SHANKLEA PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy

Policy Control Details			
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Shanklea Primary School

Special Educational Needs and Disability (SEND) Policy

Introduction

Shanklea's SEND statement.

As with all local maintained schools, Shanklea Primary School has a duty and commitment to meeting the needs of pupils with Special Educational Needs and Disabilities and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. It is important to us that the needs of pupils with a Special Educational Need/s and Disabilities are met in a mainstream setting, wherever possible, where families want this to happen.

At Shanklea Primary School, we uphold the highest commitment to supporting, challenging and nurturing all children to enable them to achieve at school. This is done through Quality First teaching in the classroom, by our Teaching and Support staff. In some cases, it may benefit our children to access further help and support in a specific way. If there is a need for a child to have access to specific styles of learning and support, to remove a barrier to learning, this will be done through a graduated approach. This will be initiated by the class teacher and/or parent, and supported by the trained SEND Team and, where appropriate, by external specialists. We work in a flexible way to develop effective partnerships with children and their parents/carers in order to ensure that they are central to any decision making with regards to the additional needs of the pupil. Alongside this, we act upon advice from external specialists from education and health to ensure we can meet a broad range of needs. We work in close partnership with stakeholders at every juncture and strive towards achieving an excellent team around the child.

The SEND aims of the school.

• To ensure that all pupils have access to a broad and balanced curriculum.

• To provide a differentiated curriculum appropriate to the individual's needs and ability.

• To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.

• To ensure that SEND pupils take as full a part as possible in all school activities.

• To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.

• To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

At Shanklea Primary School we believe in achievement, ambition and progress and endeavour to foster a culture of enquiry and life-long learning for children of all needs and ability.

This policy was developed by school SENCOs in consultation with the Governing Body, parents and families. It reflects the SEND Code of Practice, 0-25 guidance.

The school SENCOs are:

EYFS Laura Morris (Early identification)

KS1 Mrs Deborah Allen-Coope

KS2 Mrs Claire Crowther

The Headteacher, Mrs Helen Brown has overall responsibility SEN provision within the school.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 201: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN.
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making.
- ✓ Focuses on high aspirations and improving outcomes for children.
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support.
- ✓ Gives guidance for education on a **Graduated Approach** to identifying and supporting CYP with single Special Educational Needs (SEN Support) - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

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

> *Xiii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
>
> *Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
>
> - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
> - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with *'…a physical or mental impairment which has a long-term* (more than 12 months) *and substantial adverse effect on their ability to carry out normal day-to-day activities'.* This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

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

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's wellbeing and development. Shanklea's SEND Offer provides further information about the agencies we work with.
http://www.shanklea.northumberland.sch.uk/website/send/98608

Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEN provision in Early Years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

> *"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".*

Some children arrive at our school with identified SEN, in which case the SENCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If parents, pupils or teachers have concerns about pupil progress or emotional wellbeing, they can share their views through an 'Initial Concerns' document developed with the support of the class teacher and/or SENDCo. There is a period of monitoring and review, including an analysis of the child's progress compared with local and national data where appropriate. Following this review period, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEN and will be placed upon the school SEN register and appropriate provision will be made. Personalised provision is developed in consultation with the pupil, parents and teacher/SENDCo and is recorded in the form of a Pupil Passport (Early Years and KS1) or Profile (KS2 upwards). Children will be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until pupils, parents and teachers agree that SEND intervention is no longer required.

SEN Support

Where a child is identified as having SEN we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

A Pupil Profile/Passport is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly.

Parents are invited to discuss the Profile/Passport; their child's progress and the support and targets. *Class teachers and the SENDCo are available for further discussion by appointment through the school office.*

We adopt a Graduated Approach with four stages of action: Assess, Plan, Do and Review this means:

- Assess - in identifying a child as needing SEN support, the early years practitioner/ class teacher, working with the SENCO, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, where an *Assess, Plan, Do, Review* cycle has been initiated, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

- Plan - Where it is decided, by pupils, parents, teachers/SENDCo, it is appropriate to provide additional / SEN support, the stakeholders involved define the desired outcomes, both short and long-term. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded, in detail, on the Pupil Profile/Passport.

- Do - The Early Years practitioner/ class teacher remains responsible for working with the child on a daily basis. In the first instance, the child will receive Quality First teaching at Shanklea. With support from the SENDCo, they oversee the implementation of the interventions or programmes agreed as part of additional / SEND support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the child. The SENDCo should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

- Review - The effectiveness, impact and quality of the support/interventions is reviewed, in line with the agreed date, by the class teacher and SENDCo, making central, parents and pupil views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

A summary of Shanklea's Graduated Approach to SEN

Shanklea follows the Northumberland Graduated Approach to supporting pupils with SEND. Shanklea's information policy describes the approach in detail in parent friendly wording to support parents and pupils with understanding their entitlement, according the 2018 Northumberland County Council Local Offer.

Most learners will have their needs met through the funding usually available to the school or setting. All schools are expected to provide the first £6000 of any support required (Early Years funding arrangements are different). All learners are entitled to quality first teaching within their classrooms. There are then a number of 'stages' through which a school or setting might suggest your child progresses, depending on the success of the interventions that have been tried:

Initial concerns:

This is when someone expresses a concern that the child is potentially facing challenges with learning and their progress is slower than would be expected. Anyone, including parents, pupils or teachers, can express a concern. Once a plan is agreed to help the child, two cycles of assess, plan, do, review (APDR) will take place, likely to be one term each. For many children, the plans will have a good impact and any barriers to learning will be addressed using these early and low level interventions.

SEN Support - Profile/Passport

At the early stages of SEN Support, the pupil and parent/s will be invited to complete a pupil profile/passport with the SENDCo. This is a way of the school/setting recording the child's strengths and barriers to learning, and planning and communicating the support and provision necessary. This document will be used by the school/setting to ensure everyone working with the pupil knows how best to support them. Following two cycles of this profile/passport, if it is agreed at the review that progress is still not in line with what is expected, then the child should move onto a SEN Support Plan.

SEN Support - SEN Support Plan

At this stage, a more structured and detailed plan will be made which allows the needs of the child to be set out clearly. Parent and pupil views will be taken into account and there will be clear, measurable outcomes. Support at this stage may continue to come from within the school/setting, but school also might call on outside specialists for advice. This may include some individual support for learning, and more specialist interventions recommended by a suitably qualified person. People who might be involved at this stage are

Educational Psychologists, Specialist Teachers from the SEND Support Services, Speech and Language Therapists, Occupational Therapists, Physiotherapists etc. This will all be detailed in the plan. The plan will run for at least two cycles, with a review process after each cycle involving all concerned.

Consideration of Statutory Assessment (COSA)- Leading to an EHCP.

If, after two cycles of SEN support, the pupil continues to show a level of special educational need over and above what a mainstream school is expected to meet from within their own resources, the SENCDo will liaise with pupils, parents and teachers to make a request for support via a 'COSA form' which collects information around what difficulties the child is experiencing, how Shanklea has been supporting them and what impact the support has had.

COSA forms are sent by the Shanklea SENDCo to the SEN Team at Northumberland County Council and go before a SEND Commissioning Panel. A successful application will lead to an Educational and Health Care Plan (EHC) which will support the child, in education, up to the age of 25 years old.

Home School Partnership

- All parents and/or carers are invited to meet with their child's class teachers *at least termly* as well as receiving an annual report. Parents of children identified as having SEN are also invited to a further consultation, at least, once a term at which their child's progress, Intervention and Passport/Profile detailing the additional support, interventions and targets are discussed and agreed.

- Throughout the year, parents will have the opportunity to attend curriculum events and parent workshops.

Pupil Views

- Children's views matter to us. All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEND pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

- For their Annual Review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the Inclusion Team.

In order to ensure the most effective 'SEND' provision, the SENDCo Inclusion Manager has the following procedures in place:

- *Weekly meetings with the Head teacher.*
- *Weekly meetings with the SLT (including the Head teacher, Deputy Head)*
- *Weekly meeting with EYFS leader*
- *Termly meeting with the Governor responsible for SEN.*
- *Half termly meetings with all Class Teachers to discuss children on the SEN register and their provision, as well as further meetings and discussion as required.*
- *Pupil progress meetings*
- *Regular meetings with the Learning Support Assistants and TAs.*

Staff Development:

The school is committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

Safeguarding:

The school is committed to safeguarding all pupils and, in line with Keeping Children Safe in Education (DfE 2018), Shanklea understands the elevated importance of safeguarding children with Special Educational Needs and/or Disability. Shanklea is aware that behaviour, mood and injury may relate to possible and not just their SEN or disability. Pupils with SEND are at higher risk of peer group isolation and a disproportionate impact of bullying and difficulties with communication. Shanklea provides extra pastoral support and mentoring for children with SEN and disabilities.

Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjuncture with other school policies particularly:

- Attendance Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Safeguarding Policy
- SEND Information Report

Appendix 1 Broad areas of need: From Code of Practice (0-25) 2014

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2 Northumberland Local Offer.

In 2018, schools, parents and learners have worked together to co-produce this document which identifies the important elements of supporting children and young people with special educational needs and disabilities in our mainstream schools.

Good inclusive practice is about:	What is important to families and learners, and what schools will provide:
Ethos A firm commitment to identifying and understanding the needs of individual children.	● A shared culture of inclusion across all areas of the school ● The child's and parent's/carer's aspirations will be central to planning support, and always taken into consideration, fitting with the ethos of 'nothing about us without us' ● The child's 'voice' will always be heard ● A differentiated or alternative curriculum being offered to those who need it ● Staff who are committed to ensuring that all aspects of equality and diversity are taken into account and that all children have the opportunity to be included in the full range of both educational and extracurricular activities ● An individual approach to thinking about the school environment, including the classroom environment, and the way it affects learners
Communication Open and honest communication is of utmost importance and is underpinned by 'the right communication at the right time'.	This includes: ● A two-way process between home and school ● Approachable staff and timely, sensitive communications ● Regular opportunities to discuss the child's needs ● Written communication about provision and progress ● Discussions and consent for making timely referrals to appropriate services ● Good communication between staff in schools to ensure that everyone is aware of a child's individual needs and can therefore provide consistent support ● Collaboration and good communication with professionals and other services to support the individual needs of the child ● Close working and liaison between SENCOs and other relevant professionals at key times of transitions
Provision All children and young people have an entitlement to 'the right provision at the right time' and they will have this within our mainstream schools, with suitable adaptations and increasingly specialist support being made available.	● Quality first teaching which supports children being engaged in lessons with their peers ● A flexible approach to differentiating according to individual need ● Easy access to a variety of resources which are matched to individual need ● Well trained, skilled teachers who understand their responsibilities as teachers of ALL children ● Appropriate assessment measures which support a flexible approach to meeting need ● Cycles of support which are reviewed and changed as

	needed ● Advice from specialists, when it is needed