



Southfields Primary School Special Educational Needs and Disability Policy

*Believe in
yourself, Value
others,
Be proud of your
achievement, Smile, shine,
be happy.*

Date Agreed: September 2021
Date for Review: September 2022

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available on:

- The Shared Drive
- The School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

The Special Educational Needs and Disabilities Coordinators are **Miss S Payne (Head of Inclusion with National Award for SEND)** **Mrs. R Ward (National Award for SEND)** with the aid of **Mrs. H Magee (Elklan Level 4)**.

The Speech & Language Hub Manager is **Mrs. L Barnard (Elklan level 4)**.

The governor responsible for Special Educational Needs is **Mr J Durance**.

‘Every Teacher is a Teacher of SEND’

This policy complies with the statutory requirement set out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- Equality Act advice for schools DFE
- SEND Code of Practice
- Schools SEND Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- The National Curriculum in England, Key Stages 1 and 2
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

Linked Policies: Inclusion Policies, Gifted and Talented Policy, Pupil Premium Policy, Equality Policy, Disability Policy, Accessibility Plan and Child Protection Policy.

Sections covered in this policy are:

1. Southfields Vision of SEND
2. Definition of Special Educational Needs
3. Staff in school who work with pupils with Special Educational Needs and their Parents
4. Identifying when a pupil has special educational needs
5. The ways in which we identify pupils have special educational needs
6. The provision we make for children with Special Educational Needs
7. Education and Health Care Plan
8. The Local Offer
9. Record Keeping
10. Assessment
11. Information management
12. Working with Parents
13. Working with Children
14. Working with LA Support Services
15. Other Schools and Colleges
16. Links with the Local Community
17. Parent Partnership Services
18. The Health Service and Social Service
19. Admission to School
20. Our School Access Plan
21. How we develop staff knowledge and skills
22. How provision for special educational needs is funded
23. How we evaluate our SEND policy
24. How we deal with complaints
25. Where to find out further information

1. Vision:

As a school we will strive to:

- Support pupils to achieve personalised academic and wider outcomes.
- Adapt as needed to support the individual needs of all learners.
- Create an inclusive curriculum with access to wider school opportunities.

Aims:

- To provide high quality first teaching within the classroom.
- To plan and deliver a differentiated curriculum with appropriate scaffolding and resources.
- To set relevant outcomes with appropriate challenge to support pupils to diminish the difference with their peers.
- To enable learners to choose opportunities for success and develop independence.
- To provide intervention programmes which are appropriate to the individual needs of a pupil and enhance the learning in the classroom.
- To inspire and empower learners to participate in the wider school community.
- To create a nurturing environment with opportunities for personalised adult attention and emotional development.
- To recruit staff with expertise in the field of Special Educational Needs and to continue to develop all staff through relevant training opportunities.
- To work closely with outside agencies who provide additional professional services.
- To engage pupils in their own learning and provide them with opportunities to share their 'voice'.
- To regularly communicate with parents and involve them in decision making processes.

Our language rich curriculum is carefully designed to deliver a broad and balanced array of topics, which ensure coverage and progression for all. It provides pupils with creative, memorable experiences in addition to diverse and rich opportunities, which build children's aspirations demonstrating possibilities for their future lives.

**The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.**

-Dr. Seuss

2. Definition of Special Educational Needs:

‘Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability 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 education authority
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

For the purposes of this policy SEND does not cover ‘gifted and talented’ or ‘Rapid Grasper’ children who are dealt with by a separate policy.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice into the following four headings:

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

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

Children must not be regarded as having a learning difficulty solely if they have:

- Poor Attendance and Punctuality
- Disability
- Health and Welfare concerns
- Being in receipt of Pupil Premium Grant
- English as an Additional Language
- A child of Serviceman/woman
- Behaviour difficulties

The children highlighted above, will not automatically be considered to have Special Educational Needs but their inclusion within one or more of these categories may impact on progress and attainment.

3. Staff in school who work with pupils with Special Educational Needs and Disability along with all Parents and stakeholders:

Everyone in the school community – governors, staff, pupils and parents – has a positive and active part to play in achieving the aims of our SEND policy.

The following people have particular responsibilities:

Governors

The governors will fulfil their statutory duties to pupils with special educational needs by maintaining a policy which has regard to the Code of Practice on the identification and assessment of SEND; by evaluating the success of the provision; by reporting to parents annually; by securing appropriate resources; by keeping up to date and knowledgeable about the school's SEND provision, including how funding and personnel resources are deployed, and by participating in appropriate training. The governors are responsible for monitoring the use of all resources allocated to the school for SEND, including those for children with an EHCP (Educational Health Care Plan). The governors will appoint a member of their body to take particular responsibility for carrying out the day-to-day responsibilities of their role and keeping them informed.

Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's provision for children with SEND, keeping the governing body fully informed and working closely with the SEND Co-ordinators.

Class Teachers

Where a child has been identified as having SEND, support will be put into place as follows:

The class teacher will remain responsible and accountable for the progress and

development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.

The class teacher and SENCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child.

The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on a 'Big Strides' target sheet (previously an Individual Education Plan) and evidence towards achieving targets will be collated in each pupil's 'Purple Big Strides Book'. Targets and provision will be reviewed on a half-termly basis.

Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.

The SENCO will keep records of the progress made through interventions and will track the cost of these.

The class teacher will use formative assessment strategies to monitor progress made towards targets and adapt where necessary.

Following review meetings between teachers and parents, the SENCO will review the impact of interventions and strategies used to date. Where adaptations are required the SENCO and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENCO in identifying specific difficulties whereby in school assessments will be used.

Where the SENCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENCO will refer the child to an external agency.

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison thus enabling the SENCO to measure the impact of interventions on the progress of children undertaking the intervention.

Teaching assistants

Teaching assistants provide specified work and carry out planned programmes of work according to children's targets. They also support the child with small groups within the classroom.

Midday supervisors

Midday supervisors and other ancillary staff are aware of children who may require

more support and they are given strategies to support children at lunch time when necessary.

4. Identifying when a pupil has special educational needs:

It is important that a pupil's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a special educational need. After a discussion with their child's teacher they are asked to sign to acknowledge that their child has been placed on the special educational needs register, and their level of need. Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- ② **Assess**
- ② **Plan**
- ② **Do**
- ② **Review**

5. The ways in which we identify pupils who have special educational needs are:

Before a child starts at the school (for Primary phase):

Our foundation stage teacher visits children at home before they start at just over 3 years to talk to their parents and identify any concerns they may have.

In School:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

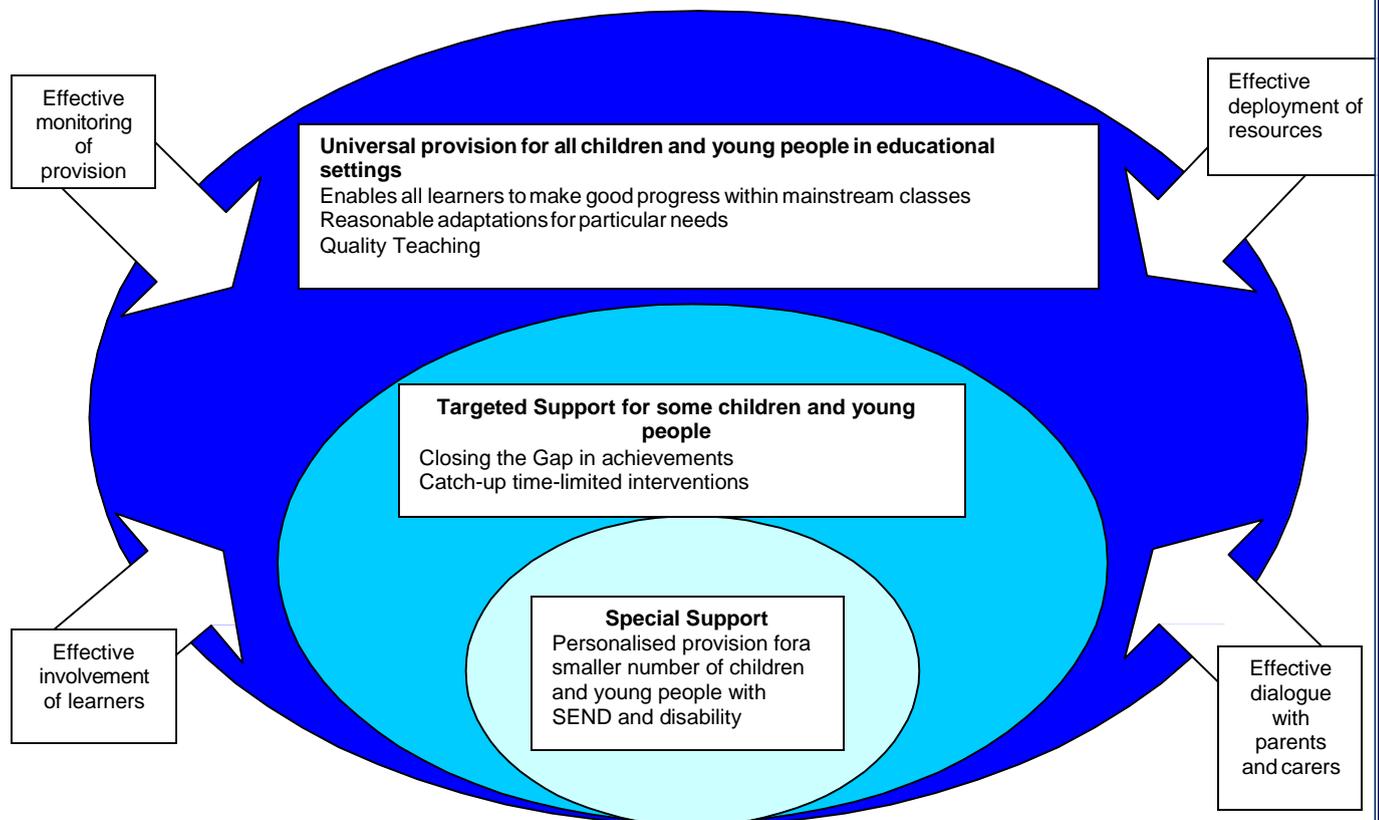
- Teacher observation and assessment
- National curriculum assessment
- Screening or assessment tools used including P scales where appropriate
- Information passed on from previous schools
- Information from parents

The class teacher will complete a concern form which is given to the SENCO. The SENCO will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

Children who enter mid-year

- SENCO liaises with staff from leaving school.
- Teaching assistant may visit the child in leaving school.
- All paper work is transferred on admission of SEND pupils

The school will use the graduated response as laid out in the SEND Code of Practice 0-25 as follows:



6. The provision we make for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support pupils with special educational needs by:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Using specialist intervention programmes
- Social skills programmes
- Seeking support and involvement from Outside Agencies.

For more information on the support we offer please see our school offer or make an appointment to meet with our school SENCO.

Special Needs Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Needs Register. The criteria Southfields Primary use to identify children as having a special Educational needs is detailed below:

- A child is working 2 or more years behind their peers and not making adequate progress.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
- All children in school have educational targets set regularly. If the class teacher and SENCO feel that a child needs targets in addition to the targets already in school which address their specific Special Educational Needs then they may be given 'Big Strides' targets (IEPs) or Planned interventions which are monitored by the SEND team.

The 'Big Strides' targets or planned programmes are based on collaboration between all the parties involved i.e. the child, parent, SENCO, Teacher and Teaching Assistant. Staff work hard to ensure that the targets are:

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time limited**

Parents are involved in reviewing the 'Big Strides' targets or Planned interventions

Prior to September 2014, there were two levels to the SEND Register (School Action and School Action Plus). The new code of practice in July 2014 adjusted this so there is now just one level to the SEND register following the criteria described in section 1 (The definition of Special Educational Needs).

7. Education Health and Care Plan

The majority of children and young people with SEND or disabilities will have their Needs met within local mainstream early year's settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant changes arising from the new code of practice is the replacement of the current Statement of Special Educational Needs, for those

children with the most complex needs, with a new Education, Health and Care Plan. This is supported by an Education, Health and care Plan pathway. Children with existing statements have been transferred onto an Education, Health and Care Plan. This was completed through the annual review process. The new plans provide the same statutory protection and rights as the Statement.

Further information about this new pathway is available on Peterborough County Council and the school website see SEND section for our offer.

8. The local offer

As part of the new Code of Practice, Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

The Local Offer should cover:

- support available to all children and young people with SEND or disabilities from universal services such as schools and GPs
- targeted services for children and young people with SEND or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- specialist services for children and young people with SEND or disabilities who require specialised, longer term support
- Schools are also required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.
- Further information about the Local Offer is located on the school website under the Special Educational Needs section.

9. Record Keeping:

We record all the steps taken to meet pupil's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others

Who need to see them. The records kept for a pupil with special educational needs may include

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had.
- Personal Profiles
- The child's own views of their needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports, Pediatrician Reports

Southfields Primary School adheres to the General Data Protection Regulation (GDPR) principles – data is collected with these principles in mind:

- **Lawfulness, fairness and transparency** – consent must be freely given and individuals should have access to information collected
- **Purpose limitation** – data collected for specific purposes
- **Data minimization** – only the data needed will be collected for the required purpose
- **Accuracy** – data will be updated and checked
- **Storage limitation** – data will be kept no longer than needed to fulfil the purpose
- **Integrity and confidentiality** – data will be kept safe and secure
- **Accountability** – to comply with the above

Data protection is intended to avoid harm to individuals by the misuses or mismanagement of their personal data.

10. Assessment

We assess all the children on the SEND Register three times per year using a variety of assessment tools. This information is then used to inform the 'Big Strides' targets. The data is also entered onto an online database (Scholarpack) which is used to track children, data analysis and inform future SEND provision.

We also have other tools we use in school to assess children.

These include:

- Dyslexia Screener
- Language assessments
- Reading age tests.
- Specific assessments associated with Intervention Programmes being followed.
- Pupil progress meetings also take place between the SENCO and class teacher when appropriate.

11. Information management:

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

- We ensure that all staff in school, including auxiliary staff are made aware of individual pupils' special educational needs and what provision is made. This is often through the use of a Pupil Profile or provision maps.
- We ensure that all information is passed on to new class teachers through our own internal transfer system that makes them aware of any children with special educational needs and the strategies the school uses to ensure their needs are met.
- We ensure that children's needs are reviewed regularly. Their targets are reviewed and new targets are set every term. Children who have more complex needs are reviewed with a separate meeting with all parties involved. The children are fully involved in setting their own targets.

12. Working with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEND get the most out of their education. In our school we involve parents with:

- Review meetings
- Developing the child's pupil profiles.
- Homework policies and arrangements.
- Sharing information through the SEND section on the website.
- Parent's consultation evenings.
- Family cafes
- Acting as voluntary helpers
- Organised training courses for parents
- Providing breakfast and after school clubs for pupils
- Developing an 'open door' ethos towards parents which welcomes and values their views
- Sharing information with other people on their own experiences and knowledge of aspects of SEND
- Linking with Parent Partnership Services and relevant voluntary organisations

13. Working with Children:

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve pupils in their target setting
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought and recorded by the School council
- Encourage pupils to become involved in the wider life of the school

14. Working with outside agencies:

We have a range of Local Authority and NHS services that we can call upon to give us advice, support and training on SEND. In our school we have involvement from:

- The Peterborough Hub Network
- NHS Services including Speech and Language Therapy & Occupational Therapy
- Education Psychology Service
- Specialist teachers for Sensory impairments, Autism and ADHD
- Special schools

15. Other Schools and Colleges:

We work closely with other schools to ensure that transitions between schools are successful.

16. Links with the Local Community:

We believe that school has an important part to play within the local community. We are involved in:

- The use of school premises for out of school activities.
- Running training courses for the community
- Links with local business

- Involvement of local services e.g. police

17. The Health Service and Social Care:

Many pupils with SEND have support from or involvement with Health and/or Social Care. These pupils are helped well when all professionals work closely together.

In our school we:

- Liaise with professionals from the Health Service such as GP's, Paediatricians and Health Visitors and school Nurses to seek advice and support for pupils.
- Ensure information on pupils' needs is shared amongst professionals.
- Involve Health and Social Care professionals in reporting on pupils' needs and progress and in attending review meetings.
- Implement the advice of health professionals, including the drawing up of Health Care plans

18. Admission to School:

Our schools admission policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

19. Our School Access Plan:

Under our duty of care we draw up a plan that describes how we intend to improve access to learning in our schools for pupils who have disabilities. This plan is reviewed and updated every three years.

Our Access Plan describes how we intend to do this and is available for inspection. If you would like a copy of our Access Plan please contact the SENCO or download it from the school website.

20. How we develop staff knowledge and skills:

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.

This training is provided in the following ways:

- In-house training
 - Mentoring
 - Job shadowing
 - Visits to/links with other schools, including special schools and the Hub Network
 - Attendance at externally provided training events
 - Participation in accredited training opportunities
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21. How provision for special educational needs is funded:

The governors, through the Finance committee, will allocate funds to meet the needs of pupils with special educational needs. At the meeting of the governing body which approves the budget, the Finance committee will draw the attention of governors to the amounts delegated to the school by the LA under Special Needs headings in the Section 52 Statement, and to the amounts allocated for SEND in the proposed school budget. The annual report to parents will also include this information.

The Head teacher will manage the funds allocated by governors to meet the differing needs of the pupils in the school with special educational needs.

The governors require the head teacher and SENCO to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, provided that there is no disadvantage to the pupil to whom they are nominally allocated.

22. How we evaluate our SEND policy:

The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEND.

- Parent's views are sought through questionnaires and the Parent's Forum.
- The progress of pupils with SEND is measured, e.g. year by year data analysis.
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENCO and governors.
- The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its' staff to meet the full range of SEND within the school.
- All pupils are encouraged to participate fully in the life of the school.

23. Complaints procedure

If you have any complaint about the educational provision for your child or about Special Educational Needs provision generally, please follow the school's complaints procedure which can be found on the school website.

24. Where can I find out more information?

On the school website or make an appointment to speak to a member of the Inclusion Team.

Summary (as included in the School Prospectus)

Southfields Primary School is determined to meet the educational needs of pupils, with the help of additional resources which are provided by the LA. The school caters for the needs of all pupils with special educational needs, with and without statements.

All teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils. The school has adopted the principles and practice set out in the SEND Code of Practice, supporting children on the Special Educational Needs Register, with Educational Health Care Plans and Statements of Special Educational Need made and maintained by the LA.

The Special Educational Needs Co-ordinator is responsible to the Head teacher and governors for overseeing assessment and provision.

Pupils with special educational needs are encouraged to become increasingly independent and take responsibility within the school.
