

STYAL PRIMARY SCHOOL

**SPECIAL EDUCATIONAL
NEEDS AND DISABILITIES
(SEND) POLICY**

SENCO – Mrs Claire Holliday
SEND Governor – Mrs Gemma Pinnington

Reviewed in April 2022
To be reviewed in April 2023

STYAL PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Definition of Special Educational Needs and Disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

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

Our Promise

At Styal Primary School we offer a nurturing environment, along with bespoke programmes of intervention, to ensure that each and every child in our care is happy, settled, fulfilled and included.

Children may have special educational needs either throughout, or at any time during, their school career. This policy details how Styal Primary School will ensure that the necessary provision is made for any pupil who has SEND. We are a fully inclusive school and all of our staff are committed to ensuring that every child is given the opportunity to reach their potential.

It is our responsibility to publish all details of the SEND provision that we have to offer in our '**SEN Information Report**' (Local Offer), which can be found on our school website www.styal.cheshire.sch.uk

Aims

We aim to:

- provide a broad and balanced curriculum for all children;
- meet the specific needs of all individuals and groups of children;
- make appropriate provision to overcome all 'barriers to learning' and to ensure that pupils with SEN have full access to the National Curriculum;
- respond positively to children's diverse learning needs;
- develop children's emotional well being and personal confidence in their own abilities;
- ensure children respect each other's efforts and personal achievements;
- create an environment to enable each child to develop their full potential;
- promote success whilst providing basic skills for life;
- create an environment where pupils (and parents) can contribute to their own (and their child's) learning.

Objectives

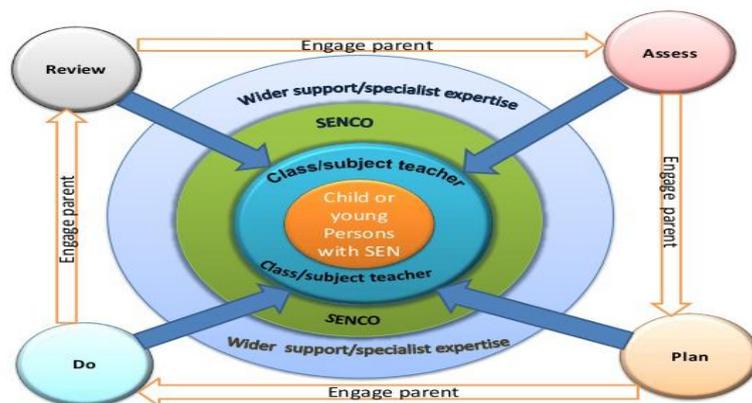
To meet our aims we will:

- work within the guidance provided in the SEND Code of Practice, September 2014;
- provide all teaching staff with advice and support in line with current procedures;
- identify any SEND as early as possible by gathering information from all adults involved;
- monitor progress of all children in order to aid the identification of pupils with SEND;
- work closely with parents to gain a better understanding of their child;
- provide robust, evidence based interventions which are carefully matched to the needs of the individual;
- work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone (some of these services may include Speech and Language Therapy SALT, Occupational Therapy OT, Child and Adolescent Mental Health Service CAMHS, Cheshire East Autism Team CEAT, School Nurse);
- identify the roles and responsibilities of all concerned in providing for SEND, making clear the expectations of all partners in the process (this will always include the class teacher, parents/carers, the named SENCO (currently Mrs Claire Holliday), the headteacher and where appropriate the pupil).

Identification of SEND

From the 1st September 2014, support for pupils with special educational needs in mainstream education will be provided via a category known as '**SEN Support**' - this single category replaces the previous system of SA/SA+.

This SEN support should take the form of a four-part cycle (Assess, Plan, Do, Review) 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'.



The four areas of SEND, as listed in the new Code of Practice are:

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

The purpose of identification is to work out what action needs to be taken, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational need.

Other areas which may affect the overall progress and attainment of a child, but which is not always considered to be a SEND may be:

- attendance
- health and welfare
- EAL
- being in receipt of Pupil Premium Grant
- being a Looked After Child

In addition to the 'SEND Register' Styal will also have an 'Additional Needs Register' (See *Appendix A, page 2*) and this will list all children whose needs do not pose a 'barrier to their learning'. For example, a child may have a visual impairment need or a medical need which does not affect their ability to learn and fulfil their potential.

Under the new Code of Practice it is also worth noting that behaviour as a need is no longer an acceptable way of describing SEND. Behaviour is now described as an underlying response to a need which we as a school will endeavour to recognise and identify.

Early identification of SEND is vital. In the first instance it will be the class teacher who informs both the parents and the SENCO at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO will then continually assess and monitor the individual's progress in line with existing school practices in order to plan an appropriate programme of support.

Process of Identification

Step 1 – Quality First Teaching

When initial concerns are raised the class teacher (CT) and Special Educational Needs and Disability Coordinator (SENDSCO) will place the child on our 'First Concerns' list (See *Appendix A, page 3*) where they will be closely monitored until the next assessment point (in more severe cases children will jump this stage). At this point the CT will also work through the relevant parts of the SEN Toolkit to identify current needs and suggested responses.

The provision in place will be Quality First Teaching QFT (See *Appendix B, Whole School Response*) and suggestions from the toolkit.

The SLT regularly review the quality of teaching and learning for all pupils via lesson observations, learning walks, book scrutinies and pupil progress meetings. Differentiated QFT is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Step 2 – Short Term Interventions

Where a pupils' attainment or progress continues to be a cause for concern, and QFT is not enough to support their needs, then the individual may be offered support in addition to that usually on offer in the classroom (See *Appendix B, Personalised Learning*).

At this point the pupil will:

- be given 'First Concerns' status on the SEND Register (See *Appendix A, page 1*).

- complete Element 1 Paperwork, supported by the CT or TA (See Appendix C)
- have their intervention added to the SEN Tracking Sheets and to the Class Provision Map (See Appendix D).

Their progress will then be closely monitored by the CT and supported by the SENDCo, using a range of high quality formative assessment tools.

Whilst the child is at the First Concerns stage, the class teacher and SENDCO will gather information about the child from parents and other agencies involved.

The overriding purpose of this step is to either overcome any barriers to learning, via targeted interventions, or to identify what the specific barriers to learning are. Consideration of whether SEN provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

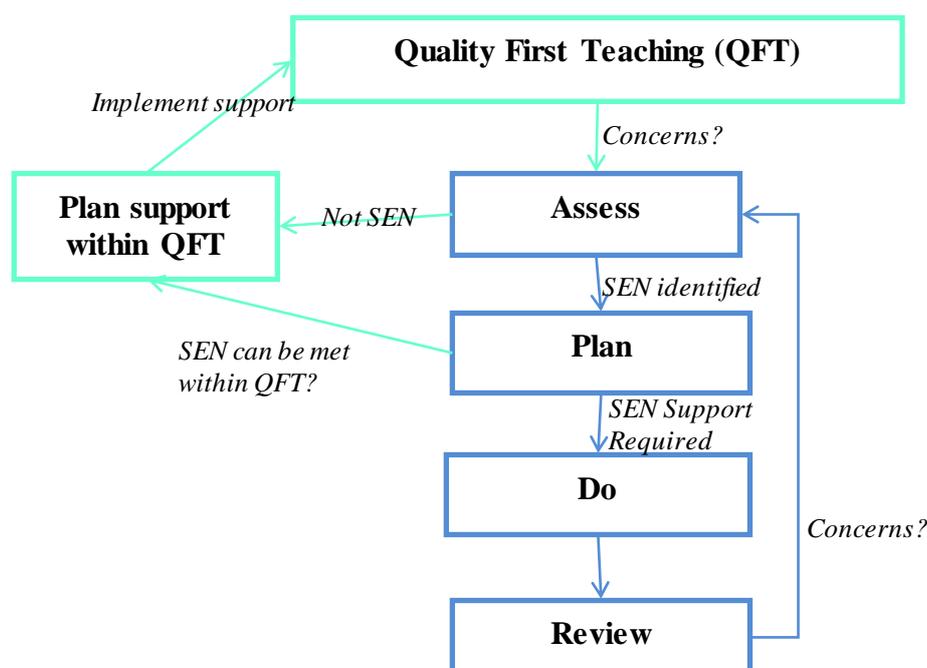
The CT is responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants.

**At this stage, under the new Code of Practice, a child is not registered as having SEND.*

Step 3 – SEN Support – School Focused Plans

The Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have received interventions and adjustments in addition to differentiated QFT.

If this is the case it is at this point that the pupil will be recorded as having ‘**SEN Support**’. This is when the Graduated Approach to SEND will begin:



At this point the pupil will:

- be given SEN Support status on the SEND Register (Recorded on ARBOR as code K)
- have a School Focused Plan (SFP) which will state their desired outcomes (See Appendix E).

- continue to have their 'additional' and 'different' provision recorded on the Class Provision Map and the SEN Tracking Sheet
- possibly access support from outside agencies
- have parents formally involved
- have termly meetings to review the provision in place

Progress will be measured by:

- progress towards identified outcomes
- small step progress based on the child or young person's previous baseline
- demonstration of new skills
- improved self – confidence, independent learning

Step 4 – Element 3 – EHCP

Where a child's needs are considerable and there is little progress following the interventions and support put into place at Step 3 then the decision may be taken to request an EHCP.

This process will involve presenting detailed records of existing provision and its impact to the Local Authority for their consideration. Parents and carers will be fully involved in the process and will have the opportunity to contribute to the reports. Should the LA agree with the level of need suggested by us then an EHCP will be put into place.

At this point the pupil will

- be given Complex / Specialist status on the SEND Register (and on ARBOR code E)
- have an Education and Health Care Plan
- have support from outside agencies
- have their provision recorded on an Individual Provision Map
- have a personalised timetable
- have external funding to support their needs
- have termly meetings to review the provision in place
- have an annual review with all agencies concerned with the child

Specific Roles and Responsibilities

Role of the Governing Body is to:

- be involved in developing and monitoring the SEND Policy.
- assign a SEND Governor (Jane Shaw)

Role of the Headteacher is to:

- work closely with the SENDCO, staff and Governing Body with regards to SEND provision when formulating the School Development Plan;
- follow up any safeguarding issues, as Safeguarding Lead;
- monitor the quality of teaching for pupils with SEND;
- monitor the effectiveness of this policy

Role of the SENCO is to:

- hold responsibility for SEND provision in the school;
- oversee the day-to-day operation of the school's SEND policy;
- liaise with parents and other professionals in respect of children with SEND;
- ensure that all tracking is up to date and used effectively;

- co-ordinate provision for children with SEND;
- advise and support other practitioners within school;
- make referrals to outside agencies, where appropriate.
- work closely with the designated SEND Governor, class teachers and teaching assistants;
- keep the Governing Body informed of all matters relating to their responsibilities for the provision of SEND;
- be responsible for supervising the EHCP and annual review process for pupils with SEND.

Role of the Classroom Teacher is to:

- have high expectations of pupils with SEND
- be responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff (COP);
- be well informed of the SEN and medical conditions of the pupils in their care;
- deliver high quality, differentiated teaching;
- set challenging, yet achievable targets which are appropriately matched to the individual;
- act upon any advice/strategies given to them by the SENCO/additional specialists;
- offer an inclusive learning environment which is accessible by every pupil;
- be aware of the procedures for identifying, assessing and making provision for children with SEND;
- make regular assessments of progress (with support from the SLT) for all pupils;
- inform the SENCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of their child's progress;
- identify any additional training needs which they require.

Role of the Teaching Assistant is to:

- work closely with the SENDCO and class teachers;
- provide support for individual or groups of pupils with SEND;
- prepare and use resources (such as now/next boards, cue cards) which will be of benefit to the children with whom they are working;
- monitor pupils progress;
- provide feedback to teachers and the SENDCO;
- complete their 'Impact Intervention' sheets and return to the SENDCO at the end of each term;
- attend appropriate training/identify training needs;
- attend CPD meetings where appropriate

Role and Rights of the Parent is to:

- share their expert knowledge about their child with the relevant staff;
- to become a 'partner' when making decisions about their child's education;
- take an active role and become involved wherever possible.

Role and Rights of the Pupil is to:

- share their unique knowledge of their own needs;
- set their learning targets;
- take part in identifying their needs (depending on their age and maturity).

Admissions

Admission arrangements for children with SEND are stated in the 'School's Admission Policy' following guidance from Cheshire East Council.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. For further details please see our 'Medical Conditions Policy' along with our 'Personal Care Policy'.

Equal Opportunities

Fundamental to the aims of the school being achieved is a belief that all children should be treated fairly and equally without prejudice and that individual potential should be developed to the full.

We do not discriminate against any child or adult because of gender, age, ethnic origin, social class, religion, marital status, sexual orientation, disability or special needs.

Please see our 'Equal Opportunities Policy' and our 'Accessibility Policy' for more details.