

# **SEN and Disability Policy**

## **Stanah Primary School**



*"Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding."*

*Robert John Meehan*

Last Updated: September 2023

## Contents

<b><u>Section</u></b>	<b><u>Title</u></b>		<b><u>Page</u></b>
<b>1</b>	<b>Intent</b>		<b>3-4</b>
<b>1.1</b>		Aims and Objectives	<b>3</b>
<b>1.2</b>		Definition of SEN	<b>4</b>
<b>2</b>	<b>Implementation</b>		<b>5</b>
<b>2.1</b>		Roles and Responsibilities of the SENDCO	<b>5</b>
<b>2.2</b>		Designated Roles in School	<b>6</b>
<b>2.3</b>		Implementing High Quality SEN Provision	<b>5</b>
<b>2.4</b>		Access to the Curriculum	<b>6</b>
<b>2.5</b>		SEN Provision Map	<b>6</b>
<b>2.6</b>		Medical Needs	<b>7</b>
<b>3</b>	<b>Impact</b>		<b>8</b>
<b>3.1</b>		Assessment and Review	<b>8</b>
<b>3.2</b>		Education Health and Care Plans	<b>8</b>
<b>3.3</b>		SEN Action Flow Chart	<b>9</b>
<b>4</b>	<b>Other Useful Information</b>		<b>10</b>
<b>4.1</b>		SEN Information Document	<b>10</b>
<b>4.2</b>		Continuous Professional Development	<b>10</b>
<b>4.3</b>		Complaints Procedure	<b>10</b>

## **1 Intent**

At Stanah Primary School, we value all pupils equally; we work as a community to ensure that each child has a bespoke learning journey, that is appropriate for their strengths and needs. Ensuring our pupils feel safe and happy, is at the heart of our ethos. We are committed to providing an education that enables all pupils to flourish, succeed and be the best they can both academically, socially and morally.

To create successful teaching and learning, we ensure that the core values of respect, collaboration, kindness and understanding are followed by all members of the school. We work as a community, with our staff, parents and outside agencies working together to ensure High Quality provision for all children.

### **1.1: Aims and Objectives**

- To ensure equality of provision for pupils with special educational needs and disability with an inclusive, broad and balanced curriculum;
- To build upon the strengths, achievements and interests of all children;
- To ensure early identification and intervention of additional need to remove barriers to learning and support children as appropriate;
- To enable pupils with SEN to achieve their full potential;
- To create an environment in which all individuals are valued, have respect for one another and grow in self-esteem;
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and reviewed regularly to improve outcomes for all;
- To work in close partnership with parents/ carers and outside agencies to facilitate access to the curriculum for all;
- To provide advice, support and relevant training for all staff working with pupils with SEN;
- To make the best use of our resources to support delivery of the curriculum;
- To ensure pupils with SEN are socially integrated and supported;
- To ensure the wishes of the child (when appropriate) and views of individual parents are central when planning for children with special educational needs;
- To provide effective communication with outside services, parents, the Local Authority and secondary schools (when applicable) to ensure continuity of a child's needs and education.

## 1.2: Definition of SEN

The SEND Code of Practice (2014), defines Special Educational Needs if “they have a learning difficulty which calls for special educational provision to be made for him or her”.

Children have a special educational need, under the Special Educational Needs Code of Practice, if they:

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

A child under compulsory school age has a special educational need if they fall within the definition of either of the above, or would do so if special educational provision was not made for them (Clause 20, Children and Families Bill).

### **Principles underpinning the SEND Code of Practice (page 19, point 1.2), as followed by Stanah Primay School are as follows:**

Designed principles for support:

- Involvement of children and parents in decision making;
- Early identification of children’s needs;
- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with SEN;
- Greater choice and control for young people and parents regarding support provided;
- Successful preparation for adulthood, including independent living and employment.

Statutory Right:

- Involving children, parents and young people in decision making;
- Parents and children are actively supported in contributing to needs assessments and developing and reviewing Education, Health and Care (EHC) Plans.

### The Four Main Areas of Need:

Children may have special educational needs in at least one of four areas and many will have inter-related needs. The areas, identified by the SEND Code of Practice (2014, s6:3) are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical

Behavioural difficulties do not necessarily mean a child or young person has SEN and should not automatically lead to a child being registered as having SEN.

*The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.*

## **2 Implementation**

### **2.1: Roles and Responsibilities of the Special Educational Needs Co-Ordinator (SENDCO)**

The code identifies that the roles and responsibility of supporting children with special educational is a matter for the whole school, including the Governing Body, Head Teacher, School Leadership, Teachers, Support Staff and the SENDCO. Provision for pupils with SEN is a shared responsibility.

Our current SENDCO is Mes Birch. Their role involves:

- Managing the day to day operation of the policy;
- Co-ordinating the provision for pupils with SEN;
- Liaising with teachers to ensure early intervention of pupils with SEN;
- Liaising with the Head Teacher to discuss the deployment of the school's delegated budget and other resources to meet pupil's individual need effectively;
- Liaising with Teachers to support and advise on pupils with SEN;
- Maintaining the SEN Register within school;
- Liaising with parents/ carers of pupils with SEN;
- Completing documentation for Outside Agencies and the Local Authority;
- Advising on the Graduated Approach to providing SEN support;
- Ensuring a range of appropriate resources and teaching materials to ensure effective provision is provided for all pupils with SEN;
- Monitoring and Evaluation the special educational needs provision;
- Working with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010), with regard to reasonable adjustments and access arrangements;
- Reporting to the Governing Body;
- Being a key point of contact with External Agencies, especially the Local Authority and its support services;
- Liaising with Early Years Providers, other schools, Educational Psychologists, Health and Social Care Professionals and Independent Bodies;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and to plan a smooth transition.

The primary responsibility to meet the needs of children with SEN remains with the Class Teacher, just as they are responsible for meeting the needs of all children in their class. Teaching Assistants provide direct support to children under the direction of the Class Teacher.

Teachers, with the guidance of the SENDCO, will plan an appropriate differentiated curriculum for those pupils with SEN. Through collaboration, the SENDCO, Class Teachers and Parents/ Carers, will write Individual Education Plans (Assess, Plan, Do, Review Plans) to ensure appropriate provision and targets are set for each child with SEN.

## 2.2: Designated Roles in School

**All staff in school have responsibilities for pupils with a special educational need.**

The SENDCO is Mrs Birch (KS2 Class Teacher).

The designated teachers for Safeguarding and Child Protection are: Mr Clough (Head Teacher), Mrs Twist (Deputy Head Teacher), Mrs Middleton (Assistant Head Teacher), Mrs Stephens (Family Support Worker), Mr Baron (Class Teacher) and Mr Hargreaves (Breakfast and After-School Manager).

The designated members of staff responsible for managing pupil premium are Mr Clough (Head Teacher) and Mrs Dempsey (DAPs Lead).

The designated member of staff for Looked After Children is Mrs Stephens (Family Support Worker).

The designated member of staff for children with medical needs is Mrs Twist (Deputy Head Teacher).

## 2.3: Implementing High Quality SEN Provision

At Stanah Primary, we value the importance of Early Intervention. Class Teachers use our '7 C's Initial Concern' forms to help identify pupils, who may have additional needs, or require additional provision. Working alongside the SENDCO, Class Teachers and Parents/ Carers use the Graduated Approach to identify a pupils need, provide appropriate resources, set suitable targets and regularly assess the impact of what has been put in place. Working alongside the SENDCO, in a period of assessment and review, class teachers will monitor the success of interventions and agreed actions. From this, a decision will be made as to whether the child requires an individual education plan (APDR).

## 2.4: Access to the Curriculum

Our Stanah Curriculum immerses children within cross-curricular topics, that make purposeful links to each subject within the National Curriculum. Our broad and balanced curriculum is differentiated to ensure all children can access their learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, in order to meet the pupils' diverse learning needs and remove barriers to learning. Where possible, pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. All pupils, including pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

## 2.5: Stanah Primary School – Provision Maps

At Stanah Primary School our provision is mapped through individual education plans and through the online software 'Provision Map'. The school, through the SENDCO, accesses and allocates other resources or provision for children with SEN. The provision map for the academic year 2023-2024 is currently under construction.

- Advice from the involvement of the Educational Psychology Service. Our Educational Psychologist works with the SENDCO and other staff to assess the needs of children at School SEN support.
- The advice and involvement of any other agencies dealing with a specific child e.g. Health Services, Social Services, Education Welfare etc.

The school's Family Support Worker (Mrs Stephens) also arranges Team Around the Family meetings with these agencies and sets up any more frequent meetings, as necessary, to deal with a child's specific need.

## 2.6: Medical Needs

The school has Medical Health Care Plans in place for children who have medical needs. These are currently completed by Mrs Twist in correlation with the School Nurse and parents. They are then shared with the class teacher and any other relevant staff, i.e. welfare, teaching assistants etc. Staff are given training on Epi-pens and other medicines from the school nurse. Staff across school are Paediatric First Aid trained. Training is kept up to date and will reflect the needs of the pupil.

### **3. IMPACT**

The progress of all children with SEND is constantly under review through formative and summative assessment. Teachers, teaching assistants, parents and the SENDCO regularly review and discuss a child's success towards their learning targets and the provision provided to achieve them. Data is analysed and discussed at Pupil Progress Meetings.

The SENDCO will observe children with SEND, when working in their classrooms, in small groups and during transition times and will provide appropriate feedback to staff.

All children, who are on the SEN Register will have a review meeting at least once per term to discuss strategies, resources and next steps.

#### **3.1: Assessment and Review Process: Arrangements for Co-ordinating the Educational Provision for Special Needs**

At Stanah Primary, we follow The Graduated Approach to assessing and reviewing a pupil's need, as outlined in the Special Educational Needs Code of Practice (2014). The Code of Practice sets out a four-part cycle:

#### **Assess, Plan, Do, Review (6.45-6.56)**

##### **Assess:**

Teachers, teaching assistants and the SENDCO will form a clear analysis of pupils' need, in collaboration with parents and relevant agencies, where appropriate.

##### **Plan:**

Parents, Teachers, Teaching Assistants and the SENDCO work together to note concerns, observations and next steps. Appropriate learning targets, support and resourcing are agreed upon.

##### **Do:**

The Class Teacher remains responsible for working with the pupil on a daily basis and will plan, teach and assess the impact of support. Mrs Twist and Miss Birch (SENDCO), will support as necessary.

##### **Review:**

Progress towards learning targets and the effectiveness of strategies/ support provided are reviewed. Clear information is provided on the impact of support given. Changes are made as necessary and new targets will be formed, when appropriate.

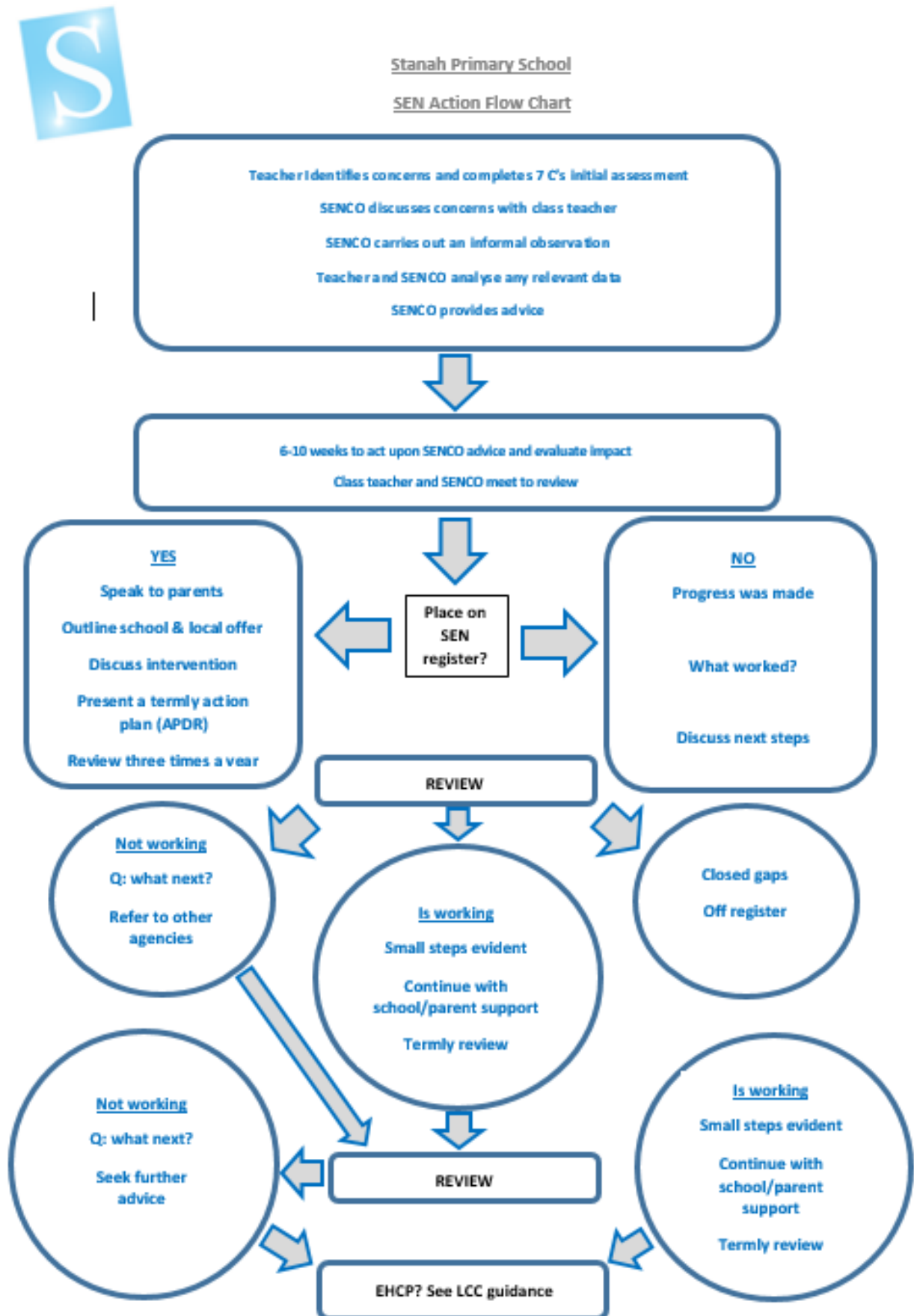
#### **3.2: Educational Health Care Plans**

Only a small minority of children will have needs severe enough to progress onto an Educational Health Care Plan. The Local Educational Authority (LEA) consider the need for an EHC Plan and arrange, monitor and review the provision. The EHCP describes the child's particular needs, the provision to be provided and the objectives being worked towards. The specific targets and strategies to achieve these are drawn up as an Action Plan.

Further details on provision for pupils with SEN can be found in the SEN information document.



### 3.3: Stanah Primary School: SEND Action Flow Chart



## 4. Other useful information

### 4.1: SEN Information Document

This report can be found on the school website. It outlines the provision Stanah Primary School makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

### Continuing Professional Development

The SENDCO regularly attends Local Authority and Co-Ordinator training. Information is passed onto colleagues through staff meetings and at regular review meetings. Our SENDCO delivers INSET and staff meetings to update staff on any changes regarding SEN. Subject Coordinators and the management team are aware of the needs of children with SEN and make provision for them in their planning, monitoring and assessment.

Staff receive ongoing training from the LA, outside agencies, the SENDCO and the SMT to support their understanding and ability to deliver an appropriate curriculum for all of our children.

### The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEN provision at school level within one week of the complaint being made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCO/ Deputy Headteacher and/or Headteacher becomes involved. Parent Partnership may also become involved at this stage. If the complaint is still unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act. The Governing Body will consider the complaint, after which, if necessary the Local Authority will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

This policy is reviewed annually.

Next review date is September 2024.