

SEN and Disability Policy

For St. Ives Primary and Nursery School

Responsible Officer	Contact Details
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St. Ives Primary and Nursery School

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(*January 2015*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (2015)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in St. Ives Primary and Nursery School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Sarah Wanless. This person is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND for children/young people at St. Ives First School is: Sarah Wanless who can be contacted through the school office.

The Governors with oversight of the arrangements for SEN and disability are Mrs Jan Roper and Mrs Ruth Butcher.

The school ensures that all pupils in the school are equally valued by providing a broad and balanced curriculum that can be accessed by all learners regardless of need or ability therefore ensuring that we meet the needs of all learners within the school. We value high quality teaching for all learners and actively monitor the teaching and learning in the school.

This policy was developed in conjunction with parents and governors

AIMS AND OBJECTIVES

At St. Ives Primary School, we have high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a “whole child, whole school” approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator (SENDCo) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St. Ives Primary School arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. The SENDCo and SEN governors meet once a term in order to discuss and review SEN practice and policy.

The key responsibilities of the SENDCo at St. Ives Primary School are:

- Overseeing the day-to-day implementation of the school’s SEND policy
- Coordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Liaising with early years’ providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure that children and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

ADMISSION ARRANGEMENTS

St. Ives Primary and Nursery School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, the school makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St. Ives Primary and Nursery School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority’s website.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties

under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Physical environments (lighting, wheelchair access, wheelchair accessible toilet)
- Assistive technology
- Increased access to the curriculum and assistance during examinations
- School transport

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*January 2015*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

St. Ives Primary and Nursery School staff use a wide range of tools to assess the amount and level of SEND support required. These include:

- Collecting a range of evidence through regular assessment, standardised tests and monitoring arrangements.
- The class teacher may try some strategies within class to support the child i.e. small group work; may recommend a specific intervention; or may draw upon other in school support. This will be carefully monitored for impact over a time limited period.
- Early discussion with parents or carers and pupils to collect information and to agree outcomes sought and next steps. This may also include medical information where appropriate or discussion around medical referral to a GP/Paediatrician/Optician etc.
- Seeking the child's view about areas for development or difficulties with accessing the curriculum if appropriate.

If the evidence suggests that the child is not making expected progress, then the class teacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

The teacher is responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. The school regularly reviews the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be put into place and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers **must** be informed that special educational provision is being made.

The class teacher/SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, the school adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*January 2015*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Assess: After initial assessment detailed in early identification the class teacher and the SENDCo carry out an analysis of the child's needs in order to identify key barriers to learning. This draws on all previous knowledge and assessment of the child. This includes any concerns raised by the parent/carer or child and, if relevant, any advice from external agencies.

Plan: This assessment profile (based on the above) forms the basis of a Provision Map (that details the additional or different provision) by the class teacher and SENDCo and is recorded on an Individual Support Plan. These plans are then reviewed termly, unless outcomes are clearly met before the next review date. These will be discussed at parent/carer consultation meetings during the Autumn and Spring Term and at an additional meeting at the end of the school year. Progress meetings can also be held outside of those timetabled at the request of either school or parents/carers.

Do: The agreed plan is put into place and work towards the outcomes is begun. This might include class accommodations, interventions and/or strategies or programmes suggested from external agencies. Parents/carers are encouraged to support and resources sent home when appropriate. The class teacher works closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo is available to support the teacher, parents/carers and the child where necessary to help ensure a clear outcome based approach.

Review: Support plans are reviewed termly to see if progress towards outcomes has occurred. These are discussed at Parents' evenings or meetings to review progress based on data from class teacher assessment and impact of intervention work. Progress is measured against baseline assessment. Results of reviews then feed into next round of assessment by providing details of progress to meet set outcomes and can help to build up a more specific picture of strengths and areas for development.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

If a child has a statement or EHC plan in place progress is monitored during an Annual Review meeting that celebrates successes and carefully reviews outcome based actions. It provides a specific action plan to inform the outcomes for the following year.

Communication with parents is actively encouraged through an open door policy. Parents' consultations happen several times a year, but parents/carers are encouraged to contact either class teachers or the SENDCo with any concerns or questions at any time of year, particularly with regard to any child on the SEND register. The SENDCo is available to support staff in identifying needs, completing referrals and discussing the process with parents / carers.

The Governing Body receive regular reports on SEND within the school and the Governor with responsibility for SEND attends termly meeting with the SENDCo.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing of this as set out in the Code of Practice. This is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However, a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St. Ives Primary and Nursery School will work within the statutory guidance, 'Supporting Pupils at School with Medical Conditions' – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that the school is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

St. Ives Primary and Nursery School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need for both staff and children as and when required. The school actively seeks out appropriate training and support to enable all staff to improve the teaching and learning of all pupils, including those with SEND. This will include whole school training on SEND issues or individual training for a more specific need. Governors are also offered training through Governor Services.

The SENDCo will provide information on specific needs for new staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

St. Ives Primary and Nursery School presents its SEN information in three ways:

- i. by information placed on the school website which can be found at www.stivesprimary.com
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

The school publishes its Accessibility Plan on the school website; this information can be found at www.stivesprimary.com Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found at www.dorsetforyou.com/localoffer

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo.

St. Ives Primary and Nursery School publishes its Complaints Policy on the school website; this information can be found www.office@stivesprimary.com.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually in consultation with parents, Governors and staff through a working group.

LINKS TO OTHER RELATED POLICIES

www.stivesprimary.com

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti-bullying

Vulnerable Groups

Data protection