



# **SAUNCEY WOOD PRIMARY SCHOOL**

## **Special Education Needs and Disability (SEND) Policy**

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<b>Responsible Committee</b>	<b>Resources</b>
<b>Reviewed</b>	<b>April 2021</b>
<b>Ratified</b>	<b>7<sup>th</sup> May 2021</b>
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## Introduction

Our school aims to provide a broad and balanced curriculum for all children. Some children have particular learning needs that could create a barrier to learning. Children may have special education needs either throughout, or at any time during, their school career. This policy aims to ensure that curriculum planning and assessment for children with inclusion or special educational needs takes account of the type and extent of needs experienced by the child. This policy has been written to reflect our SEND Information Report, which can be found on the school website.

## Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational need of each child
- to work in partnership with parents and outside agencies in the education of children.
- to ensure that the special educational needs of all children are identified, assessed and provided for early and thoroughly
- to provide all pupils with equal access to the curriculum and life of the school.
- to allocate staffing and other resources in ways that reflect differing individual needs.
- to set appropriate objectives and achievable targets based on individual needs that maximise the learning potential of all pupils and raise educational attainment for all.
- to encourage pupils to share in the planning and evaluation of their learning and to undertake responsibility for their learning.
- through differentiated teaching, to ensure every teacher takes responsibility for meeting the learning needs of all pupils in their care by making their teaching stimulating, focused and challenging and matched to the age, interests, experiences and identified learning needs of our pupils. This will include children of Higher Learning Potential.
- to promote the personal, social, moral and cultural development of all children
- to seek to continuously monitor and evaluate the success of our policy and practice.
- to involve outside agencies when appropriate and work collaboratively to support pupils' development and learning.
- to create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school.

## Inclusion for all Pupils

Through appropriate curricular provision, we respect the fact that all pupils have the right to access the curriculum and realise their potential and that they:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers aim to take account of all these differing needs in their planning, assessment and monitoring of provision. **Every teacher is a teacher of SEND**

## **Pupil Voice**

We hold the views of pupils highly and recognise the importance of sharing these views to promote the best pupil outcomes. Pupil voice is conducted regularly to gain opinions on individual learning from the pupils. The focus of pupil voice view may vary. Pupil's views are also included in target setting, meetings, provision mapping, annual reviews and formal reports. We recognise that pupil voice may help to improve provision and overcome barriers to learning for individuals.

## **Definition**

### **Definitions of special educational needs and disability (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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 of their home is different from the language in which they will be taught.

## **Children with Higher Learning Potential**

We provide a challenging and stimulating learning environment for all, which offers opportunities for pupils to shine and develop an enthusiasm for lifelong learning. Children with particular gifts and talents must be recognised and helped to reach their full potential – intellectually, emotionally, creatively, socially and physically.

Identification of the particular gifts and talents of students allows us to target opportunities wisely. Teachers enriching lessons, raising expectations and activities to challenge children, helps children aim higher and reach their true potential. We work in partnership with parents and relevant agencies to develop and maintain an inclusive approach to education. We celebrate achievement no matter what the level and also foster an ethos where it is great to be bright and enthusiastic. Curriculum subject leaders will also monitor pupils who have Higher Learning Potential in specific areas.

Children are assessed as “gifted” if they are in the top 5-10% of children in the School as measured by actual or potential achievement in the core curriculum subjects. Children are assessed as “talented” if they are in the top 5-10% of pupils in the School as measured by actual or potential achievement in art, music or PE.

## **Other vulnerable groups may include:**

- Children entitled to free school meals;

- English as an additional Language (EAL) - Identifying and assessing SEN for children whose first language is not English requires particular care. We look carefully at all aspects of performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Children who have English as a second language will not be classed as SEN.
- Minority ethnic and faith groups, i.e. Traveller children, asylum seekers and refugees;
- Children “looked after” by the local authority;
- Girls and boys; and
- Other children, such as summer born children, sick children, children from families under stress and young carers.
- Medical Needs: The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEND, their provision should be planned and coordinated. For those students with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision. The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Siblings of children with SEND;

### **Assessment, Intervention and Monitoring**

It is our aim to identify any child with special educational needs early on in their school life. Information is gathered about the child to help to identify areas of priority for extra support and provision.

Termly pupil progress meetings happen between teacher, SENCO, Deputy Head, Head and teachers, to look at assessment data and closely monitor the progress of all children as they develop. At least termly, the SENCO, alongside the Senior Leadership Team, analyses this data using distribution sheets generated from the school’s ‘Assessment Manager 7’ system to identify any pupils who are not making sufficient progress and then additional information is sought and appropriate action taken.

Sauncey Wood has a SENCO referral system in place, which enables teachers to raise concerns about a pupil with the SENCO at any time. Next steps to support the pupil will be decided together.

All children are provided with quality first teaching, regular opportunities for guided learning and where appropriate some small group work. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

### **Identifying a child's need**

#### **Concern/Monitor**

If the class teacher identifies a particular need or concern about a child, s/he discusses this with the SENCO. The teacher may make a referral to the SENCO at any time if there are concerns about

a pupil. Next steps will be decided together and discussed with the pupil's parents, either at the parent consultation meeting or in an additional meeting if this is felt to be more appropriate. At this stage, pupils may need additional support or differentiation. It is expected that this will be within the daily differentiation expected for the class. At this stage, the class teacher and SENCO will have agreed with the pupil's parents that the pupil requires support in addition to and/or different from the differentiated curriculum in order to progress. These children are provided with quality first teaching, regular opportunities for guided learning and additional Wave 2 small group intervention.

If a pupil's needs are such that they require support or differentiation at an individual level, it is expected that they will receive additional targets to help them do this. We have effective recording and communication systems between each year group, across and within Key Stages. This will ensure that as far as possible teachers are aware of all pupils' needs and work to ensure their progression according to ability, rather than age or phase.

## **SEN Support**

The SEND Code of Practice (2015) states, 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

We follow the SEND Code of Practice (2015) guidelines and our support provided consists of a four part process indicated below:

· Assess · Plan · Do · Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Sauncey Wood Primary School includes all stakeholders in the assess, plan, do, review cycle.

**Assess:** In identifying a child as needing SEND support the class teacher, working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher/SENCO observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded 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; barriers to learning are clearly identified and being challenged and that 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, SENCO, pupils (where appropriate) and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce 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:** Teachers and SENCO will work closely with teaching assistants and relevant specialist staff 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 SENCO.

**Review:** Reviewing pupil progress will take place at termly data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support and in light of pupil progress and development; make any necessary amendments going forward, in consultation with parents and subject teachers.

If external advice is received, this advice will be implemented through the child's Targets/or Individual Provision Map. The targets are reviewed at least once each term. Parents are invited on a termly basis to meet with the class teacher in order to discuss the progress that the child has made in meeting their targets and if appropriate, set new ones. Individual targets are also discussed with individual pupils and they are given the opportunity to contribute with a comment for their target sheet.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents the pupil will be removed from the school's Special Educational Needs register

### **Education, Health, Care Plan (EHCP)**

A small number of pupils may have lifelong or significant difficulties and so 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 pupil 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 for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCO and Head.

An EHCP will outline long term targets for the pupil, as well as describe the provision to be received in order for the pupil to achieve these targets. The Local Authority (LA) clearly outlines the criteria a pupil needs to fulfil in order to receive an EHCP. If a pupil is felt to meet the criteria, the SENCO will apply to the LA for an ECHP and support the parents with any paper work needed to complete this assessment.

### **Provision Map**

In conjunction with the SENCO, a whole class inclusion profile is written, detailing what specific additional support will be put in place to accelerate the progress of children on the SEN Register in order to close the achievement gap and bring their levels in line with age-related expectations. Children with more complex needs, who often will have outside agencies working with them/school will also have 'Target sheets' that are reviewed termly. These focus on short term aims for that child. Individual provision/reasonable adjustments are also recorded here.

## **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole as follows:

- Wave 1 provision: Pupils' differentiated learning with appropriate resources will take place in their class.
- Wave 2 provision: When necessary, additional support within a small group will be provided for the child.
- Wave 3 provision: In certain cases it may be necessary to plan 1-to-1 interventions outside of the class.

All teachers are teachers of pupils with special educational needs. Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

### **The Headteacher:**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision and inclusion for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and Governor with responsibility for SEND.

### **The Governing Body**

The governing body will assume responsibility for evaluating the success of the School's SEND and Inclusion Policy. They will measure the success of the policy through making sure the necessary provision is in place for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The culture, practice, management and deployment of resources in the school are designed to ensure the needs of all children are met. The governing body has decided that children with special educational needs will be admitted to the school in line with Hertfordshire's admission policy.

The governing body provides a named governor who has responsibility for overseeing special educational needs within the school and liaises regularly with the SENCO. The SENCO will meet annually with the SEND Governor to discuss the current policy and to discuss any concerns or changes that need to be made.

### **Special Educational Needs Co-ordinator (SENCO)**

In our school the SENCO:

- manages the day-to-day operation of the policy
- maintains a Special Educational Needs Register and ensures there are up to date accessible records.
- co-ordinates the provision for and manages the responses to children's special educational needs
- monitors all targets to ensure the appropriate information is recorded and the targets set are 'small, measurable, achievable, realistic and timed' (S.M.A.R.T.)
- supports and advises colleagues and responds to any SENCO referrals.
- acts as a link with parents
- contributes to and manages the records of children with special educational needs
- contributes to school-based assessment
- completes the documentation required by outside agencies and the Local Authority
- acts as a link with external agencies and other support agencies
- ensures all termly reviews have been completed, parents have received their child's targets and been provided with the opportunity to discuss them with the class teacher and/or the SENCO.
- monitors and evaluates the special educational needs provision and reports to the head teacher and governing body
- manages a range of resources, human and material, linked to children with special educational needs
- Organises mainstream annual EHCP review meetings.
- co-ordinates the referral of children to outside agencies and applications for additional support.
- monitors, in conjunction with the Head, the effectiveness of the schools Special Educational Needs Policy.
- observes the teaching of children with SEND both in the classroom and during 1:1 sessions.
- monitors the teaching and impact of intervention programmes across the school.

**Teacher Responsibilities include:**

- Working with SEND pupils on a daily basis to deliver targets within differentiated planning.
- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop provision plans for SEND pupils.
- Developing constructive relationships with parents
- Being involved in the development of the School's SEND policy.

**Learning Support Assistant Responsibilities include:**

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop provision plans for SEND pupils.
- Working with SEND pupils on a daily basis to support achievement of targets.
- Offer in class support and/or small group interventions.



## **Partnership with Parents**

We value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the school endeavours to provide parents with the relevant information so they can reinforce learning in the home. The school website contains details of our policy for special educational needs and the arrangements made for these children in our school. Parents can also use our Local Offer and the LA's Local Offer to see what is available to them. The local offer provides a service to signpost parents to services available in the local area to support families and children of/with SEND. At Sauncey Wood we believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- continuing social and academic progress of children with SEND to enable personal success.

At the School we endeavour to support parents so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

The SENCO, with the SLT, will provide support to teaching staff throughout the school. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. We take account of the wishes, feelings and the knowledge parents have of their child. With support and guidance, we encourage parents to make an active contribution to their child's education.

## **Allocation of Resources**

The SENCO (in consultation with the head teacher) 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 head teacher informs the governing body of how the funding is allocated to support special educational needs.

Internal allocation of this funding is aimed at meeting the needs of children with special educational needs in a number of ways. This may include:

- provision of a Teaching Assistant either in small groups or individually, as appropriate

- provision of the SENCO to support SEND teaching, either in small groups or individually, as appropriate
- provision of additional resources

Funding for special educational needs is provided through the school budget. For children who have very high needs then Exceptional Needs Funding can be applied for. (ENF) Children in our Speech and Language Base are funded through their Base place.