



Coniston Primary School

Working together we can succeed

Special Educational Needs Policy

Reviewed & Adopted January 2020

Review Details:

Next review due:	January 2021
Committee responsible:	Curriculum Committee
Document location	Teachers Shared J:Drive - Policies

Version	Approved by	Date approval	Key changes
1.1	FGB	7 January 2020	
1.2			Added name of the school SENCO

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	SEND Policy	DATE:	7 January 2020
EIA CARRIED OUT BY:	A Walters	EIA APPROVED BY:	A Walters

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment (transsexual)		X
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X

Sex (male, female)		X
Sexual orientation (gay, lesbian, bisexual, transgender; actual or perceived)		X

Special Educational Needs and Disabilities (SEND) Policy

1. Purpose of this policy:

1.1 To outline the provision for pupils at Coniston Primary School who have Special Educational Needs and/or Disabilities (SEND).

2. Our aims:

2.1 Our aim is to be a fully inclusive school. We aim to enable all our pupils, whatever their abilities or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

3. We aim:

3.1 To ensure that the arrangements made for pupils with SEND are in line with the requirements of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010, the SEN Code of Practice January 2015 and The Strategy for Children and Young People 0-25 years old with Special Educational Needs and Disabilities (SEND) in South Gloucestershire 2018.

3.2 To value the uniqueness of each member of the school, and provide planned curriculum designed to help all children achieve their potential and develop their abilities to the full.

3.3 To ensure that pupils with SEND are able to take part in all the activities of the school including those that take place outside of school hours

3.4 To ensure that all our pupils are involved in decisions made about them and their education

3.5 To ensure that we involve our parents in decisions made about their children and their education

4. Definition of Special Educational Needs:

4.1 '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.

4.2 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;
- 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.

(Ref. SEN Code of Practice 2014)

4.3 Children have a disability if they:

- a) Have a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on the pupil's ability to carry out normal day-to-day activities.

(Ref. Equalities Act 2010)

4.4 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.'
(Section 312, Education Act, 1996)

4.5 When identifying a Special Educational Need, there are four categories set out in the Code of Practice. They are:

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

[Please see the separate Mentally Healthy School policy for how we support children with needs in this specific area.]

5. Staff in school who work with pupils with SEND and their Parents:

5.1 All teachers in school teach pupils with SEND and are responsible for their progress.

5.2 The following people have particular responsibilities:

- **Katie Ferris is our school SENCO**
- The SENCO (Special Educational Needs Coordinator) ensures that the school's provision for children with additional needs is met and that children's progress is evaluated on a regular basis.
- The SENCO meets with the SEND Governor on a regular basis to discuss programmes of support and individual needs.
- The SEND Governor monitors and evaluates provision and reports to the governing body.
- Class teachers plan a broad and balanced curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENCO, using the referral form, any child that may be causing concern and are responsible for reviewing and updating children's Pupil Passports on a regular basis - at least 3 times per year.
- Teaching assistants provide specified work and carry out planned programmes of work (called 'Interventions') according to children's Pupil Passports and/or academic progress.
- Lunchtime supervisors are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

6. Identifying when a pupil has Special Educational Needs (SEN):

6.1 It is important that a pupil's SEN are identified as early as possible. We will always let parents know as soon as we feel that their child may have a SEN.

The ways in which we identify pupils who have a SEN are:

6.2 Before a child starts at the school

- Through our links with the local authority 0-25 Service, other agencies e.g. Speech

and Language Therapy, previous schools etc, we are able to identify and plan for children who may require more support well before they join our EYFS.

6.3 In school

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

Information is gathered through:

- Teacher observation
- Teacher assessment
- Standardised assessment
- Screening or assessment tools used, including P scales where appropriate
- Information passed on from previous schools
- Information from parents
- Talking with a child

The class teacher will register concerns with the SENCO, who will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

6.4 Children who enter mid-year:

- SENCO liaises with staff from leaving school.
- Staff may visit the child in leaving school.
- All paper work is transferred on admission of a pupil with Special Educational Needs and/or Disabilities.

7. The provision we make for children with SEND

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

We support pupils by:

- Quality First Teaching
- 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 – Talk4Number and Sounds-Write
- Social, Emotional and Mental Health support including THRIVE
- The role played by school in social services' assessments
- Seeking support and involvement from outside agencies.

8. Special Needs Register

8.1 When we identify that a pupil has Special Educational Needs and/or Disabilities, and this has been discussed with parents, we place them on the Special Needs Register. Prior to September 2014, there were two levels to the Special Needs Register – 'School Action' and 'School Action Plus'. The new code of practice in January 2015 adjusted this; there is now just one level to the Special Needs Register – 'SEN Support' - following the criteria described above in the

'Definition of Special Educational Needs'.

8.2 A child will be placed on the Special Needs Register if:

- They have an Education, Health and Care Plan.
- A child has a disability or 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.

8.3 In addition, a child may be placed on the Special Needs Register if they require additional targeted support to access the curriculum as they have a significantly greater difficulty in learning than the majority of children of the same age. The advice of outside agencies and specialists (e.g. Educational Psychologist, Speech and Language Therapist etc) is likely to play a significant part in this decision. In this instance, placement on the Special Needs Register may be time-limited and, with support that targets a specific skill or area of learning, a child may no longer experience a significantly greater difficulty in learning than their peers and will therefore no longer be placed on the Special Needs Register. Parents will be thoroughly consulted with on every step of this process.

9. Pupil Passports

9.1 All children on the Special Needs Register will have a Pupil Passport. This is a document created in collaboration with the child, their family and school to capture a picture of what is important and desired outcomes for targeted support. It will be created in Term 6 with the Class Teacher as part of the transition process to a new Year group and then revisited at parent's evenings 3 times a year where success can be celebrated and adjustments to targets and outcomes made as necessary.

9.2 The targets on the Pupil Passport are based on collaboration between all the parties involved, i.e. the child, parent, SENCO, Teacher and Teaching Assistant. Assessments also inform the target setting. Staff work hard to ensure that the targets are:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

10. Education Health and Care Plan (EHCP)

10.1 The majority of children and young people with SEN or disabilities will have their needs met within mainstream early years settings or schools.

10.2 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 to make provision in accordance with an Education, Health and Care Plan (EHCP).

10.3 The purpose of an EHCP is to make special educational provision to meet the 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.

10.4 One of the significant changes arising from the new code of practice (2015) was the Replacement of the current Statement of SEN, for those children with the most complex needs, with a new Education, Health and Care Plan.

10.5 Children with existing statements in Primary have been transferred onto an Education, Health and Care Plan. The new plan provides the same statutory protection and rights as the statement. As with statements of SEN, Education Health and Care plans are reviewed annually with children, families and other agencies, including the 0-25 team.

11. The Local Offer

11.1 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 Special Education Needs and/or Disabilities.

11.2 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.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents and service providers in its development and review.

11.3 The Local Offer should cover:

- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
- Targeted services for children and young people with SEN 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 SEN or disabilities who require specialised, longer term support.

11.4 Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs and/or Disabilities.

Further information about the Local Offer is located on the school website under the 'About Us', 'SEND and Inclusion' section: www.conistonprimary.org.uk

12. Record Keeping

12.1 We record all the steps taken to meet pupil's 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 Need and/or Disability 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
- Pupil Passports
- The child's own views of his/her needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports
- Paediatrician Reports

13. Assessment

13.1 We assess all the children on the SEN Register three times per year. This information is then used to inform the Pupil Passport targets and/or intervention targets. The data is also entered onto the school database which is used to track children, analyse data and inform future SEND provision. Children's progress is also assessed and analysed by the SENCO.

13.2 We have a variety of tools that may be used in school to assess children. These include:

- NFER (National Foundation for Educational Research) assessments
- PIRA and PUMA assessments
- Reading and spelling tests
- Phonics progress assessments
- Specific assessments associated with Intervention Programmes being followed

13.3 Pupil progress meetings also take place between the Senior Leadership Team (including the SENCO) and the class teacher three times each year. Individual pupils are discussed, any concerns highlighted and action taken to support progress and close any gaps.

14. Information management

14.1 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.

14.2 We ensure that all staff in school are made aware of individual pupils' needs and what provision is made. This is often through the use of a Pupil Passport or provision maps.

14.3 We ensure that all information is passed on to new class teachers through our own internal transfer system, and that all classes have a SEND folder that captures information about any children with Special Educational Needs and/or Disabilities and the strategies the school uses to ensure their needs are met.

14.4 We ensure that children's needs are reviewed regularly. Their targets are reviewed and new targets are set every other 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.

15. Working with Parents

15.1 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 aim to involve parents with:

- Review meetings;
- Developing the child's Pupil Passports;
- Homework policies and arrangements;
- Sharing information through the SEND section on the website;
- Parents evenings;
- 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;
- The SENCO and Parent Support Advisor available to meet/speak with parents;
- Sharing information about their child;
- Sharing information with other people on their own experiences and knowledge of aspects of SEND;
- Linking with relevant voluntary organisations and other external agencies.

16. Working with Children

16.1 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 aim to:

- 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 in reports produced by both the school and other agencies;
- Encourage pupils to become involved in the wider life of the school.

17. Working with Support Services:

17.1 We have a range of Support Services in that we can call upon to give us advice, support and training on SEND. In our school, we can access support from:

- South Gloucestershire 0-25 Service
- Inclusion Support (Traded Service)
- Education Psychology Service (Traded Service)
- CAMHs
- Next Link/Julian House (domestic abuse support)
- Access and Response
- Education Welfare

18. Supportive Parents

18.1 "Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational need or disability from 0-25 years who live in Bristol, North Somerset or South Gloucestershire. We are an independent organisation offering a free, confidential and impartial service to any parent, child or young person who has a concern about special educational needs. We provide you with all the information you need to understand the Special Educational Needs and Disabilities (SEND) process and improve your, or your child's, educational experience." (www.supportiveparents.org.uk)

18.2 In our school we:

- Publicise Supportive Parents' Services and how to contact them
- Publicise the range of information for parents published by Supportive Parents

19. Services and how parents can access them

19.1 The Health Service and Social Service:

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

19.2 In our school we:

- Liaise closely with professionals from the Health Service such as GPs, Paediatricians, 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 Services professionals in reporting on pupils' needs and progress, and in attending review meetings;
- Implement the advice of health professionals, including the drawing up of Education, Health and Care plans.

20. Admission to School

20.1 We will never refuse to admit a child to school simply because s/he has Special Educational Needs and/or Disabilities. We will always try our best to make sure, where possible and practical, that we have put in place arrangements to support a pupil's needs.

21. Our School Access Plan

21.1 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 Accessibility Plan describes how we intend to do this and is available for inspection.

22. How we develop staff knowledge and skills

22.1 The SENCO gathers information regularly to help 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 / coaching;
- Job shadowing;
- Visits to/links with other schools;
- Training arranged through the Local Authority;
- Attendance at externally provided training events;

- Participation in accredited training opportunities.

23. How provision for Special Educational Needs and/or Disabilities is funded in the mainstream school

23.1 The Age Weighted Pupil Unit and Pupil Premium (AWPU) is the sum of money provided to school for every pupil on roll. Some of this money goes towards providing for children with Special Educational Needs and/or Disabilities as well as for all other pupils.

The AWPU covers costs associated with:

- The employment of the SENCO;
- Providing an appropriate differentiated curriculum for pupils.

23.2 The Pupil Premium grant is a grant given by the government for the educational benefit of pupils registered at that school. It is allocated to schools in two parts:

- Children in care;
- Pupil premium for pupils known to be eligible for free school meals (FSM) or have been eligible in the past 6 years (Ever 6);
- Service children in mainstream schools.

24. How we evaluate our SEND policy

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

- Parent's views are sought through questionnaires and parent meetings;
- 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 Pupil Voice 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 SEN within the school;
- All pupils are encouraged to participate fully in the life of the school.

25. How we deal with complaints

25.1 We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us.

25.2 If you feel that your concerns are not being responded to, school has a formal complaints procedure.

26. Where can I find out more information?

Leaflets are available from the SENCO and Parent Support Advisor

27. Definition of common terms related to SEND

Annual Review - review of Statement/EHC Plan by LA that must occur at least annually

Code of Practice guidance for LA's & schools on how to identify, assess and provide for children with SEN. January 2015 is the most recently updated.

Early Years Action/Action Plus - special Educational provision for pre-school children

Educational Psychologist (EP) - person employed by the LA or school to assess and advise on a child's learning difficulties.

Education Health Care Plan (EHCP) - Replacement for the Statement. The purpose of an EHC plan is to make special educational provision to meet the needs of the child or young person, to secure the best possible outcomes for them

Local Authority (LA) - the body responsible for schools, and for assessing and providing for SEN.

Learning Difficulty - significantly greater difficulty in learning than other children of the same age, or disability, which hinders use of general educational facilities.

Mainstream School - school that caters for all pupils, including those with SEND.

Preferred school - school chosen by parents where the LA must consider placing your child.

School Action/Action Plus (SA/SA+) - special educational provision for children of school age. The two levels to the register no longer exist from Sept 2014, but this was the previous term used for 2 levels within the SEN register, now known as 'SEN Support'

Special Educational Needs and Disabilities (SEND) - a child has SEN if s/he has learning difficulties that require special educational provision.

Special Educational Provision - additional or different education for children with SEN.

SENCO - a member of staff at school who has responsibility for coordinating special educational provision.

Special School – a school that caters for children with Statements/EHCP.

Statement of Special Educational Needs - the term used for the process followed before April 2014 when EHC plans were introduced. It was a document which sets out all of a child's SEN and how and where special provision will be made.

Signed

(M Lloyd, Chair of Governing Body)

Adopted: January 2020

Date for review: January 2021