



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Reviewed Annually by Pupil Progress & Welfare Committee

Date of last Review	Signature
Spring 6 th March 2018	Chair

Introduction - Our legal responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (September 2014) DfE/DoH** which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

Children and Families Act 2014

Equality Act 2010: the School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.

Equality Act 2010: Advice for Schools (DfE February 2013): non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

Schools SEN Information Report Regulations (2014)

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

- This policy has been written with links to our policies on Child Protection, Behaviour, Medical Conditions and Curriculum areas.
- It was written by the SENCO in consultation with the Governing Body, Headteacher, current school staff and parents, following reform of the SEN Code of Practice.
- It should be considered alongside the SEN Information Report as identified in the SEN Information Regulations (Schedule 1 Regulation 51) for this school which can be found on the school website and also alongside the Disability Equality Scheme.
- In line with DfE requirements, this policy will be updated a minimum of every three years. The SEN Information Report will be updated annually.

At Alford Primary School our staff responsible for SEN are:

SEN Governor – Mrs Pippa Forman (contactable through school 01507 463414)

SENCO – Mrs Ros Simpson (01507 463414 ros.simpson@alford.lincs.sch.uk)

Mrs Simpson is a qualified teacher and part of the Senior Leadership Team. She has completed the National Award for SEN with Northampton University, which meets the national requirements for all schools.

Child Protection Officers & LAC Designated Teachers - Debbie Forster, Lisa Button & Ros Simpson

‘Every teacher is a teacher of every child or young person including those with SEN’

At Alford Primary we provide a caring, inclusive and stimulating environment so children learn actively and are motivated to do their best and reach their potential.

We ensure that every child is safe and happy in our School and develops as an independent learner. We provide the highest quality teaching in order to secure outstanding learning and nurture curiosity and a love of learning through a varied and stimulating curriculum, which enables children to develop socially, morally and intellectually. By promoting the importance of working together and showing consideration and support for each other, we foster a caring school community.

We provide a wide range of extra-curricular activities and experiences to develop children’s understanding of the wider world for all children and work together with parents in order to support children’s development and education.

‘Learn well, have fun, be safe’

Inclusion Statement

At Alford Primary School we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils’ varied life experiences and needs. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

(Special Educational Needs and Disability Code of Practice, 2014)

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or*
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.*

'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is *'... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'.*

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)

Our School Aim

In our School, we ensure that the needs of SEN children are routinely met.

Our long-term aim is to raise the aspirations of children with SEN by providing early high quality interventions to ensure better outcomes for children and to narrow the gap between the progress and achievement of children with SEN compared to those without SEN.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all children and make an early, accurate identification of those who may have SEND
- To work within the guidance provided in the SEND Code of Practice, 2014
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual children
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all children.

Implementation

Identifying Special Educational Needs

The SEND Code of Practice, 2014, describes the 4 broad areas of need that should be planned for:

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

At Alford Primary School, we identify the needs of our children by considering the needs of the whole child, not just their SEN. See [Appendix 1](#) for our specific Criteria for Identifying SEN.

SEN Support: assess, plan, do, review

In line with the Code of Practice methodology of **Assess, Plan, Do, Review** children with SEN are identified as early as possible. Class teachers are continually aware of children's learning and the progress of every child against national benchmarks and expectations, is monitored half termly. Internal assessments are moderated to ensure validity and reliability and class teachers are held responsible and accountable for the progress of their children.

Where a child is identified (**assessed**) as not making progress, in spite of quality first differentiated teaching and School Support interventions, he/she is raised as an initial concern with the SENCO. If the child meets the SEN criteria (Appendix 1), then he/she will be placed on the SEN register in consultation with parents. An immediate **plan** of action is agreed upon with the child and parents. This is recorded in the child's Learning Plan

Wherever possible, children will remain with their class teacher as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher, outside agency or Teaching Assistant (**do**), the focus of all intervention will be on outcomes.

Our aim is to put in sufficient support to enable our children to reach challenging targets, but without developing a learned dependence upon an adult.

The class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress (**review**). In compliance with the Code of Practice, reviews will also be available with the SENCO three times a year; more frequent meetings might become necessary if there is a need to move from SEN Support towards a request for statutory assessment for an EHC.

Managing Children on the SEN Register

Once children are part of the SEN assess, plan, do, review process, their progress is monitored carefully. The SENCO meets with class teachers at least each half term to discuss children's needs and progress and the School Support and SEN provision maps are updated termly.

Children with an EHC Plan usually have a SEN Teaching Assistant to support them. The class teacher oversees

these members of staff with day to day planning and the SENCO completes their appraisals and provides training opportunities.

Children on the SEN register will have a Learning Plan. This is a child led plan, which sets out their targets and the interventions and support School will provide to help them achieve their goals. It will also reflect parents' views and is a child-friendly way of recording targets and progress. Class teachers will develop these Learning Plans during their individual pupil interviews.

The Learning Plan is a working document and will be updated as required to reflect what the child is receiving and their progress towards the targets. This will be a minimum of three times a year but new targets will be set as soon as the child achieves their first set to ensure effective intervention. They will be shared with parents at Parents' Evenings.

Removal from the SEN Register

If children make sufficient progress they may be removed from the SEN register. The SENCO will inform parents of this decision. Children may still receive support and interventions but they will have to be judged as not having 'significantly greater difficulty' than the majority of their peers. Children removed from the register, will be monitored very closely to ensure adequate progress continues.

Supporting Children and Families

The Local Authority 'Local Offer' can be found at www.lincolnshire.gov.uk/SENDlocaloffer. This provides parents and carers with information about the County obligations and services.

Our school 'SEN Information Report' can be found in the key information section on our school website www.alford.lincs.sch.uk

We work closely with many agencies to provide quality support for our children. These include:

- Educational Psychologist (EP)
- Specialist Teaching Team (STT)
- Sensory Impaired Support Service (SISS)
- Working Together Team (Social and Communication Outreach Service)
- Speech and Language Therapy Service (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- Physical Disability Outreach (St Francis School)
- School Nursing Team
- Physiotherapist
- Specialist Nurse
- Occupational Therapist
- Social Care

Admission Arrangements and our School Admissions Policy can be found via the link on our school website home page.

In preparation for SATs testing in Year 6, children with SEN may be assessed by School staff or, if needed, by the Specialist Teaching Team, to see if they qualify for Access Arrangements. These can take the form of:

- Additional Time (max 25%) for children with slow processing speed or recording difficulties
- A reader for children with significant reading difficulties

- A scribe for children with significant recording difficulties

When a period of transition is approaching, SEN children receive support to ensure they are comfortable with the process. Transitions may be between classes, Key Stages or to Secondary School. The Learning Mentor may be used to support children, visits to new settings will take place (short sessions, whole days and in school swap-over week) and lessons on coping with change during the PSHE curriculum are held every year. If needed, extra provision can be made such as extra visits and meetings with new teachers.

Supporting SEN children with Medical Conditions

We recognise that children at school with medical conditions should be properly supported so they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case we will comply with all our duties under the Equality Act 2010.

Our school policy on supporting children with medical conditions can be found in the key information section on our school website – www.alford.lincs.sch.uk

Monitoring and Evaluation of SEND

Class teachers continually monitor the quality of the provision for SEN children. This is overseen by the SENCO, who regularly measures the impact of each intervention.

Audits of parents and children's views are taken via questionnaires, pupil interviews and during review meetings, to help us evaluate our provision.

The SEN Governor visits termly to work with the SENCO on monitoring the provision and effectiveness of SEN support.

Monitoring and evaluation help us to provide quality support for SEN children: if a programme of support is not working for that child, it is picked up early and appropriate steps can be taken to adjust the provision.

Training and Resources

A proportion of our main budget share is allocated to SEN. Children with a EHC Plan receive higher level funding to provide for their more complex needs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are required to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process and during Appraisal Meetings.

All teachers and support staff undertake an induction process when they take up their post. This includes a meeting with the SENCO to explain the systems and structures in place around school.

The SENCO attends the Local Authority SENCO network meetings in order to keep up to date with local and national issues in SEND.

The SENCO works closely with the local SENCOs to share good practice.

Roles and Responsibilities

Governors

- Mrs Pippa Forman is the member of the governing body with specific oversight of arrangements for SEN and disability. She is also SENCO at our neighbouring secondary school, John Spendluffe.
- The Governing Body **must** publish information on the School website about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2014** and **must** meet the 13 standards of Schedule 1, Regulation 51 (See SEN Information Report).

Headteacher

- The head teacher is responsible for monitoring and evaluating the progress of all children 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 as supplied by SENCO
 - pupil progress meetings with SENCO and individual teachers
 - regular meetings with the SENCO
 - discussions and consultations with children and parents

Special Educational Needs Coordinator (SENCO)

In line with the SEN 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 children 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 Education, Health and Care plans (EHC)
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all children with an EHC. 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 High Needs funding and/or 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 child may have a special educational need which will require significant support

- overseeing the smooth running of transition arrangements and transfer of information for all children who transfer from one phase of education to another.
- monitoring the school's system for ensuring that Learning Plans, where it is agreed they will be useful for a pupil with special educational needs, 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
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's SEN Governor, keeping 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
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Class teachers

Class teachers will liaise with the SENCO to agree:

- which children in the class are vulnerable learners
- which children are making less than expected progress and need to have their additional interventions monitored at School Support – but do not have special educational needs.
- which children require additional support because of a special educational needs and need to go on the school's SEN list.
- how advice/support from an outside professional can be used to inform a child's Learning Plan to address their specific need
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for children with special educational needs to work 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)

SEN Teaching Assistants

- will work with the support of the class teacher to provide for the needs, physical and learning, of the children in their care, using tailored multi-sensory programmes
- be fully involved in the appraisal process led by the SENCO to support their personal development
- keep appropriate records as needed
- contribute to review meetings

Storing and Managing Information

Records on individual children's SEN are kept in the SENCO office in a locked cupboard. Class teachers keep a SEN file in their class, which contains information about a child's needs and their Learning Plans. This also contains the gold form, which is an important chronology of the child's SEN, provision and meetings with parents. Information is passed on to the next class teacher or next school during transition meetings.

See the School's policies on Confidentiality & Record Keeping for more details.

Reviewing the Policy

DfE guidelines recommend reviewing the policy every 3 years. However, the SENCO will make sure that any changes of policy, practice or staffing are reflecting in the policy annually.

Accessibility

The DDA, as amended by the SEN and Disabilities Act 2011, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

We have an accessibility plan to show how we have made and are continuing to make our school accessible to children and parents with various disabilities.

We operate an open door policy. If parents or children have a problem, we will be available for advice and support throughout the day.

Complaints Procedure

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure (see key information section of website www.alford.lincs.sch.uk)

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCO and/or the Head teacher.

If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Bullying of any form is not tolerated at Alford Primary and will be dealt with swiftly in accordance with the procedures outlined in our Behaviour Policy (see key information section of website www.alford.lincs.sch.uk). Staff are aware that vulnerable learners and children with SEN can be susceptible to discrimination and bullying and we employ a whole school approach to tackling it.

Appendix 1

Criteria for inclusion on the SEN register

At Alford Primary School, we believe that **high quality differentiated and personalised teaching** is the right of all children.

We use the guidance from the Special Educational Needs and Disability Code of Practice 0-25 (2014) and the Children and Families Act 2014 to ensure that children who need any special educational provision that is **'additional to, different from'** the majority (Section 21 Children and Families Act 2014) are catered for as early as possible in their school career.

We will use our **best endeavours** to ensure prompt quality provision is made for those who need it. Children requiring intervention will be placed at School Support, our in-school system of intervention and impact monitoring. Where progress continues to be less than expected an assessment should be made of whether the child has a SEN.

However, **'Slow progress and low attainment do not necessarily mean that a child has SEN'** (Code of Practice 2014 – 6.23)

Inclusion on the SEN register has to be carefully considered. A child has SEN if he/she:

- 'has a **significantly greater difficulty** in learning than the majority of others the same age, or
- has a **disability which prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

At Alford Primary, children who fit into **two or more categories** below would be placed onto the SEN register:

- A child receiving **'additional to, different from'** outside of quality first differentiated teaching, such as an Intervention group or a specific programme/course of learning. This teaching would be **outside of usual** classroom practice.
- For **'Cognition and Learning'**, a child who is working **'significantly below peers starting at the same baseline'** in one or more areas:

In KS1 & KS2, a child who is working below the expectations of the year below the year group they are currently in, e.g. a child working towards Y4 expectations (W4) when in Year 5.

- A child with an **official clinical diagnosis with recommendation for intervention** in the areas of **'Cognition and Learning'** (e.g. Specific Learning Difficulties, including dyslexia, dyscalculia and dyspraxia), **'Communication and Interaction'** (e.g. Speech and Language, ASD and Asperger's Syndrome) and **'Sensory and/or Physical Needs'** (e.g. a physical disability, Hearing Impairment or Visual Impairment).
- For **'Social, Emotion and Mental Health Difficulties'**, this can include children who have challenging behaviours, are withdrawn, have anxiety, depression, are self-harming or mis-using substances, have an eating disorder or physical symptoms that are medically unexplained. These children may need a Behaviour Plan to be able to function in school and may require the involvement of outside agencies.

- A child where an **external specialist** is involved in their education, e.g. Specialist Teacher, Educational Psychologist, Community Paediatrician, Speech and Language Therapist and Sensory Impaired Specialist.
An assessment by the Specialist Teaching Team does not automatically mean an entry onto the SEN register.

Early Years Identification

In the Early Years Foundation Stage we adhere to the Special Education Needs requirements as outlined in Section 3.67 of the Statutory Framework for the Early Years Foundation Stage 2014.

Within the Early Years Foundation Stage practitioners will use the non-statutory 'Early Years Outcomes' guidance as a tool to assess the level at which a child is developing against the expected age / stage descriptors for their chronological age across the seven Areas of Learning and Development:

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, we will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. In our setting we will particularly consider information on a child's progress in the Prime Areas of Learning and Development; communication and language, physical development and personal, social and emotional development.

Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed. The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development will be assessed against the 17 Early Learning Goals. We will indicate whether a child is meeting 'expected' levels of development, or if they are 'exceeding' expected levels, or not yet reaching expected levels ('emerging').

At the end of the Early Years Foundation Stage a child assessed as 'emerging' in 8 or more of the 17 Early Learning Goals will be entered on to our SEN register.