

Castor C.E. Primary School

Policy Name: Special Educational Needs and Disability Policy

Committee Responsible for Policy: Full Governing Body

Policy written by: Special Educational Needs Co-ordinator



Date presented to staff: October 2020 (by email/staff briefing)

Date approved by Governors:

Signature: _____

Review Date: October 2021

Covid amendments February 2021

Where: website, relevant to staff induction, school network – Staff > Policies > Curriculum, Personnel, Pastoral,

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This policy has been informed by the statutory Special Educational Needs and Disabilities Code of Practice :0 to 25 years; updated 1st May 2015.

Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs and Disabilities (SEND)

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

- 2014 Children and Families Act
- Equality Act 2010: advice for schools DFE February 2013
- Schools SEND Information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- National Curriculum in England Key Stage 1 & Key Stage 2 Framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teaching Standards 2012

Introduction

'We have faith in God, ourselves and everyone around us'

In line with our vision, at Castor C of E Primary School we aim to ensure that all children, whatever their individual needs, have the opportunity to take part in all school activities.

When planning, teachers set suitable learning challenges and respond to children's learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on his/her identified needs.

At Castor C of E Primary School we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all their senses and of varied experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions and to take part in learning

Most of the support for children who have SEND will take place within the classroom, however there are times when it is necessary for children to be withdrawn from class lessons for 1:1 or small group intervention support based on their individual needs which will develop their skills and understanding and so help them to overcome barriers to learning.

Castor C of E Primary School aims to raise the aspirations of and expectations for all pupils with SEND. We provide a focus on gaining positive outcomes for children and not just hours of provision and support. The school aims to serve its whole community, by fulfilling its vision through providing an education of the highest quality for all.

Legislation and Guidance.

Section 20 of the Children and Families Act 2014 definition of special educational needs (SEN):

- (1) 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.
- (2) 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.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- (4) 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 is or will be taught is different from a language (or form of language) which is or has been spoken at home.

The **2015 SEND Code of Practice** identifies the need to explore targeted support if a pupil:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions

Special Educational Provision is educational provision or training which is additional to, or different from, that made generally for children or young people of the same age by mainstream school or post-16 institutions.

Within the **2015 SEND Code of Practice**, the levels of support are now classed as **SEN Support** and **0-25 Education Health and Care Plans EHCP**.

Under the **Equality Act 2010** some students with SEN may also have a disability that requires additional or different educational provision to be made for them. This is defined as 'a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. The definition 'long term' is defined as 'a year or more' and 'substantial' as 'more than minor or trivial'. 'Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition'.

Aims and Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work with the guidance from the SEND Code of Practice (2014)
3. To operate a 'whole pupil, whole school' approach in the management and provision of support for special educational needs
4. To provide a SENDCo who will work with the SEND Policy
5. To provide support and advice for all staff working with special educational needs pupils
6. To ensure the views and wishes of children and parents / carers are taken into account

Identification of Special Educational Needs

At Castor C of E Primary School we are committed to the early identification of special educational needs which then helps us to identify what provision the pupil needs.

Identification can occur in the following ways:

- Information from the pupil's pre-school setting
- Parental concerns
- Classroom observations by the teacher, SENDCo, Lead Behavioural Professional or outside agency
- Attainment in termly assessments in reading, writing and maths
- Information from data tracking and Pupil Progress Meetings at three points in the school year
- Patterns of behavioural incidents
- Assessments carried out by internal and external agencies

SEND: Areas of need

As stated in the SEND Code of Practice there are four broad areas of need, although we recognise that pupil's needs may fall into one or more categories.

- 1. Communication and Interaction (C&I):** Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be difficulty expressing themselves (expressive communication). It may be a difficulty understanding what others are saying to them (receptive communication). Some children with Autistic spectrum conditions may struggle to follow and use social rules of communication.
- 2. Cognition and Learning (C&L):** This includes a broad range of learning difficulties including Dyslexia, Dyspraxia and dyscalculia. Some children may experience moderate difficulties (MLD) or severe learning difficulties (SLD). Some children may have profound and multiple learning difficulties (PMLD).
- 3. Social Emotional and Mental Health (SEMH):**
Some children may need additional support to access the curriculum. This may include children with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD). It may also include children without an official diagnosis but who struggle significantly to manage their emotions or anxiety levels and need additional support
- 4. Sensory and or Physical Needs (SI/PD)** Some children with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional support or specialist equipment to access the curriculum, Some children with physical disability (PD) may also need additional and ongoing support to ensure full access to the curriculum.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In line with our school vision and associated values, we identify the needs of pupils by

considering the needs of the whole child which will include not just the special educational needs of the child.

There are many other considerations, alongside potential special educational needs, which may impact on progress and attainment including the following:

- Disability (the code of practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a child who is looked after (CLA)
- Being a child of a serviceman / woman

All of these areas would be considered when adding a child to our SEND record.

All members of staff share the day to day responsibility for children with additional or special educational needs. We maintain close links with parents/carers and other professionals. These links, together with the school's regular observations and assessments of the progress of individual children, provide us with information about areas where a child is not progressing as expected or is experiencing difficulty. Early identification is vital and concerns from parents and/or staff are followed up with the SENDCO.

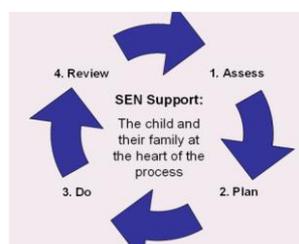
Our Graduated Approach to SEND Support

At Castor C of E Primary School all children are entitled to receive Quality First Teaching and access to a differentiated curriculum. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants in or out of their classroom. It is the responsibility of every teacher to **adapt teaching to respond to the strengths and needs of all children** (Teaching Standards, 2012)

Pupils are only identified as SEND if they do not make adequate progress despite having all the intervention and adjustments and a good quality personalised curriculum. (SEND Code of Practice 0 – 25, Section 6.37)

The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

At Castor C of E Primary School we adopt the ASSESS-PLAN-DO-REVIEW cycle with the child and their family at the heart of the process. As a school we are continually assessing, planning, doing and reviewing our approach to teaching all children. However, where a potential special need has been identified, this process becomes increasingly personalised. It responds over time to a growing understanding of the child's barriers to, and gaps in, learning.



Children with social, emotional and mental health needs

Unacceptable or challenging behaviour is not classified as a Special Educational Need. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) advice may be requested from the Local Authority through an Early Help Assessment (EHA).

All children's behaviour is responded to consistently in line with our school vision which is at the heart of our Behaviour Policy, and where appropriate reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills and ensure that they understand that we have faith in all our children to learn respect for others.

Supporting Pupils at School with Medical Needs

The school recognises that pupils at school with medical conditions should be supported so that they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEN) and may have a statement/EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of practice (2014) is followed. Please find more details in the 'Supporting Children with Medical Needs' policy.

Managing Pupils needs on the SEND Record

		Note of any additional considerations e.g. Looked After Child/English as an additional language / Child in Need/ Child Protection
EHC Plan	Highly Specialist	Where a child or young person's needs are highly complex and require a bespoke placement or highly individualised long term arrangements.
	Specialist	Special Schools for children and young people with long term complex needs. These are supported by a range of outside professionals. Children with long term complex needs who are educated in mainstream settings who are supported by relevant specialist services through consultation, advice or intervention as appropriate.
SEN SUPPORT	Targeted Specialist	Enhanced resource bases located in mainstream schools. Specialist support from a range of professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy, Consultation, Intervention advice and training, Pupil Referral Units.
	Targeted	Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Involvement of professionals from outside the school (e.g. educational psychologists, speech and language therapists, paediatricians) through consultation, assessment and training. Evidence based interventions and child specific approaches in place and reviewed.
	Universal Targeted	Quality first teaching, School's best endeavours. Differentiated curriculum. Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Evidence based interventions run in class and in small groups (plan, do, review cycle). Personalized learning. Consultation, Training.
	Universal	

This chart provides some general information about the different approaches, interventions and professionals who may be involved where children present with different levels of difficulty and complexity.

Any child who is at 'targeted' or 'targeted specialist' level of need will be recorded at SEN support on our information systems. Each child will have an Assess, Plan Do Review-Record (APDR) which documents assessments made of the child, any interventions being implemented, concerns the class team and/or parents may have, review dates and agencies involved. This is regularly reviewed as part of a cyclical process. Every class completes a provision map and this identifies all provision implemented above and beyond quality first teaching. This will include children who may not be recorded as needing SEN support. Every child is set termly targets through a SEND support meeting with the school SENDCO.

Provision for the children who receive SEND Support at Castor C of E Primary School will be monitored closely by the SENDCO and the SLT and will form part of discussions during Pupil Progress Meetings.

The quality of teaching for pupils with SEND, and the progress made by pupils, forms part of the school's performance management arrangements (SEND Code of Practice; 6.4).

For higher levels of need the school can draw upon more specialised assessments and external agencies and professionals. Please find Peterborough's Local Offer at <http://pcc.force.com/LocalOfferPublicPortal>. The purpose of the Local Offer is to enable parents and young people to see what services are available in their area and how to access them.

Provision for SEND during lockdown or post Covid.

Legislation surrounding SEND provision during lockdown is regularly being monitored and updated. The most current advice and actions by the school can be found in appendix 1 at the end of this document.

During lock down the school continued to support children with SEND. Class teachers set work matched to individual needs and linked to the children's APDR which was either delivered virtually or printed off and sent home where families were unable to access the online learning. The class teacher and SENDCo maintained regular contact with families via weekly emails (teacher) and via telephone conversations (SENDCo) to monitor the suitability of work and to monitor the SEMH needs of the children. Form M and risk assessments were completed by the SENDCo so that the school and local authority could monitor the provision being offered. If the school is forced back into lock down the school will operate a similar system.

Post lock down the school is currently offering a full program of support for children with special educational needs and or disabilities. Where the school needs support from external agencies this is being provided remotely. This includes virtual speech and language support and external support from specialist teacher teams and Educational psychologists. School will be providing an early and additional review of provision early in the autumn term

Education, Health and Care (EHC) Plans

If a child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their needs, the school or parents should consider requesting an Education Health and Care assessment. The Local Authority will then consider the evidence of action already taken by the school to inform its decision to undertake the assessment for an EHC Plan.

The EHC Plan is for children and young people aged 0 – 25. It focuses on identifying individual outcomes and puts children, young people and their families at the centre of the assessment, planning and review process.

The majority of children and young people with SEND and disabilities will have their needs met by their local mainstream early years setting, school or college. However, for those with where children's needs are highly complex a needs that cannot be met by the support put in place by their school or college, an EHC plan needs assessment may be required. [An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs, explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. It usually involve a multi-agency support package for children who need more help than a mainstream school, college or nursery would normally provide at the level of SEND support.](#)

If parents wish to apply for an EHC Plan themselves, they can do so following this link;
http://www.peterborough.gov.uk/children_and_families/peterboroughs_local_offer/ehc_plan.aspx

An EHC Needs Assessment Request Form needs to be completed. This can be completed electronically and returned to the e-mail address below. Alternatively, a paper copy can be requested by contacting the SEND Team by telephone 01733 863733/863675 or e-mail SEND Team@peterborough.gov.uk.

Multi-Agency Support

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

Sometimes when support is needed from external agencies the school may decide to complete an Early Help Assessment (EHA). This is a key part of delivering frontline services that are integrated and focused around the needs of a pupil and young person. The SENDCO acts as the Lead Professional and complete an EHA with the parent/carer. This is a standardised approach to conducting an assessment of a pupil's additional needs and deciding how those needs should be met. **The** Lead Professional has access to a EHA coordinator and Multi Agency Support Group Panel to

seek further advice. The school may also contact external agencies directly through the local offer. This may include speech and language (SALT), Occupational therapy (OT), Educational Psychologists (EP), physio, CAMH (support for mental health).

Transitions

All transitions of children with SEND will be managed carefully with extra transition meetings, sharing of relevant records, involvement of parent/carers and the child themselves. These transitions could be starting at Castor C of E Primary School, moving to a new class or moving onto another school.

Monitoring and Evaluation of SEND

The SENDCo and SLT regularly monitor the quality of provision for all children but especially for those with Special Educational Needs. The SENDCo will also gather parent/child's views to regularly audit the provision. The SENDCo will liaise with the Governors and SLT to audit the effectiveness of the SEND policy on an annual basis.

Training and Resourcing

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up post and this includes a meeting with the SENDCO to explain the systems and structures in place around the schools SEND provision and practice and to discuss the needs of individual pupils.

The SENCO attends the Local Authority's network meetings and staff may attend local and/or national training where needed to help support the understanding of the specific cohort and/or individual children.

The Role of the SENDCo

Our school's Special Educational Needs Co-ordinator (SENDCo) Mrs Helen Baig (NASENCo Award)

The SENDCO in collaboration with the Head Teacher and Governing Body plays a key role in determining the strategic development of the SEND Policy and provision in the school in line with the school vision in order to raise the progress and attainment of children with SEND.

In our school the SENDCo:

- Manages the day to day operation of the policy
- Co-ordinates the provision for and manages the responses to children's special needs and disabilities
- Supports and advises colleagues
- Oversees the records of all children with special educational needs and/or disabilities
- Liaises with parents
- Liaises with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision, and reports to the governing body and Local Authority
- Manages a range of resources to enable appropriate provision
- Contributes to the professional development of all staff
- Manages the safe storage of SEND Documentation

The Role of the Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Mrs Christine Murrell. She meets with the SENDCo at least termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. If problems persist, parents have the right to contact the Parent Partnership Service.

The SEND team at Castor C of E Primary School

- Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:
- Mrs.Helen Baig –SENDCo
- Mr. Nick Brompton –Head Teacher
- Miss Louise Abbott –Deputy headteacher
- Please make an appointment with the school office if you wish to speak to the SENDCo

- The SEND Link Governor is Mrs. Christine Murrell who can be contacted via the school office

Appendix 1