



Slaley First School

SEND Policy 2022-2023

Nurturing Ambitious Individuals

SLALEY FIRST SCHOOL

SEND Policy

Our Mission

At Slaley First School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality act of 2010. Our ethos is to 'cherish childhood and nurture individuals'. We take pride in making a positive contribution to the lives of children and the wider community.

Our Aims

Aims and Objectives

The aims and objectives of this policy are:

- To create an environment that meets the SEND needs of each child;
- To ensure that the SEND needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum and school life;
- To enable children in the school to work towards promoting a positive self- image and self worth;
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

To ensure this we will:

- identify and provide for pupils who have SEND
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- provide a SEND Co-ordinator(SENCo) who will work with the SEND Inclusion Policy
- provide support and advice for all staff working with special educational needs pupils

Compliance

This policy complies with the statutory requirement laid out in the SEND

Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014) additional consideration April 2020 (COVID 19)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Keeping Children Safe in Education (2022)
- Working Together to Safeguard Children.
- Teachers Standards 2012

The SEND Code of Practice (2014)

The main changes from the SEND Code of Practice (2001) are as follows:

- Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEND
- Focuses on the participation of parents, children and young people (CYP) in decision making
- Focuses on high aspirations and improving outcomes for children
- Gives guidance on joint planning and commissioning, to ensure close co-operation between education, health and social care.
- Gives guidance on publishing Local Offer for support
- Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs & Disability (SEND)
- For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace Statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood
- Behaviour is no longer regarded as an area of need but a symptom of SEND.

Inclusion

All pupils at Sleaford First School are equally valued. All are included into every aspect of school such as playtimes, sharing meal times, recreation times, school clubs and visits.

Sleaford First School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Broad and balanced curriculum for all children;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all.

Definition of SEND

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

A child or young person has SEN 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 or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of his or her peers, or has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools or mainstream post-16 Institutions.

The definition of disability in the Equality Act (2010) states children with '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory

impairments as well as long term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage when compared with their peers.

This SEND policy details how Slaley First School will do its best to ensure that the necessary provision is made for any pupil who has special education needs and those needs are communicated to all who teach them. The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the school. The school will have regard to the Special Educational Needs Code of Practice when carrying out duties toward all pupils with special educational needs and disabilities and will ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to

contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

Children with SEND needs often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

Broad Areas of Need

There are 4 broad areas of need:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These broad areas of need provide an overview of more specific types of SEND. Most children and young people with SEND do not fall into a specific category and can have needs that cut across all of these areas and their needs may change over time.

The following types of SEND are set out in the SEND Code of Practice:

Communication and Interaction Speech, language and Communication Needs (SLCN) – a learner may have difficulty in communicating with others –perhaps difficulties with knowing what they want to say, understanding what is being said to them, or not understanding or using social rules of communication.

Autism Spectrum Disorder (ASD) –including Asperger's Syndrome and Autism –learners may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination and this can impact on how they relate to others. The Autistic Spectrum is often described as compromising a triad of impairments:

1. Social interactions
2. Verbal and non-verbal communication
3. Repetitive behaviour

Cognition and Learning

Support for these learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate differentiation.

MLD – Moderate learning difficulties

SLD – Severe learning difficulties

PMLD –profound and multiple learning difficulties – learners are more likely

to have severe and complex learning difficulties as well as a physical disability and/or sensory impairment.

SPLD –specific learning difficulties –affecting one or more aspects of learning – this includes dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Health Difficulties

Learners may experience a wide range of social and emotional difficulties. These may include:

1. Becoming withdrawn or isolated
2. Disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder
3. Displays challenging, disruptive or disturbing behavior reflecting underlying mental health difficulties such as:
 - Anxiety
 - Depression
 - Self-harming
 - Substance misuse
 - Eating disorder
 - Medically unexplained physical symptoms

Sensory or Physical needs

Some learners require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Such difficulties can be age related and fluctuate over time.

VI – Vision impairment,

HI – Hearing impairment,

MSI –Multi-sensory impairment

PD – Physical disability –learners may require additional ongoing support and equipment to access the opportunities available to their peers.

Identification, Assessment and Provision

Provision for children with special educational needs involves the whole school. All teachers are responsible for meeting the needs of the children in their class.

Staff should be aware and additionally vigilant in identifying children with SEN as being more vulnerable to safeguarding issues particularly peer on peer abuse. Staff should read the Child Protection Policy and KCSIE policy to ensure they are aware of this vulnerability and can identify any signs of abuse.

In each class there is a continuous cycle of assessment and planning which takes account of the wide range of abilities and interests of the children.

The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may be identified as a cause for concern and begin the first stage of intervention in school.

Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCo and parents at the earliest opportunity to share concerns and plan opportunities to support a child's needs.

See Appendix I

SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents or carers are paramount to these discussions and decisions made.

An Intervention & Support Plan is then put in place and the cycle of our Initial Concerns process is started. Parents or carers are invited to discuss this plan, their child's progress and the support and targets. Class teachers and the SENCo are available for further discussions by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review.

- **Assess** - in identifying a child as needing SEND support the teacher, working with the SENCo, the child [if appropriate] and the child's parents or carers, carries out an analysis of the child's needs.
- **Plan** - where it is decided to provide additional support all those concerned agree on the desired outcomes and interventions. Support is planned and put in place.
- **Do** - the class teacher remains responsible for working with the child on a daily basis and oversees the implementation of the interventions or support agreed.
- **Review** - the effectiveness, impact and quality of the interventions or support is reviewed by the teacher and SENCo. This should feed back into the analysis of the child's needs. They revise the support according to the child's progress and development and decide on any changes needed. Parents or carers should have clear information enabling them to be involved in planning the next steps.

The Graduated approach is underpinned by the **assess-plan-do-review (APDR)** approach which should be adopted by all teachers.

The APDR approach is as follows.

Where you are concerned a pupil is not able to access the curriculum. Where

you are concerned a pupils progress is slower than their peers. **You should:**
ASSESS the nature of where they are at.
Assessment should be observational over time and use more formal assessment tools.



A **PLAN** should be drawn up.

This should include the learner, parent/carer, even at the lowest level. The PLAN should include:

- Interventions and support to be put in place.
- The expected impact on progress, development or behaviour.
- A clear date for review.
- The PLAN should have clear aims and be reflective of the aspirations of everyone involved.
- This may identify areas for staff training.



The **class teacher** is responsible for the co-ordination of the **DO** part of the process. The SENCo should support the Teacher with the further assessment of the child.

Intervention at this level should rely on classroom based activities, the



SENCo should be aware of these concerns to support and monitor progress.

REVIEW- Takes place after **the defined length of time**.

- It needs to look at the impact on the child's progress.
- Wherever possible this should involve the child's views.
- Professionals, cares/parents should think about the progress made in light of the support put in and decide on any changes needed in support.
- If progress has been good and the need has been addressed by the support put on place, support can either continue, be withdrawn or be reduced.

- If progress has not been sufficient, and there are still concerns another cycle should be undertaken. Educational settings should adapt and refine support as they gain understanding of what is effective in helping them secure good outcomes.



After 2 cycles of support with interventions changed as necessary, if progress is still not being made a passport/profile should be set up. This should involve the child and the parent.

- The passport should be shared with all staff to ensure a school wide awareness of planned support strategies.
This should still be managed through notional funding.
- The passport should be reviewed regularly to identify progress and altered if progress is not as expected.



If the passport fails to meet the needs of the child a SEN SUPPORT PLAN may be required. This should;

- Clearly record learners' strengths, needs and concerns.
- List the interventions, adjustments and strategies that are being put into place to meet their needs.
- It should be produced with the class teacher, parents/Carers, learner and SENCo.
- The passport should form part of the plan.
- Over consecutive reviews the plan should be changed. More specialist advice may be needed.
- The plan should have the following sections;

- 1) All about me
- 2) People who support me
- 3) Planning to meet my needs- my skills, strengths and my concerns, and those of my parents/carers, teachers.
- 4) My special educational needs (including health and social care needs related to SEND)
- 5) My outcomes
- 6) Review- after a while, how is it working?

At this stage consider the following in the cycles;

- Some focussed individualised interventions, small group of 1:1
- External advice around meeting the need.
- The early help process
- Referral to Early Intervention Hubs



Requesting an Education, Health and Care Needs Assessment (COSA)

Statutory Assessments are undertaken for learners where there are significant special educational needs.

Evidence should be gathered from the previous stages and it should indicate that despite following all the stages and the help of external agencies, the learner has still not made sufficient progress. There needs to be a strong case that needs cannot be met from the schools notional budget

A statutory assessment is a multi-agency investigation that aims to define the long term needs of a learner.

A COSA application requires a standard form to be completed, all evidence required is listed and all evidence should be sent with the form all at the same time- the majority of this evidence comes from the previous cycles in the SEN Process.

The panel will advise if they feel that enough has been done through the graduated approach and if there is evidence of increasing specialist advice implemented.

If there is sufficient evidence, which also includes the parent/carer's views, an assessment initiated and managed by the SEND Team at County will take place within a time scale of 20 weeks.

They will then advise the Local Authority for it to make special educational provision in accordance with an EHC plan, and a plan will be issued.

Schools are then required to produce and submit a plan which identifies small steps towards the long term outcome identified in the plan.



If a learner has an EHCP, schools are required to hold a review meeting on an annual basis.

Annual Reviews

The review should be led by the school and all interested parties invited.

The meeting should focus on the child's progress towards the long term outcome set by the panel and County.

It should consider if the same targets are appropriate or if they need changing.

Schools should give appropriate notice of the meeting; health care may need up to 6 weeks.

A written report must be provided by the school which has to include any recommendations on the amendments to the plan.

School paperwork should be submitted to the local authority at least 2 weeks prior to the date of the meeting.

Once the paperwork has been received local authority may decide to submit to the panel if the request for support has significantly changed. If there are changes needed sufficient evidence should be submitted to justify the changes to be made.

Continued or increased concern may lead to children receiving additional targeted interventions to accelerate their progress to age-related expectations. These may include group or 1:1 teaching.

The SENCo will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching.

The Role of the Special Educational Needs Coordinator (SENCo)

The SENCo at Slaley First School is Mrs O'Neill and her responsibilities include Managing the day-to-day operation of the SEND policy;

- Publish the school's approach to how we identify, assess and meet a need. Make this information accessible to all;
- This information should be described in a SEN Information Report which must be updated annually.
- Coordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Liaising with learners and their families must be involved in reviewing progress and planning support at all stages.
- Contributing to the in-service training of staff;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with middle school SEND Departments to ensure the effective transfer of pupils' SEND records.
- Making sure the process we use must align with the 'Children and Family Act 2014', 'The 2015 Special Needs and Disability Code; 0-25 years' and The Equality Act 2010.

SEN Teaching should involve the employment of Quality First Teaching (QFT), the use of specialist trained staff within the setting and the provision and use of equipment to support access to learning. It should also include the use of external specialists from education, health and social care services as and when appropriate.

These things are considered 'reasonable adjustments' and form the SEN Support Process as part of the 'Graduated Approach'.

The Role of Designated Teacher (looked after Children)

- To coordinate information on looked after children in regard to attained attendance, progress and other significant matters.
- To co-ordinate the provision of information for review meetings and on transfer to a new school
- To ensure that relevant staff are provided with the necessary background information.
- To maintain links between school and other agencies.
- To coordinate Personal Education Plan via the Virtual School System

Resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher will confer with any other teaching staff to determine the level of SEND budgetary resources, including funding directly related to EHCPs.

The school provides for:

- Additional learning support
- Non-contact time for the SENCo
- Material resources
- Assessments by the specialist teaching service
- Courses for staff

The Role of the Governing Body

The named governor responsible for SEND is Mrs. Lynda Potts. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure, through Headteacher delegation, that all teachers are aware of the importance of providing for these children. The monitoring criteria includes:

- The maintenance of accurate, up to date records by the SENCo and other staff;
- Evidence from monitoring classroom practice by the SENCo
- Analysis of pupil tracking data and test results;
- Value added data for pupils on the school's SEND register;
- Evidence from OFSTED inspection reports;

- Governors' annual report to parents
- School Development Plan

Partnership with Parents

At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

We work with SEND Support Services as appropriate and have clear procedures for involving support services. Such contacts are made through the Headteacher or SENCo and discussions involve parents whenever possible.

The school prospectus contains a special educational needs statement and parents may request to see this policy.

If a parent has a complaint, they can refer to the Headteacher who will follow the school's complaint procedure. If a parent does not agree with decisions about SEND Provision for their child, they should refer to www.northumberland.gov.uk and locate the document 'What if I do not agree with the decisions about SEND Provision for my child?'

Partnership with Pupils

Children's views matter to us. Whenever appropriate, from an early age, children are encouraged to be actively involved in setting targets for their Intervention Plans and reviewing their performance. For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support or interventions they are given.

Staff Development

The school is committed to providing INSET and staff development and SEND is a regular part of this.

Data and record keeping

Slaley First School will:

- Include details of SEND outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behavior and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

Confidentiality

Slaley First School will not disclose any EHC plan without the consent of

the pupil's parents with the exception of disclosure:

- To the SEND Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings. For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To the Headteacher (or equivalent position) of the institution at which the pupil is intending to transfer to.
- Information should not be emailed to anyone outside the safety of Northumberland's Secure Server.

Related Policies

This policy should be read in conjunction with other school policies such as:

- Admissions Policy
- Behaviour for Learning Policy
- Health & Safety Policy
- Looked After Children Policy
- Safeguarding Policy
- Child Protection Policy
- Equality Policy
- Accessibility Policy

Appendix I

Identification of Children with Special Educational Needs (updated 2015)

1. Ongoing pupil progress discussions focusing on attainment and progress data highlight children not making good progress. Personal and social development (including behaviour) is also considered at this meeting. Good progress can mean progress which:
 - Closes the attainment gap between the child and their peers
 - Prevents the attainment gap growing wider
 - Matches or betters the child's previous rate of progress
 - Ensures access to the full curriculum
 - Demonstrates an improvement in self-help, social or personal skills
 - Demonstrates improvements in the child's behaviour

All children receive quality first teaching where learning opportunities are differentiated to meet the needs of all children (QFT). Where this is not enough and children are not making good progress the class teacher will create a focused intervention group for a particular area of need.

2. These focused interventions (Cycle 1 Initial Concerns) are recorded on 'Half Termly Intervention Plans' by class teachers and teaching assistants involved with the target group. These interventions are regularly evaluated through Key Stage meetings. The SENCo will monitor the impact that these Interventions are having on the child's progress and attainment.

3. If a teacher still has a concern about a child and they are not making good progress with Cycle 1 Initial Concerns support they should speak to the parents at the first opportunity. If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCo. The class teacher should fill in Cycle 2 of the Initial Concerns record. The teacher and SENCo will then consider the appropriate methods and materials to use to target areas to support the pupil.

4. The triggers for seeking help from the SENCo could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching targets particular areas where the child is low attaining.
- Presents persistent emotional or behavioural difficulties and the child shows no response to behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and

continues to make little or no progress despite the provision of a differentiated curriculum

5. The SENCo will then decide whether the child should be placed on the SEN Register and will arrange to meet parents with the class teacher to discuss the implications of this.

6. Using the information that has been gathered the SENDCo will decide whether a referral to an outside agency (Pupil Profile/Passport Stage) may be needed (see Local Offer for a list of outside agencies). Parents will be involved in this and any evidence that they have from home used to support a referral.

7. The SENCo should take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues, parents and outside agencies; and monitoring and subsequently reviewing the action taken.

8. The child's class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Document History

Reviewed – May 2023 by SPDC

Next Review – May 2024