



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

### **Vision Statement**

In a safe and caring Christian setting, through inspirational teaching, challenge, awe and wonder, this school's goal is to enable all children to become confident life-long learners to achieve their full potential.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) 3.66 and has been written with reference to the following guidance and documents.

- Equality Act 2010: Advice for Schools (DfE 2013)
- Special educational needs and disability code of practice: 0-25 years (DfE 2015)
- School SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (DfE 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (DfE 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Children and Families Act 2014.

### **Definition of special educational needs (SEN) taken from Section 20 of the Children and Families Act 2014.**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to be within the *definition at (a) or (b) above* when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she will be taught is different from a language (or form of language) which is or has been spoken at home.

Not all learners with disabilities have special educational needs (SEN) and not all learners with SEN meet the official definition of disability but this policy covers all of these learners. Pupils have SEN if they have a learning difficulty or disability that requires additional support, that is, more than that normally offered in a classroom.

### **Development of policy**

This policy was developed in consultation with key stakeholders, including governors, staff and parents/carers and families of the children at Rauceby C E Primary School (Academy) and it reflects the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years.

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disability needs, and those needs are made known to all who are likely to teach and support them. The school will use its best endeavours to ensure that staff in the school are able to identify and provide for those pupils who have special educational needs, or disability needs, to allow them to join in the activities of the school together with pupils who do not have those needs, so far as is reasonably practical

and compatible with the pupil receiving the special educational or disability provision and the efficient education of the pupils with whom they are educated.

## **1. Aims and Objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2015.

### **Responsibilities**

*“Every teacher is a teacher of every child or young person including those with SEN.”*

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

### **Objectives**

Staff members seek to:

- identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- monitor the progress of all pupils in order to aid the early identification of pupils with SEND. Continuous monitoring of those pupils with SEND by staff will help to ensure that they are able to reach their full potential.
- make appropriate provision to overcome identified barriers to learning and ensure pupils with SEND are given full access to the National Curriculum. This will be co-ordinated, monitored and reviewed by the SENCO to ensure that appropriate targets are being set and pupils' needs are catered for.
- work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- work with the support of outside agencies when pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS).
- create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through opportunities such as school council, residential visits, school plays, sports teams and play partners at break times.

## **2. Responsibility for the coordination of SEND provision**

- The governing body, in conjunction with the Headteacher, is responsible for the school's general policy and approach to provision for SEND children, including the allocation of resources.
- The person responsible for overseeing and coordinating the provision for pupils with SEND is the SENCO;

## **3. Arrangements for coordinating SEND provision**

The SENCO will maintain details of all SEND records for individual pupils.

All staff can access:

- The School SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification of SEND in the Code of Practice;
- Information on individual pupil's special educational needs, including pupil profiles, targets set and copies of their provision map;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information available through Lincolnshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special educational needs and disabilities and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

#### **4. Admission arrangements**

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND; those with Education, Health and Care Plans and those without.

#### **5. Specialist SEND provision**

We are committed to whole school inclusion. In our school we support pupils with a range of special educational needs and disabilities. We will seek specialist provision and training from SEND services where necessary.

#### **6. Facilities for pupils with SEND**

Please see the school accessibility plan.

#### **7. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to the school's budget. For those pupils who receive an Education, Health and Care Plan (EHC Plan), additional funding may be available through the local authority at their discretion. Parents have the right to apply for extra funding. It is the responsibility of the SENCO, senior leadership team and governors to agree how the resources are utilised.

#### **8. Identification of pupils' needs**

##### **Identification**

See definition of Special Educational Needs at start of policy.

##### **A graduated approach:**

##### **Quality First Teaching**

- a) Any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it will be determined the level of provision the pupil will need.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The pupil may be recorded by the school as being under observation due to concern by parent or teacher (and parents will be informed if this is the case) but this does not automatically place the pupil on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parents' evenings are used to report and discuss the progress being made by pupils.

## **Record of Concern**

A Record of Concern should be completed where a child's class teacher in consultation with parents concludes that a child may need further support to help their progress. The teacher should seek the help of the SENCO. The teacher and the SENCO should consider the teacher's reasons for concern alongside any information about the child already available to the school.

To help inform the decision on the nature of the additional help that might be needed by the child the class teacher should collect all the available information about the child and seek additional information from the parents. In some cases outside professionals from health or Social Services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If the pupil is looked after by a local authority, the SENCO should liaise with the teacher who is designated to oversee the education of looked after children in the school.

The triggers for intervention through *SEND Support* could be the concern, set out in the Record and underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing Literacy or Numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of a differentiated curriculum (and appropriate materials/equipment)
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

The SEND criteria will aid teachers' assessment and judgement of a child's attainment and progress. This evidence required will normally already be available through teachers' planning, recording and assessment files.

It is at this point that the SENCO and class teacher should decide whether the child would benefit from SEND Support. If so, the child should be placed on the school's SEND Register. The SENCO may also discuss the child's needs with an external specialist.

## **SEND Support**

According to their identified needs, pupils will be designated as needing;

- SEND provision within school supported by a Rauceby Education Plan (REP)
- SEND provision supported by an Education, Health and Care (EHC) plan, drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle that enables provision to be refined and revised. It helps to identify the most effective interventions to support the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis is to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and possible interventions are developed. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### ***Plan***

Planning will involve consultation between the teacher and parents, and where necessary the SENCO, to agree interventions and support the impact on progress, development and or behaviour that is expected and also to agree a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. The SENCO will be available for planning meetings if required and will always attend EHC reviews and planning meetings.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***Do***

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions, Support with further assessment of the pupil's capabilities, problem solving and advice is available from the SENCO.

### ***Review***

Reviews of a pupil's progress will be made regularly and three times per year as a minimum. The review process will evaluate the impact and quality of the support and interventions. It will take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and projected outcomes based on the pupil's progress and development making amendments where necessary.

Education, Health and Care Plans are subject to an annual review, which may be attended by the Headteacher , SENCO, class teacher and parents. The pupil's voice will always be sought and shared in the appropriate way taking into account the needs of the pupil.

## **Referral for an Education, Health and Care Plan**

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assess that need, to plan provision and identify resources, is required.

The decision to make a referral for an Education, Health and Care Plan is the responsibility of the SENCO and Headteacher and can be made at any time where there is sufficient evidence to indicate this is the appropriate course of action.

The application for an Education Health and Care Needs Assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals and paediatricians
- Educational professionals eg: Educational Psychologist
- Speech and language therapists
- Physiotherapists and Occupational Therapists
- Specialist Teaching Team

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care chosen by the Local Authority about whether or not the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. The LA has

the responsibility to make EHC assessments and draw up EHC plans. The LA must undertake an EHC Needs Assessment within 20 weeks of receipt of request.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/>

### **Education, Health and Care Plans**

- a. Following EHC Needs Assessment, an EHC Plan will be provided by Lincolnshire County Council, if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, outside agencies and the pupil. The annual review enables provision for the pupil to be evaluated and if it is felt a change is needed (for instance increasing or reducing the level of support) an application to amend the EHC will be made to the LA.

### **9. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to specialist SEND provision provided by the school if necessary taking into account the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will make arrangements with the class teacher for support to take place outside the classroom. Parents will be consulted at all stages.

Regular training and learning opportunities for staff on the subject of SEND and SEN teaching are provided both in school and across partnership schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Rauceby School ensures that individual or group tuition is available where it is felt pupils would benefit from this provision.

Appropriate individual targets are set that motivate pupils to do their best and celebrate achievements at all levels.

### **10. Inclusion of pupils with SEND**

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, with regard to individual pupils, from external support services through the termly meetings.

### **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion, pupil progress meetings and parents' evenings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which is updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. Provision is evaluated at Rauceby Education Plan reviews and in Pupil Progress meetings between the class teacher and Assessment Leader/SENCO.

### **12. In-service training (CPD)**

Rauceby School aims to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, and ensures all teaching and support staff receive appropriate training.

Rauceby School recognises the need to train all our staff on SEND issues and make funds available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

### **13. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the pupil's parents.

### **14. Working in partnership with parents**

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with special educational needs or disability needs will be treated as partners and supported to play an active and valued role in their children's education.

Rauceby Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- b) continuing social and academic progress of pupils with SEND;
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support can be provided.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time, in writing, in relation to SEND matters.

### **15. Links with other schools**

The SENCO attends termly SEND briefings, which enables the local authority to share advice, expertise, training and development activities. Support and advice is also shared with SENCOs from our partnership schools in regular cluster meetings.

#### **Transfer arrangements**

- SEND records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective secondary school.
- Learners with SEND are given additional visits to secondary providers if required, so that they can feel confident about the new situation with which they will be faced.
- Representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase.
- SENCOs from receiving secondary schools attend meetings at the school with the school's SENCO to discuss detailed information regarding children with SEND. This is in addition to usual meetings with secondary school representatives in the summer term prior to transfer.
- The learner's REP or EHC plan will be reviewed shortly before transfer to secondary school and amended if appropriate.
- The SENCO from the receiving school often attends a final review meeting if that school has been specifically named in a child's EHC plan.

### **16. Links with other agencies and voluntary organisations**

Rauceby Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Lincolnshire Educational Psychology Service
- The Emotional and Behaviour Support Service (EBSS)
- Child and Adolescent Mental Health Service (CAMHS)
- Grief and Loss
- Social Services
- Speech and Language Service

- Specialist Outreach Services

In cases where a pupil is under observation or is a cause for concern, focused meetings will be arranged with the appropriate agency.

Rauceby Primary School is currently a member of NASEN, which provides additional information about Special Educational Needs and Disabilities.

### **Complaints**

If parents or pupils are dissatisfied with the support provided they should discuss their concerns informally with the appropriate member of staff, usually the class teacher in the first instance. If this does not resolve the situation, then the SENCO should be contacted, followed by the phase leader, Deputy Headteacher and Headteacher. If, however, this does not resolve the situation then they should make a formal complaint using the school's complaints procedure which can be obtained from the school office.

Head teacher:

Mr David Manby

Special Educational Needs Co-ordinator (SENCO):

Mrs Sally Burge (National Award for SEN - NASC)

SEN Governor:

Mrs Angela Naylor

Reviewed by: SENCO/Headteacher/SEN Governor

Approved by: Full Governing Body, June 2017

Next Review: June 2018