



BARNSOLE PRIMARY TRUST

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Policy reviewed by
Policy date
Next review due

Board of Trustees
December 2018
December 2021



Definitions of special educational needs (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 the same age; or
- 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language they use at home is different from the language in which they will be taught.

More details about the SEND Code of Practice can be found on the Department for Education's website www.education.gov.uk/schools/pupilsupport/SEND

One significant change arising from the reforms is that the Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to those families in Medway that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

1) Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCO and Head of School and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being catered for.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Occupational Therapist.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged throughout the Trust's school by wider opportunities such as communication team, residential visits, school plays, sports teams and peer mediators.

2) Responsibility for the coordination of the SEND provision

- The person responsible for overseeing the provision for children with SEND is the Head of School
- The person responsible for co-ordinating the day to day provision of education for pupils with SEND is the school SENDCO

3) Arrangements for coordinating SEND Provision

The SENDCO will hold details of all SEND records for individual pupils.

Relevant staff can access:

- The Barnsole Primary Trust SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs and disabilities, including pupil profiles, targets set and copies of their provision map
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Medway SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the schools SEND provision.

4) Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5) Specialist SEND Provision

The Trust is committed to whole school inclusion. In our schools we support children with a range of Special Educational Needs. We will seek specialist SEND provision and training from SEND services where necessary.

6) Facilities for pupils with SEND

The Trust complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7) Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6000. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of needs meets the threshold for this funding. It would then be the responsibility of the SENDCO, Senior Leadership Team and the Local Governing Board to agree how the allocation of resources is used.

8) Identification of pupils needs

Identification

See definition of Special Educational Needs at start of the policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will then be added to the register. The aim of formally identifying a pupil with SEND is to help ensure that effective provision is put into place and so remove barriers to learning. The support will consist of a 4 step process: **Assess, Plan, Do and Review.**

This will be an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as views and experiences of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and the parents to agree the adjustments, interventions and support that are required, the impact on progress, developments and or behavior that is expected and a clear date for review. Parental involvement may be sought, where appropriate to re-enforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain the responsibility even when the interventions may involve group or one-to one teaching away from the teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupils and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral will be taken as part of our In School Review process.

The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social care
- Health care professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is suitable for an EHC Plan. Parents will have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Education, Health and Care Plans (EHC Plan)

Following statutory assessment, an EHC plan will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC plan. They may also appeal against the name of the school in the plan if it differs from their preferred choice.

Once the EHC plan has been agreed and completed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupils. The annual review enables provision for the pupil to be evaluated and where appropriate for changes to be put into place, for example – to reduce or increase the level of support given.

Access to the curriculum, information and associated services

The schools set appropriate individual targets that motivate pupils to do their best and will celebrate achievement at all levels.

In class, provision and support will be deployed as effectively as possible to ensure that the curriculum is differentiated where necessary. We endeavor to make sure that individual or group tuition is available to children where we would believe it to be of benefit. Staff will have the opportunity for regular training and learning opportunities on SEND which will aid the progress of children with SEND. The needs of the children will be dealt with on an individual basis, in conjunction with wishes of their parents.

Inclusion

The Head of School and the SENDCO will oversee the schools policy for inclusion and will be responsible for ensuring that it is implemented effectively throughout the school. The SENDCO will work closely with the Assistant Head of Schools to ensure that the needs of the pupils are met. The curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes

learning outside of the classroom. The school will seek advice from outside agencies through In School Reviews.

Success

To ensure that there is a continual progression with SEND provision, the school / SENDCO encourages feedback from staff, parents and pupils throughout the year. This may be through a conversation, questionnaires and through progress meetings with staff and parents. Progress will be monitored on a termly basis.

SEND provision will be recorded and updated when necessary. Interventions will be regularly monitored and evaluated. This will ensure that they are effective and the children are making progress.

Complaints

If a parent or carer has concerns or a complaint, an appointment can be made to speak to the Head of School or the SENDCO.

Training

Our aim, as a school will be to ensure that all school staff are up to date with relevant training and developments in relation to pupils with SEND.

The SENDCO will regularly attend local area forums, to ensure that we are meeting the needs of the children with regards to the local authority expectations.

We recognise the need to train all staff and there is access to funding to support the professional development of our staff. The SENDCO will work with the Head of School, members of the leadership team to ensure that training opportunities are matched to the school development plan.

Working with parents

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and to promote inclusion.

Barnsole Primary Trust believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs and in line with the Code of Practice. The SENDCO may also sign post parents of pupils with SEND to other agencies for specific guidance and support.

If an assessment or referral indicates that a pupil has additional needs the parents and the pupil will be consulted about future provision. Parents will be kept informed.