



Special Educational Needs & Disability (SEND) Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Local School Board
September 2021	No later than one year following publication of the policy	Mrs Lisa Pang (SENCo)	September 2021	September 2021

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Introductory Statement

Spalding St Paul's Primary School welcomes all children and is committed to offering an inclusive curriculum, our ethos is to ensure ALL of our pupils achieve their full potential, whatever their background, educational needs, medical needs or abilities. This policy is reviewed by our Headteacher and the Local School Board.

Definition of Special Educational Needs

Spalding St Paul's Primary School uses the definition for Special Educational Needs and Disability from the Code of Practice (2015):

SEND: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Disability: Many children and young people who have SEND 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 sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there can be an overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Statutory Framework

This document has been updated and developed in line with Department for Education's legislation and guidance; The Children and Families Act 2014, The Special Educational Needs Code of Practice 2015, supporting pupils at school with medical conditions 2010, and the Equality Act 2010. This policy will have regard to this guidance when meeting this requirement.

<http://www.legislation.gov.uk/ukpga/2014/6/contents>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Where children have a disability, the requirement of the Equality Act, 2010 will apply. Where children have an identified special need, the SEND Code of Practice, 2015 will apply. All staff has a duty of care to follow and co-operate with the requirements of this policy. This policy will be reviewed with the Headteacher and in consultation with the Local School Board.

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

Objectives

The specific SEND objectives of this school are:

- to identify and assess pupils with special educational needs and disabilities, as quickly and thoroughly as possible
- to ensure that all children have their needs met, so that they can achieve their potential and make the best possible progress
- to ensure that all children are taught a broad and balanced curriculum, regardless of their needs
- to ensure that the necessary provision and adjustments are made for any pupil who has Special Educational Needs or Disabilities, so far as is reasonably practical and compatible for the child and the efficient education of the pupils with whom they are educated.
- to create a happy, safe and secure environment in our school to ensure the most effective learning for all children
- to closely monitor those with SEND, to enable us to continue to meet their changing needs
- to recognise and celebrate the achievements of all pupils within our school
- to ensure that all staff are aware of the individual needs of each child and find the best ways to support and provide for them
- to work closely with parents of children with Special Educational Needs and Disabilities and encourage them to play an active and valued role in their child's education
- to enable all learners to be able to express their views and to involve them in decisions which affect their education, as much as possible.
- to work in partnership with other professionals and outside agencies, when appropriate

Partnership with parents plays a key role in enabling children/young people with SEND to achieve their potential. Spalding St Paul's School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. School staff will aim to build positive relationships and work closely with parents, to share information about a child's needs and to agree on the provision that will be made to support those needs.

Children and young people with SEND often have a unique knowledge of their own needs and views about what sort of help they would like, in order for them to make the most of their education. They will be encouraged to participate and their voices heard in setting and reviewing their own targets and contribute to the assessment of their needs and the provision made for them, whenever possible.

Roles and Responsibilities

Ensuring that all children in Spalding St. Paul's Primary School have appropriate provision for their needs is a matter for the school as a whole. All teachers are teachers of children with Special Educational Needs and all members of staff may work with these children at some point throughout the day. Providing for the needs of these children is therefore a whole school responsibility.

All Staff:

- Are committed to maximising inclusion and minimising exclusion and plan for diversity.
- Work to develop appropriate environments for all pupils and adopt appropriate teaching methods and approaches.
- Take care to have appropriate pupil groupings.
- Support all pupils with identified needs.
- Engage in a programme of Continued Professional Development (CPD) in areas of SEND.
- Ensure that all our children have access to a broad and balanced curriculum and that appropriate curriculum resources are available to pupils with SEND.
- Will listen to the voice of the child and their parents.

The Headteacher will:

- Have overall responsibility for the provision for students with Special Educational Needs and Disabilities.
- Keep the Local School Board fully informed.
- Work closely with the SLT, including the SENDCO, and the pastoral support team.

The Special Educational Needs and Disabilities Co-Ordinator (SENDCO) is responsible for:

- Coordinating the day-to-day provision of education for pupils with Special Educational Needs.
- Ensuring that relevant information about individual children with SEND, is collected, recorded, updated and shared, as appropriate.
- Regularly updating the SEND register and ensuring Class Provision Maps are up to date.
- Ensuring close liaison between children, parents, school staff, support agencies and health-professionals, as appropriate.
- Providing SEND support and advice to other members of staff.
- Identifying, monitoring and reviewing the needs of individual pupils through tracking data and assessment results.
- Co-ordinating and monitoring SEND, and other additional needs, intervention and provision throughout the school.
- Reviewing and updating the SEND policy, SEND information on the website and the online school offer.
- Liaising with colleagues and parents to ensure that appropriate support plans and Individual Learning Passports are written and reviewed regularly.
- Keeping staff informed about new information gained from other agencies, Lincolnshire County Council and government policy.
- Ensuring that all SEND paperwork is completed, sent out and filed appropriately and confidentially.
- Liaising with other primary and secondary schools, to ensure smooth transition for SEND children who move to other settings.
- Keeping the Headteacher and Local School Board informed of the SEND policy and provision in the school.

Curriculum Leaders will:

- Ensure that learning is planned and delivered in such a way that pupils with SEND are able to make measurable progress, relative to their existing knowledge and skills.
- Ensure that staff have knowledge of and a willingness to use the widest possible range of teaching strategies and styles to enable all pupils to have access to the curriculum.
- There should be flexibility in approaches to teaching all aspects of the curriculum.
- To make all staff aware of their responsibility to address the range of SEND in their school.
- Seek to ensure the curriculum is relevant and meaningful to all pupils.
- Endeavour to provide a broad and balanced curriculum that considers the holistic developmental needs of the whole child.
- Be sensitive to the needs of all pupils and ensure that their achievements are valued.
- Ensure that pupils have access to appropriate support.
- Ensure all pupils have equal opportunities for praise and rewards.
- Ensure an appropriate learning environment for children with SEND.
- Provide access and support for staff development in order to meet the full range of SEND so that the staff team understand and value the needs and learning needs of pupils with SEND.

Class Teachers are responsible for:

- Providing suitable activities and resources for the varied abilities, learning needs and targets of all of the children in their class.
- Regularly monitoring and assessing all children, to make sure that they are aware of the progress being made and the changing needs of each child.
- Regularly setting and reviewing targets and ILPs for all SEND children and children who are being monitored for SEND in their class.
- Liaising regularly with parents and other staff, so that they are aware of individual needs, abilities and difficulties and can set appropriate targets.
- Briefing midday supervisors about the individual needs of the children.
- Writing referral documents for outside agencies for the children in their class where appropriate and in coordination with the SENDCo.
- Meeting with outside agencies and attending review meetings, when appropriate.
- Ensuring that all pupils can access the curriculum in a manner suitable to their needs.
- Encouraging and promoting pupil independence and achievement.
- Encouraging all children to understand the needs of others and to celebrate individuality, diversity and difference.
- Keeping the Class Provision Maps up to date.

Teaching Assistants will:

- Support pupils with SEND in whole class lessons, in small group work and in one to one sessions depending on need.
- Provide individual or group programmes of work to meet the needs of students with SEND.
- Contribute to reviewing the targets set out in Pupil Passports and IEPs.

- Contribute to the reports for Annual Reviews for students with EHCPs and attend annual review meetings when appropriate.
- Report regularly to the SENDCO and Class Teacher on pupil progress or curriculum matters.
- Develop their practice by drawing upon research such as, 'Making Best Use of Teaching Assistants' Education Endowment Foundation.

Children with Specific Circumstances

Looked After Children (LAC)

Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The school's Inclusion Lead is responsible for coordinating the support for LAC. The Inclusion Lead and the SENDCO will work closely as a team to ensure that implications of a child being both looked after and having SEND are fully understood by all relevant school staff.

English as an Additional Language (EAL)

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

The school will consider the pupil within the context of their home, culture and community.

The school appreciates and is fully aware that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Identification, Assessment and Provision

The Graduated Approach:

SEND support at Spalding St Paul's School is implemented and regularly reviewed using the 'Graduated Approach'. This includes a continuous cycle of assess, plan, do and review as described below:

1. Assess: the class/subject teacher and SENDCO should clearly analyse a pupil's needs before identifying him/her as needing SEN support
2. Plan: the class/subject teacher and SENDCO should agree the support to be put in place. Parents must also be notified and consulted. The support will usually be set out in the child's individual learning passport.

3. Do: the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.
4. Review: the class/subject teacher and SENDCO should review the effectiveness of the support regularly and agree any changes where needed.

The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The SENCO, in tandem with the Headteacher, will discuss any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the whole school approach on assessment.

A child may be identified as having Special Educational Needs if:

- They make less than expected progress, in one or more of the curriculum areas, even when teaching approaches are differentiated and targeted particularly to the identified areas of weakness
- The child requires provision that is additional to or different from their peers
- They show ongoing signs of difficulty, particularly in literacy or mathematics skills, which may also result in poor attainment in other curriculum areas
- Their overall attainment, or achievement in specific subjects, falls significantly below the expected range for their age
- They present persistent social difficulties which are not improved by the behaviour management techniques usually employed in the school
- Their sensory or physical problems impede upon academic achievement, and they continue to make little or no progress, despite the provision of specialist equipment

There is a wide spectrum of difficulties that can lead to a child being assessed as having a Special Educational Need, but these can be narrowed into four key areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and / or physical needs

If a child has a medical need or health condition, all relevant staff will be made aware of it, and any extra provision that child may need will be put into place. A Health Care Plan may also be needed, which will be drawn up through close liaison between the child, parents, school staff and health professionals. The child may, or may not, be added to the SEND register, depending upon if that health need is having a detrimental effect upon their education.

SEND Support

Spalding St. Paul's School is committed to early identification of Special Educational Needs and the class teacher will consult the parents and SENDCO, as soon as a need is identified.

It will then be decided whether additional or different provision or intervention is necessary, and what that may be. The action needed may include different learning materials or special equipment; small group or individual support; extra adult support; staff development / training to introduce more effective strategies or access to other professional agencies / support services.

Children, parents and staff will discuss the most effective strategies to support and aid progress and these will be recorded on an Inclusion Passport. If appropriate, targets will be set on an Individual Learning Plan (ILP), which will be reviewed and updated regularly. The child will then be added to the school SEND register at the '**SEN Support**' stage. Progress will continue to be actively monitored through the plan, do review process that is active throughout the school.

A few children may also come to school with their special educational needs already identified. The school will listen to expressions of concern by parents and consider any information that parents and other settings provide about the child.

Education Health and Care Plan (EHCP)

If the child still continues to demonstrate significant cause for concern, and remains severely below the expected levels for that age group, despite all of the extra provision and advice from outside agencies, the school may then request further support from the Local Education Authority, this may also happen if a child has severe or complex disabilities or medical needs.

If this extra support is required, an Education, Health and Care Needs Assessment form will be completed. The SENDCO will collate all of the relevant background information about that child (from the child, parents, school staff and professionals from other outside support agencies) and submit it to the county's Special Educational Needs and Disabilities Team.

The SEND allocations panel will decide whether an assessment should take place. If the decision is yes, then the assessment process should take up to 20 weeks. They will then decide if the child will require special educational provision, health care or social care, which is over and above that normally provided by those services, and whether or not to issue an EHCP, following the process as set out in the Special Educational Needs and Disability Code of Practice 2014. The final EHCP will outline what support and provision will be needed, as agreed by all relevant parties, and will outline targets to be worked on.

All EHCPs will be reviewed at least annually, with the parents, the pupil (whenever possible), the school and other professionals involved, to consider whether any amendments need to be made to the description of the pupil's needs or to the special provision specified.

Pupils with Education Health and Care Plans

Our team aims to provide specialist support for all students who have special educational needs and/or disabilities. This is a whole school shared vision and responsibility in line with the Code of Practice where, 'Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's headteacher, SENDCO and learning support team, and all other members of staff have important operational responsibilities.

We have students with a wide range of needs:

- Cognition and learning needs
- Social, emotional and mental health needs
- Speech, language and communication needs
- Physical disability
- Sensory impairment

Students may be supported in a number of ways, depending on the severity of their needs. We offer support in lessons from Teaching Assistants and also 1:1 or small group work to improve literacy, communication and social skills. As a team we work closely with professionals from outside school, including the Educational Psychology Service, WTT (Working Together Team) and SALT (Speech and Language Therapy).

Annual Review

The Education Health Care Plan must be reviewed at least once a year. The review considers the child's progress towards set targets and agrees new targets for the following year. As well as involved professionals, parents/carers are invited to the review and they may bring a friend, adviser or named person with them. The review is normally held in school. The LA decides whether it is necessary to change the child's EHCP as a result of the review meeting.

Transferring Between Different Phases of Education

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The SENDCo will discuss transition and each child's needs with parents throughout the transition process so that they feel fully supported. The SENDCo will also liaise with the schools that all our SEND children move to so that they are fully informed and prepared and have all relevant information and historical documentation.

Managing Medical Conditions of children

The school recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and PE activities. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have Special Educational Needs (SEN) and may have an EHC Plan which brings together health and social needs as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Further information can be found in the LCC School Administration Handbook section 20, Schools Health and Safety document, and the DFE's Supporting pupils at school with Medical Conditions.

Further Information / Complaints Procedure

More information about SEND services and providers can be found on the Lincolnshire Family Services Directory at www.lincolnshire.gov.uk/fsd. Parents may also contact the Liaise Service at liaise@lincolnshire.gov.uk for independent support and advice.

If there are any questions, further information is required or there are any complaints about the SEND provision for an individual child, please firstly approach the class teacher, who may also involve the SENDCO. They should then be referred to the Headteacher, if issues persist.