

# Earl Soham Community Primary School

## SEND Policy

Prepared by	Anji Rico (SENCO)
Approved by the Committee/Governing body	Earl Soham Community Primary School
Signature of Chair of Governors	
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# Earl Soham Community Primary School

## SEND Policy December 2017

This policy reflects the priorities for Earl Soham Community Primary School, providing an authentic account of the approaches and practice in place to deliver high quality SEND provision. The document has been reviewed using the Children and Families Act 2014 and the Special Education Needs 7 Disability (SEND) Code of Practice 2014. The document complements the SEND school information found on the school website.

This SEND policy is a key document to support the finest inclusive practise in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed by the school Acting SENCO Mrs Rico with input from the school Chair of Governors Alison Garrett. Our SEND school governor is Alison Garrett. The principles in this document have been shared with staff and ongoing staff involvement will embed the principles.

It complies with the statutory requirements and guidance set out in relevant legislation and documents. The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision. Our SENCO is Mrs Anji Rico and she can be contacted through the school office.

The SENCO is a qualified teacher.

This policy will be presented to Governors at the first full governing body meeting.

This policy will be reviewed no later than December 2018.

## **Section 1: Our values and vision in relation to SEND provision**

At Earl Soham Community Primary School our principles are reflected in this policy. They are built on the three principles identified in chapter one of the SEND guidance 2014. We tailor our support to include:

- The views, wishes and feelings of the child or young person and the child's parents.
- The importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and the child's parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

### **Aims of this policy:**

The aims of this policy are to:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Suffolk County Council and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to secondary school and then adulthood

## **Section 2: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND.**

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEND.

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child or
- The attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with a Statement or Education Health and Care Plan reflect the individual circumstances of each child and our school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Suffolk Special schools.

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 6: Transition)

### **Section 3: Identifying Special Educational Needs**

Our school uses the definition of SEND and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Ongoing tracking of all pupils to monitor rates of progress and attainment with a termly review by SENCO and Class Teacher.
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance

- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. The class teacher will also consider targeted intervention where appropriate. The SENCO and the Class Teacher in the school monitor the success of these interventions and children who are not making progress access further investigation.

#### **Section 4: Meeting the needs of pupils with SEND.**

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer additional SEND Support.

##### **The SEND Register**

The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEND support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the 'Graduated Response' and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

##### **The Graduated Response:**

### **ASSESS:**

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. The school assessments are used as part of the information gathering. In addition where a child has a specific need the school has the capacity to do; reading ages, numeracy ages, spelling age, a YARC assessment for a more detailed reading analysis, *WRIT* cognitive assessment, *Tomal* memory assessment, *CTOPP 2* phonological awareness assessment, BPVS, as well diagnostic assessment for dyslexia.

We may also draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also arrange for more diagnostic assessments to be carried out in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

### **INDIVIDUAL SEND SUPPORT PLAN:**

Where children have ongoing needs that are complex. The school will use the information from the assessment to draw up an individual support plan.

The plan will:

- Be outcome focused. There will be a clear evaluation process which will assess the impact of any provision.
- Outline the additional interventions and approaches that will be made available to support progress towards the desired outcomes.
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on individual support plans.
- Be shared with all key teachers and support staff so that they are fully aware of

the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive copy of this plan with the date when it will be reviewed. The school SENCO Mrs Anji Rico will meet termly with parents, class teacher and relevant outside agencies to review the support plan.

### **TARGETTED PROVISION SHEETS**

Where children have ongoing special needs that can be addressed by additional group provision and intervention. The school has a system for closely monitoring the progress of individual children. Each child identified as having SEND will have a targeted provision sheet detailing information about their specific needs, the intervention chosen to address the need and the outcome of the intervention. These sheets are regularly monitored by the SENCO and class teachers. The targeted provision sheets are stored securely.

### **Implementation**

Class teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the individual support plan and targeted provision sheets. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

### **Review:**

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings. Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute. These review meetings will take place once a term with the school SENCO, Mrs Anji Rico.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies

- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 3.

### **Removal from the SEND Register**

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

### **Education Health and Care Plans:**

The additional needs of most of the pupils with SEND at Earl Soham Community Primary School will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies will make a request to the child's Local Authority for an Education Health and Care Plan (EHC plan)

Full details of the process for requesting an EHC plan can be found on the Suffolk SEND local offer web site (details in Appendix 3).

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents pupils and external agencies.

## **Section 5: Meeting the needs of pupils with medical conditions**

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

- The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND the EC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in our Medical Policy September 2016 which can be found on our school website.

## **Section 6: Transition Arrangements**

Arrangements to support pupils with SEND moving into the school or moving to a different school.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

### **Foundation Stage**

For pupils joining the school in our Reception class the SENCO and class teacher will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has a Statement or EHC plan.

### **Key Stage Two**

For pupils moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offer.

## **Section 7: Funding and Resources**

In some circumstances the school may receive additional (High Tariff Need) funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The SENCO and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. Where pupils with SEND are in receipt of Pupil Premium grant the SENCO will work with the Head Teacher to ensure that it is used effectively to meet each child's needs. This will include measuring the impact of interventions and support.

## **Section 8: Training**

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a member of staff with more specialist skills to support and deliver interventions for pupils with more complex Literacy needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs. They are also able to offer diagnostic assessments for Dyslexia.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND

The SENCO attends the termly Suffolk briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision.

## **Section 9: Roles and Responsibilities**

### **The SENCO:**

The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of teaching assistants who give support to individual and groups of pupil with SEND. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENCO will also take a key role in supporting the transition of pupils with SEND to different

settings.

### **The Governing Body**

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND. The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND. The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead governor for SEND at Earl Soham Community Primary School is Alison Garrett.

The lead governor will meet at least termly with the SENCO to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Bodies cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include: Mrs Rico who with a Post Graduate in Dyslexia with AMBDA has the right to assess for and diagnose Dyslexia and Mrs Samina Stoney who as a leading Teacher has expertise in Early Years provision.

Designated teacher for Children Looked After (LAC): Mr Lambillion-Jameson

CAF Lead professional: Mr Lambillion-Jameson and Mrs Rico who is now trained in order to increase capacity to do CAF's and early help assessment forms.

## **Section 10: Monitoring and evaluating SENDD Provision**

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally. In addition when monitoring of interventions takes place the views and feedback of parents are taken into consideration. Pupils with SEND in Yr. 6 are welcome to attend their own formal review meetings with their parents and the SENCO. All children with SEND regularly share their views about their learning with the SENCO or class teacher when a support plan is completed, this is an opportunity to check that they are engaged with their learning and that appropriate challenges are in

place.

## **Section 11: Dealing with Complaints**

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEND Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Suffolk LA but operates independently. They can provide a quick and non- adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Suffolk outreach SEND team. Parents will be contacted directly to receive information about the mediation services available.

## **Section 12: Anti Bullying**

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Our school follows an anti-bullying week and children and staff are trained in recognising the signs of bullying.

All pupils with SEND have a named adult to report any incidents of bullying to and this will be recorded in the support plan\*. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying. Mrs Rico and the class teachers' co-ordinate the SEND named adults system.

(\*Reflects best guidance set out in by Achievement For All and Anti-bullying Alliance in Reducing the Impact of Incidence of Bullying on Learners with SEND 2013.)

## **Section 13: Disability Access Arrangements**

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan forms part of our Disability Equalities Policy which can be found on our school website.

### **Appendix 1: Compliance with Statutory Duties**

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

### **Suffolk's local offer for SEND:**

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

### **Appendix 2: Definition of Special Educational Needs**

#### **SEND Code of Practice 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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- Have 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 of post 16 institutions

### **Equality Act 2010**

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

### **Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy:**

Suffolk Special Needs Officer Team  
Tel: 01473 265101  
Email: [SENTeamSouth@suffolk.gcsx.gov.uk](mailto:SENTeamSouth@suffolk.gcsx.gov.uk)

Suffolk Educational Psychology Service  
Tel: 01473 264700

Occupational Therapy  
Tel: 01473 321230  
SALT  
Tel: 01473 260781

### **County Inclusion Support Service (CISS)**

<https://www.suffolk.gov.uk/children-families-and-learning/schools/county-inclusion-support-service/>

Parents In Partnership

SENDIAS (SEND support for parents and carers)  
<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendias/sendias-leaflets/>