Maps for pupils with SEND and those with an EHCP
- To ensure that these Provision Maps are reviewed with the parents (and child if appropriate) at least twice a year and at least annually for an EHCP
- To ensure TAs are deployed effectively within their class or set
- To monitor defined steps of progress towards meeting appropriate targets for pupils with SEND.

### **The role of Teaching Assistants:**

Under the guidance of the Class Teacher and SENDCo to:

- Carry out activities and learning programmes/intervention and to keep records of this work as requested

- To support children in class or by withdrawing individuals/small groups to deliver specific intervention
- To feedback to Class Teacher and SENCO about the progress of individuals they support
- To be fully aware of the school's SEND policy.

### **Role of the Governing Body and Headteacher**

The Governing Body and the Headteacher are in a monitoring role to:

- Ensure the school meets its statutory requirements and responsibilities, with regard to SEND
- Support the SENDCo
- Oversee SEND provision and its effectiveness.
- Ensure that there is appropriate and sufficient staff training.
- SEND Governor to meet with SENDCo at least once a year.

### **Role of Parents and Carers**

We encourage parents/carers to be as fully involved with the SEND provision for their child as possible. Parents are encouraged to attend Review/CAF meetings and a written record of this will be given to parents. Parents are welcome to discuss any aspect of their child's provision with the class teacher, SENDCo or Headteacher at any time.

### **Transition**

In order to ensure a smooth Southwold Primary School and EYC will make arrangements to share all relevant information with the child's next placement including written records, visits and meetings.

Transition arrangements may include:

- Meetings between SENDCos
- Transition booklets
- Extra transition visits
- New Class Teacher invited to summer term provision meetings
- Individual transition programmes (if appropriate) when changing school.

### **Complaints:**

If there are any complaints relating to the provision for pupils with SEND, these will be discussed initially with the class teacher. If this isn't resolved an appointment can be made with the SENDCo and Headteacher. The Chair of Governors may then be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Date of Issue  
September 2019

Next review date.  
September 2021