



HUNDON AND THURLOW PRIMARY FEDERATION

Special Educational Needs and Disabilities Policy and Guidelines

Reviewed: Spring 2019

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Approved by Governing Body:

Signature of Chair of Governors:

SENDCo: Mrs Emily Budinger

Designated Governor for SEND: Mrs Carol Thompson

Special Educational Needs and Disabilities Policy and Guidelines

The purpose of this policy is to set down the procedures by which the school provides support for pupils with Special Educational Needs.

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice: 2015
- Special Educational Needs and Disability Act 2014
- LA Policy and Guidelines
- Disability Discrimination Act 2005
- Equality Act 2010
- Children and Families Act 2014-part 3
- Health and Social Care Act 2012
- Supporting Pupils at School with Medical Conditions 2015

School specific policies:

- Teaching and Learning
- Assessment
- Behaviour
- Safeguarding
- Anti-Bullying
- Equalities
- Admissions
- Racial Incidents

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1. AIMS

At the Hundon and Thurlow Primary Federation, we provide teaching and learning which enables all children to gain access to a broad and balanced curriculum and to facilitate full participation in the National Curriculum and all school activities.

Our aim is to ensure all children are supported in order that they may work confidently and independently towards reaching their full potential. All pupils are given individual consideration, providing special provision where necessary with support from other agencies.

SEND provision aims to:

- Meet the educational needs of all children encouraging each child to reach their potential.
- Use regular assessment to identify and plan for children with SEND.
- Track progress of children with SEND to ensure they make the expected progress.
- Facilitate participation in the National Curriculum and in all school activities

Policy and practice reflects the philosophy and fundamental principles within the SEN Code.

Close regard is paid to the three key principles of inclusive education:

- Setting suitable, ambitious targets
- Responding to a child's diverse learning needs
- Overcoming potential barriers to learning, closing gaps and assessment for individuals and groups of children.

Equal Opportunities

The staff of both schools believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

To achieve our aims we will:

- Ensure high quality teaching is available for all pupils, which is differentiated and personalised, with high expectations of progress and achievement.
- Identify need as early as possible and provide effective support
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- Use the graduated response to SEND (Assess, Plan, Do, Review)
- View our special needs provision as an ongoing, developing process
- Make reasonable adjustments to the usual school practice to enable children with disabilities to access all aspects of school life, including for breaks, clubs and trips (E.g. Quiet area for break)
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Plan for support to have a clear set of challenging outcomes
- Interventions will be evidence based.
- Develop an effective partnership between school, parents and outside agencies

- Encourage parents/carers to use their statutory right to participate in decision-making about provision to meet the special educational needs of their child and where possible to also involve the child in the process. (Person-centred Planning)
- Ensure that assessment and record-keeping systems provide adequate means of recording progress and attainment and gives sufficient information for carefully planned intervention so children make significant progress. (as well as providing evidence for the effectiveness of the intervention)
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Involve parents and children in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs work as a team to support the child's learning

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND THE FOUR BROAD AREAS OF NEED

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. Taken from 2015 SEN Code of Practice: 0 to 25 Years - Introduction xiii and xiv

It can also include progress in other areas- for instance social needs to make a successful transition to adult life.

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. The areas of need are (section 6.28 of the SEN code):

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or other disability. The school can provide support for this.

Communication and Interaction

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning differences e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Social, emotional and mental health difficulties.

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours. These behaviours may reflect underlying mental health difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

If a child does not respond to behaviour modification strategies then we may suggest completing a Common Assessment Framework (CAF) to seek further support and advice (Parents can also request this)

Sensory and/or Physical

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or School Support list or both, if interventions are required that are in addition to or different from those made for other children. We involve other agencies as part of our graduated response.

Medical conditions ~

With regard to The Children and Families Act 2014, we will support pupils with medical conditions (Appendix A: Supporting Children with Medical Needs Policy). Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have a SEN, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN.

3. Identification and assessment

Assessing Needs using the Graduated Response.

(Refer to section 2 for definition of SEN)

- (i) All children, each half term are assessed for progress at pupil progress meetings.
- (ii) If a child is behind the attainment of their peers (1 year) or is not making the expected progress for their age and circumstances then the first response will be high quality teaching targets at their areas of weakness.
- (iii) If progress continues to be less than expected then the class teacher, with the SENDCo will assess whether the child has SEND and put in extra support at the same time as gathering further evidence (including pupil and parent view). The triggers for intervention could be the practitioner's or parent's/carer's concern.

Where a pupil is identified as having SEND we will take action to remove barriers to learning and put in effective support. SEND support is a four- part cycle through which earlier decisions and actions are revisited, refined and revised. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles
(section 6.44 SEN code)

- (iv) A request for help from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents/carers, at a meeting to review the child's support, if the support put in place is not proving effective. The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support the child still does not make expected progress.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, Quality First Teaching or some parental support can address the concern.

4. Pupil and Parent Participation

Pupil

The schools actively encourage the involvement of children in their education.

Parents, child and Teacher will work together using person centred approaches to identify strategies to support the child.

Person Centred Approached will be used to create Pupil Support Passports.

Identified targets for learning will be discussed and strategies to support progress outlines in the Pupil Support Passports.

Parent/Carer Participation

The schools actively encourage and recognise the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs.

We:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met and the targets to be set.
- Invite the parent/carers to attend all review meetings
- Encourage the parent/carers to be actively involved in supporting their child.
- Ensure the parent/carers is aware of their rights
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

5. ROLES AND RESPONSIBILITIES

The Governing Body

Governors receive termly reports, which they use for monitoring purposes.

The Governing Body, in consultation with the Head Teacher, determines, supports and reviews school policies. They establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work. The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any child with SEND
- Reports annually to parents on the school's policy for children with SEND
- Ensures all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision
- Ensures discussions with parents regarding SEND matters at relevant meetings
- Ensures that pupils with SEND are fully involved with school activities
- Ensures they are involved in developing and reviewing SEND Policy

The Head Teacher

The Head Teacher has overall responsibility management of all the policy and for keeping governors informed about provision for special educational needs.

Admissions:

The Hundon and Thurlow Primary Federation are both inclusive schools and we welcome all, including those with SEND. Our aim is to meet the needs of the child of any parent/carer who wishes to register at the school in accordance with the SEN and Disability Act 2001 and the subsequent SEND Code of Practice 2015.

SENCO

The role of the SENDCo involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring an appropriate budget allocation to meet SEND
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher and Senior Leadership Team (SLT)
- Liaising with and advising teachers whenever necessary
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Organising and/or delivering INSET in order to meet the needs of staff
- Liaising with external agencies
- Overseeing review process for all children receiving SEND support.

Teachers

They will:

- Be responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from learning support assistants or specialist staff.
- Deliver Quality First Teaching (QFT), as a first step in responding to pupils who have or may have SEND.
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND

- Work with the SENDCo to decide the action required to enable the pupil to make progress
- Work with the SENDCo to collect all available information on the pupil
- Develop and review SEND support.
- Develop effective relationships with parents, keeping them informed of progress.
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- Work with the SENDCo to identify their own training needs around SEND
- Meet at least termly with parents to review SEND support.

Higher Level Teaching Assistants and Learning Support Assistants

When allocating additional adult support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to achieve and progress, but without developing a learned dependence on an adult.

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SENDCo and teaching staff.

6. SEND Administration

A child who is identified as having SEND will be put on the SEND register - with the identification of need. This register will also track review meetings.

- Each child will have a Pupil Support Passport
- There will be a record of the support that is given
- The SENDCo along with the class teacher will record actions that have been taken and those to be taken, including communication with other agencies.
- We will follow the cycle of Assess, Plan, Do, Review (section 6.45-6.56 SEN Code Of Practice)
- A review of progress will be with parents and children at least each term (but may be much more frequent). (section 6.53-6.56 SEN Code of Practice)

7. TRANSITION ARRANGEMENTS

i) Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transition between classes - including from Pre-School- as smooth as possible. This may include for example:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment in order to identify where the toilets are, where to put things away etc.
- Opportunities to take photographs/ recordings of key people and places in order to make a transition booklet or film.
- Enhanced transition arrangements are tailored to meet individual needs.

- ii) Transition to Secondary School
Transition reviews for Year 6 pupils are held, where possible, in the Autumn term of Year 6. We work closely with the upper school SENDCo to co-ordinate additional visits and the transfer of information.

8. Statutory Annual Reviews

A request for an Educational Health Care Plan (EHCP) assessment can be made by the school and a parent/carer, to the LA if a child is still having significant difficulties despite targeted interventions.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. of ASD, ADHD or Dyslexia) does not mean that a child needs an EHCP.

EHCP Annual Review Meetings are organised in school by the SENDCo with parents, other individuals relevant to the review should be invited and given at least two weeks' notice of the date of the meeting to attend or submit a report. These reviews will take place twice yearly for children in Reception and at least once every 12 months for Years 1-6.

The annual review will focus on:

1. The child's progress towards achieving the outcomes specified in the EHCP
2. What changes might need to be made to the support,
3. Any recommendations and views of the child and parent/carers
4. Whether the changes need to be the outcomes themselves.

9. Staff Training

The Special Educational Needs Policy and Guidelines are subject to regular whole federation review and evaluation. The SENDCo (or representative) attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENDCo if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENDCo ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified within the School Development Plan. The SENDCo gives feedback to the Governing Body on SEND provision. Governors have access to SEND training.

10. Complaints Procedure

The schools' complaints procedure is outlined in the school website. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

11. Monitoring, Evaluation and Review of SEND Policy and Guidelines

This document is subject to annual review as part of the cycle of whole federation self-evaluation. All staff are involved in the review, development and evaluation of the SEN policy and guidelines, including the school's procedures for identifying, assessing and providing for

children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Measurable progress made by individual children
- Progress and achievement in relation to a child's peers (see Assessment Policy)
- Noting children's and parent's/carer's feedback.

12. Links to other organisations and information

Suffolk County Council Local offer for SEND and School information report.

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

SEND code of practice 0 to 25 years 2015, DfE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

'Supporting pupils at school with medical conditions'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

School Information Report ~ see school website and Suffolk County Council Local offer link.

Review

This policy was last reviewed Spring 2019 and should be reviewed annually.

Signed: ----- SENDCo

Signed: ----- Headteacher

Signed: ----- Governor

Appendix A

Education of Pupils with Medical Needs

A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

Schools should:

- Notify the LA/EWO if a pupil is likely to be away from school due to medical needs for more than 15 working days.

- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary
- Ensure pupils be kept informed about social events and are able to participate through homework if necessary
- Facilitate liaison with peers through visits and videos if necessary
- Ensure pupils have access to public examinations possibly as external candidates

Liaison with other agencies

The school works closely with Children's Services and use is made of the Common Assessment Framework [CAF] where appropriate. Advice and expertise is drawn from Social Services and Health Authority employees. We also work in partnership with the Education Welfare Department.

Suffolk LA have a team of specialist advisory staff who may be called upon to advise and support. This includes:-

- Educational Psychologists
- Behaviour Support Team
- Speech therapists
- Visually Impaired Liaison Teachers
- County Inclusion Support Service
- Advisory teachers for Dyslexia

The schools value the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units.

Appendix B

Educational Health Care Plan

A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHCP) when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHCP. (SEND code of practice 0 to 25 years 2015, p.130)

Requesting an assessment

An assessment can be requested by a child's parent, a young person over the age of 16 or a person acting on behalf of a school or post 16 institution.

Considering whether an assessment is necessary

Following a request for assessment or the child or young person having otherwise been brought to its attention, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person.

Timescales

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHCP is issued, must take no more than 20 weeks.

Advice and information for education, health and care assessments

When making an education, health and care assessment local authorities must consult the child and his or her parent, or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request. Local authorities must also gather advice from relevant professionals.

Decision not to issue an EHCP

Following assessment, if the local authority decides that a statutory EHCP is not necessary, it must notify the relevant parties and give the reasons for its decision. This notification must take place within 16 weeks of the initial request or of the child or young person having otherwise been brought to the local authority's attention.

Writing an EHCP

The format of an EHCP will be agreed locally but must contain certain elements.

The draft plan

The local authority must send the draft EHCP (including the appendices containing the advice and information gathered during the assessment) to the child's parents or the young person and give them at least 15 days to give views and make representations on the content.

Requests for a particular school, college or other institution

Parents and young people have the right to request a particular school, college or other institution to be named in the EHCP

If a parent or young person makes a request for a particular institution the local authority must comply with that preference and name the school or college on the EHCP (with limited exceptions)

The local authority must consult the governing body, principal or proprietor of the school or college concerned and consider their comments very carefully before deciding whether to name them on the child or young person's Education, Health and Care Plan

Where a parent or young person does not make a request for a particular nursery, school or college, or does so and their request is not met, the local authority has a duty to provide for a mainstream setting to be specified in the EHCP (with limited exceptions).

Requesting a personal budget

A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHCP

Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHCP

The provision to be delivered through a personal budget will be set out as part the provision specified in the EHCP

The personal budget can include funding from education, health and social care.

Finalising and maintaining the EHCP

When changes are suggested to the draft plan and agreed by the local authority and the parents or young person, the draft plan should be amended and issued as the final plan as quickly as possible.

Specific age ranges

A local authority should conduct EHCP assessments for children under compulsory school age when it considers that the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, or when it seems likely that the child will need an EHCP in school

Where young children are attending an early years setting, the local authority must seek advice from the setting in making decisions about undertaking an EHCP assessment and preparing an EHCP, as they would for older children.

Young people aged 19-25 have the right to request an assessment of their SEN at any point

Where a young person is of compulsory participation age, an EHCP should be maintained for them if they are excluded from an education or training setting or leave voluntarily.

Transfer of EHCP

When the responsibility for a child or young person with SEND changes from the local authority maintaining the EHCP (the old authority) to another local authority (the new authority), the old authority must transfer the EHCP to the new authority.

Where the child or young person's move between local authorities also results in a new CCG becoming responsible for the child or young person, the old CCG must notify the new CCG within 15 working days of becoming aware of the move

EHCP can be used for on-going monitoring of progress and can be reviewed regularly in whole or in part - particularly where agreed dates for specific outcomes to be achieved have been reached before an annual review is due.

As part of the review, local authorities and the school or post-16 institution attended by the child or young person must co-operate to ensure a review meeting takes place. A plan must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution. All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society.

Re-assessments

The review process will enable changes to be made to an EHCP so it remains relevant to the needs and outcomes desired for the child or young person.

www.nasen.org.uk www.nasen.org.uk/schoolinspection/

Amending an existing plan

Where the local authority proposes to amend a plan, it must send the parent or young person a copy of the existing (non-amended) plan and an accompanying notice providing details of the proposed amendments, including copies of any evidence to support the proposed changes.

The parent or young person must be given at least 15 days to comment and make representations on the proposed changes.

Preparing for adulthood

Local authorities should ensure that early transition planning is in place for all young people with an EHCP focusing on outcomes and their transition to adulthood and how to achieve them.

Ceasing an EHCP

A local authority may cease to maintain an EHCP when any of the following conditions apply:

- The local authority is no longer responsible for the child or young person, for example if they have moved to another local authority area
- It decides that special educational provision is no longer needed
- A young person aged 16 or over takes up paid employment (including employment with training but excluding Apprenticeships)
- The young person enters Higher Education
- A young person aged 18 or over leaves education and no longer wishes to engage in further learning.

Disclosure of an EHCP

A plan must not be disclosed without the consent of the child's parents or, where the young person is over 16, the young person, except for statutory purposes or in the interests of the child or young person.

Transport costs for children and young people with EHCP

Transport should only be recorded in the EHCP in exceptional cases where the child has particular transport needs

In most cases local authorities must have clear general policies relating to transport for children and young people with SEND that must be made available to parents and young people, and these should be included in the local offer.