

Policies & Procedures

Special Educational Needs & Disability Policy

Date policy approved	November 2018
Approving body	Local Governing Body
Next review date	November 2021
Previous review date	



Part of





St. Chad's C of E Primary School

'In the light of God, we care, we share, we laugh, we learn'

Special Educational Needs and Disability Policy

'This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**.

It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Inclusion Statement

The staff at St. Chad's CE Primary School are committed to the inclusion of all pupils. We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable learning challenges for every pupil
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs or disabilities (SEND).
 - Some pupils in our school may be underachieving but will not necessarily have a SEND. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have SEND and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Rationale

This policy follows the SEND Code of Practice (2014).

All pupils at St. Chad's CE Primary School have access to a broad, balanced and relevant curriculum whatever their individual needs; we aim to provide an environment in which every child can develop to their full potential. All pupils with SEND are fully included in the educational and social life of the school.

At St. Chad's all staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND. These additional needs may be in relation to learning, behaviour, communication or a physical disability. We recognise that some children may require additional support with a specific subject area, or many have more global needs. Any identified need may require additional support on a long or short term basis. SEND also covers those children who are gifted in one or more curriculum area. The SEND Code of Practice identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one of the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

English as an Additional Language (EAL) is not considered a SEND. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

Timely and appropriate intervention to support pupils with SEND will always take account of the need to maintain pupils' self esteem and self confidence. Often the provision will take the form of a differentiated curriculum within the class, sometimes for a short period, sometimes for a considerable length of time. In other instances greater support might be necessary in which case we would work in partnership with external agencies to support pupils with SEND.

At St. Chad's all parents are fully involved as partners in their child's learning and in supporting the early identification of SEND if required. Pupils are actively involved in their own learning. Parents, and children where appropriate, participate in regular reviews in relation to any identified additional needs. Pupil's views are collected in a way appropriate to their age and needs.

1. Identification, Assessment and Provision

Where a pupil is identified as not making expected progress or as having SEND, school takes action to remove barriers to learning and puts effective provision in place. This support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this the cycle of assess, plan, do and review is adopted.

Pupils identified as not making expected progress or as having SEND will be supported at a level appropriate to their needs, as detailed below.

STAGE 1 – Vulnerable Learners

Stage One constitutes well-differentiated, quality first teaching. This includes, where appropriate, the use of Wave 1 or Wave 2 Interventions. At this stage all vulnerable learners in school will be included on a whole-school provision map.

Stage One provision includes:

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with SEND. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- Analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services

- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of FFI. This provision map is updated termly through meetings between the teachers and SENDCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency, if appropriate, where it is suspected that a SEND is significant.

Curriculum Access and Provision for Vulnerable Learners

Where children are underachieving and/or identified as having SEND, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- Teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- Individual class support / individual withdrawal
- Small group withdrawal
- Bilingual support
- Further differentiation of resources
- Homework/learning support club
- Support and advice from SENDCO

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENDCO and senior leaders
- Ongoing assessment of progress made by intervention groups
- Scrutiny of pupils' work and, where appropriate, teachers' planning
- Pupil progress meetings
- Informal feedback from all staff
- Discussions with pupils when evaluating and writing new Pupil Passports
- Pupil progress tracking using B Squared assessment data where appropriate
- Monitoring and evaluating Pupil Passports
- Attendance records and liaison with Educational Welfare Officer (EWO)
- Regular meetings about pupils' progress between the SENDCO, senior staff and the Headteacher
- Headteacher's reports to governors

STAGE 2 – Children with Special Educational Needs and/or Disabilities

Stage Two constitutes additional SEN Support as well as everything listed in Stage One and includes:

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school – i.e. they have a special educational need as defined by the SEND Code of Practice.
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional funding for inclusion (FFI), for which an application needs to be made to the Local Authority, to ensure their underlying SEND is being addressed. This may particularly be the case where external agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her SEND, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.

- Annual FFI reviews in collaboration with parents and children.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

STAGE 3 - Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for FFI
- An Education Health and Care Plan will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice and with Leeds' policy and guidance, particularly with regard to the timescales set out within the process.

Where appropriate, children in Stage 1, 2 and 3 will have a Pupil Passport

A Pupil Passport will be completed in collaboration with the class teacher, pupil, parents and anybody involved from external agencies.

- Pupil Passports include information about what the child likes, feels are their strengths and areas for improvements.
- Pupil Passports are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SENDs. They are seen as a working document which can be constantly refined and amended.
- Pupil Passports will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Outcomes will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Pupil Passports will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Pupil Passports will be based on informed assessment and may include the input of external agencies.
- Pupil Passports have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Pupil Passports will be time-limited – and reviewed at least termly; there will be an agreed “where to next?”
- Pupil Passports will have a maximum of three outcomes with suggested steps and strategies towards achieving the outcomes.
- Pupil Passports will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

In agreeing the staged arrangements detailed above, the school has taken into account the following statements and definition:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

*“Special educational provision is educational or training provision that is **“additional to or different from”** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEND Code of Practice (2014)

“This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEND Code of Practice (2014)

2. Roles and Responsibilities

The name and contact details of the SEND co-ordinator is

Mrs Nicola Slorach nicola.slorach@stchadsprimary.net

The name and contact details of the Designated Teacher for children is

Mrs Nicola Slorach nicola.slorach@stchadsprimary.net

Class Teachers

Liaise with the SENDCO to agree:

- Which pupils in the class are vulnerable learners
- Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have SENDs.
- Which pupils (also on the provision map) require additional support because of a SEND and need to go on the school's SEND register. Some of these pupils may require advice/support from external agencies.

Secure good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for pupils with SEND to be working on agreed outcomes which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2014)
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- Liaising with parents/carers at their earliest convenience.

SEND Co-ordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENDCO oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for pupils with additional needs* (*this includes pupils both Vulnerable Learners and pupils listed as having SEND)
- Identifying on this provision map a staged list of pupils with SEND – those in receipt of additional SEN support from the schools' devolved budget, those in receipt of FFI and those with Education Health and Care plans
- Co-ordinating provision for children with SEND
- Liaising with and advising teachers

- Managing other classroom staff involved in supporting pupils with additional needs
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan.
- Carrying out referral procedures to the Local Authority to request FFI and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a SEND which will require significant support,
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils.
- Monitoring the school's system for ensuring that Pupil Passports, where it is agreed they will be useful for a pupil, have a high profile in the classroom and with pupils (see section above on Pupil Passports).
- Evaluating regularly the impact and effectiveness of all additional interventions for learners with SEND
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCO network meetings and training as appropriate
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within school).
- Liaising closely with a range of external agencies to support pupils with additional needs.

Headteacher

The Headteacher will ensure that the Governors are kept informed about SEND provision in the school. The Headteacher also has responsibility for the day-to-day management of all aspects of SEND provision, giving necessary advice and support to the SENDCO.

Governors

It is the responsibility of the Governors to ensure that the school is meeting the requirements of the 2014 SEND Code of Practice. It is also their responsibility to allocate sufficient budgetary provision to meet the needs of all SEND children. It is the responsibility of the SEND Governor to liaise with the SEND Co-ordinator.

3. Expertise and Training

In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENDCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

- We regularly self-evaluate our inclusion and SEND strengths and areas for development. Priorities are identified and built into the School Improvement Plan.

4. Partnerships

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of SENDIASS, the service in Leeds that supports parents of children with SEND
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

Partnership with Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and how they best learn
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- (For some pupils with SEND) monitor their success at achieving the outcomes on their Pupil Passports

Partnership with Outside Agencies

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care.
- We seek to respond quickly to emerging need and work closely with other agencies including:
 - Speech and Language Therapist
 - Behaviour Support Team
 - SENSAP
 - Educational Psychology Service
 - SENIT
 - Sensory Impairment team
 - Local NHS services
- In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with SEND in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the SEND of a pupil are very specific (eg autism, visual impairment etc).

Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year prior to them leaving, will offer transition meetings to pupils in receipt of additional SEND support where this is appropriate. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review.

A transition plan will be agreed, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and school support. Pupils will be included in all whole class 'transition days' to the next phase but may also be offered additional transition visits.

- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve external agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCO will liaise.

5. Additional Information

Admission Arrangements

No child will be refused admission to school on the basis of his or her SEND, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

(See 'St. Chad's C.E. Primary School – Admissions Policy')

Complaints Procedure

The school has well established procedures for dealing with parental complaints. These are detailed in the school Complaints Policy.

Links with Other Services

Effective working links will also be maintained with:

- Educational Psychology Service: Contact Number: 0113 378 5163
- SENDs Inclusion Team: Contact number: 0113 378 5431
- SENDIASS: Contact number: 0113 378 5020
- Speech and Language Therapy: Contact number: 0113 843 3650
- Virtual School for Looked After Children: email: virtualschool@leeds.gov.uk
- Child Health and Disability Occupational Therapist Team Contact number: 0113 2224403
- SENSAP (all areas): Contact number: 0113 378 5256
- Sensory Services: DAHIT: Contact number: 0113 378 5296
 - VIT: Contact number: 0113 395 0556
 - Deaf Start: Contact number: 0113 378 5346

The school's Information Report is available to view on the school's website.

The Local Authority Offer is available on Leeds City Council website:

<https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>