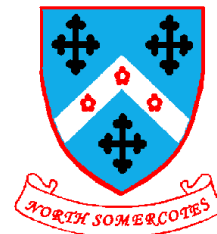


# North Somercotes CE Primary School



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

***Every teacher is a teacher of every child including those with Special Educational Needs and/or disability.***

### Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: *'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 others of the same age;*

***Or***

*has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.*

*'A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'. (Section 1: xiii; xiv)*

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that 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 provides a relatively low threshold and includes more children than many realise: *'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.* (Section 1: xviii)

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)

### Our Aim

At North Somercotes C.E. Primary School we aim to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. All children have the opportunity to 'Let their light shine' through our bespoke curriculum. We believe that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We

believe that with the right training, strategies and support virtually all children with Special Educational Needs and Disabilities can be successfully included in mainstream education and will all make progress academically, personally, socially and spiritually. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.

### Inclusion Statement

At North Somercotes C.E. Primary School, we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

*(Special Educational Needs and Disability Code of Practice, 2015)*

### Equal Opportunities

'The Equality Act 2010 and schools' (DfE May 2014) identifies 'protected characteristics' and states "it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their protected characteristic." The school is committed to providing equal opportunities for all, regardless of whether they have a/some protected characteristic/s, in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

### Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), North Somercotes CE Primary School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- Raising the achievement of pupils with SEND is a whole school responsibility
- All pupils are encouraged and supported to be active partners in the decision making about their education

- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching (QFT)': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need
- Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEN support improvement in pupil's learning and provide appropriate challenge.

### Our Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the Governors to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all pupils.

### Areas of SEND

There are four distinct categories of SEND need as identified within the Code of Practice 2015:

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)
- Social, emotional and mental health (SEMH)
- Physical and sensory (P&S)

At North Somercotes CE Primary School, children who fit into **one or more of the Areas of SEND** would be placed onto the SEND register:

- For **'Cognition and Learning'**, a child who is working **'significantly below peers starting at the same baseline'** in **one or more areas**:
- A child receiving **'additional to, different from'** outside of quality first differentiated teaching, such as an Intervention Group or a specific programme/course of learning. This teaching would be **outside of usual** classroom practice.
- A child where an **external specialist** is involved in their education, e.g. Specialist Teacher, Educational Psychologist, Community Paediatrician, Speech and Language Therapist and Sensory Impaired Specialist. An assessment by the Special Educational Needs and Disability Service (Specialist Teaching Team (STT)) does not automatically mean an entry onto the SEND register.
- A child with an **official clinical diagnosis with recommendation for intervention** in the areas of **'Cognition and Learning'** (e.g. Specific Learning Difficulties, including dyslexia, dyscalculia and dyspraxia), **'Communication and Interaction'** (e.g. Speech and Language, ASD and Asperger's Syndrome) and **'Sensory and/or Physical Needs'** (e.g. a physical disability, Hearing Impairment or Visual Impairment).
- For **'Social, Emotion and Mental Health Difficulties'**, this can include children who have challenging behaviours, are withdrawn, have anxiety, depression, are self-harming or mis-using substances, have an eating disorder or physical symptoms that are medically unexplained. These children may require the specialist support from our ELSA trained TA or involvement of outside agencies such as Healthy Minds, CAMHs

#### SEN Support: Assess, Plan, Do, Review

Most needs in relation to SEND can be met within our school. Sometimes external support services are involved to help address continuing barriers to achievement. Our school adopts a graduated approach to SEND through a responsive and flexible continuum of provision. Where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on **'additional to'** or **'different from'** interventions within a cycle of **Assess, Plan, Do and Review**.

**Assess** – clear analysis is made of the needs based on:

- Views of the child and their family.
- Teacher assessments and observations.
- Pupil's current attainment.
- Pupil's previous progress and attainment.
- Tracking of progress and comparisons with national data.

- Assessments and observations by external agencies, if appropriate.
- Use of the statutory Engagement Model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study.
- Use of the Pre-Key Stage Standards to assess pupils who are working below the standard of the national curriculum assessments but engaged in subject-specific study.
- Use of the MAPP assessment system to track the progress of children working beyond the Engagement Model but not quite at Pre-Key Stage Standards either.
- Valuing SEND Tool.
- Autism Education Trust Progression Framework.

**Plan** – Following assessment, the Class Teacher, SENCO and parents/carers and pupil, agree on a plan of action. At North Somercotes CE Primary this could be an intervention planned on the class provision map, an Individual Education Plan (IEP), a Pastoral Support Plan (PSP), a Electronic Personal Plan (EPEP), a Behaviour Intervention Plan (BIP) or an Education, Health Care Plan (EHCP).

**Do** – All teachers and support staff are made aware of the plan and implement the adjustments, support and interventions agreed in the plan.

**Review** – The quality, effectiveness and impact of provision are evaluated by the review date in the plan. This includes sharing information with pupil and parents/carers and seeking their views.

Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, trauma, difficulties with communication or mental health issues. Behaviour will be seen as a form of communication and a Restorative Approach will be adopted to support any pupils who are experiencing difficulties.

Identifying and assessing SEND for children whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEND.

**Refer to Appendix 1 SEND Identification and Support Flow Chart outlining the SEND Process within our school.**

### Supporting Children and Families

The local authority 'Local Offer' can be found at [www.lincolnshire.gov.uk/SENDlocaloffer](http://www.lincolnshire.gov.uk/SENDlocaloffer) which offers parents support on the county's obligations and services.

Our school 'SEN Information Report' outlines our offer of support for children in our school with SEND and can be found on our website: [www.nspri.co.uk](http://www.nspri.co.uk)

When appropriate, we work closely with the following agencies to support our children and their families:

- Education Psychologist (EP)
- Speech and Language Therapy (SALT)
- Specialist SALT
- Special Educational Needs and Disability Service (SENDS) – Specialist Teaching Team (STT)
- The Working Together Team (WTT)
- Healthy Minds
- Behaviour Outreach Support Service (BOSS)
- Child and Adolescent Mental Health Service (CAMHs)
- School Nursing team
- Physiotherapy
- Social Care
- Team Around the Child (TAC)
- Occupational Therapy
- Sensory Education Support Service (SESS)
- Independent School Counselling

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue. Parents have much to contribute to our support for children with SEND. We have regular meetings with parents to share the progress of children with special needs. We inform parents of any outside intervention, and we share the process of decision making by providing information relating to the education of children with special educational needs.

### Pupil Participation

In our school we encourage children to take responsibility, make decisions and share their opinions. All children on the SEND Register contribute to their Pupil Profile and all children with an IEP complete a Pupil Voice sheet prior to their IEP Review with adult support and are asked if they would like to attend the review meeting. For those children unable to share their voice, the adults working closely with them will gather this information based on observations etc.

### Training and Resources

The school works to an annual budget. The needs of the children requiring SEND support are taken into account when decisions are made in spending the budget.

The SENCo attends local authority network meetings to keep up to date with local and national changes.

Training is given to staff to enable them to meet specific needs of individuals.

### Staff Roles and Responsibilities

At North Somercotes C.E. Primary School:

The Special Educational Needs Coordinators (SENCOs) are Mrs Knott & Mrs Sandiford

The SEND Governor is Miss Pinder

The Child Protection Officer is Mr Floyd (Headteacher)

### **Special Educational Needs Coordinator (SENCO)**

In line with the SEND Code of Practice 2015 and the mandatory standards identified within National SENCO Award training, the SENCO has *'an important role to play with the head teacher and the governing body in determining the strategic development of SEN policy and provision'* (6:87). The SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of class provision maps for vulnerable learners and children with special educational needs;
- maintenance and analysis of individual pupil profiles for vulnerable learners and children with special educational needs;
- liaising with and advising teachers & offering professional support re: use of provision maps and pupil profiles;
- contributing to the in-service training of staff & sourcing training from external agencies;
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and/or Disability;
- implementing a programme of Annual Review for all pupils with a current Education Health and Care Plan (EHCP). Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;
- carrying out requests for EHC Needs Assessments;
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another;

- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);
- meeting at least three times per year with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map;
- meeting at least three times a year and consulting sensitively with parents and families of pupils on the SEN Support and/or EHCP list, keeping them informed of progress and listening to their views, in conjunction with class teachers & ensuring SEND pupils receive appropriate support and high quality teaching;
- attending area SENCO network meetings, County SEND Briefings and training as appropriate;
- liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and/or disability (nationally, locally and within school);
- liaising closely with a range of outside agencies to support vulnerable learners;
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money;
- making referrals to external agencies based on discussions and feedback from teachers, parents and/or other external agencies.

### **Class Teacher**

The role of Class Teachers is to make the education of all of their pupils their first concern and to enable them to achieve the highest possible standards with the social model of inclusion underpinning all aspects of classroom practice. In relation to all pupils, teachers are expected to:

- Liaising with the SENCO
- be accountable for attainment, progress and outcomes;
- create and update the class provision map – termly;
- create and update the pupil profiles – termly and when new information is available for the child that has an impact on their learning;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- adapt teaching to respond to the strengths and needs of all pupils;
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to best overcome these;



- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' educational at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
- manage classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them;
- work with advice from external agencies to improve the outcomes for learning for pupils with SEND.

### **Teaching Assistants/Key People**

The role of teaching assistants and key people is:

- to help pupils develop independent study skills and manage their own learning;
- to deliver high-quality one-to-one and small group support using structured interventions;
- to adopt evidence-based interventions to support their role when working with small groups and one-to-one instruction;
- to complement what is being taught in the classroom;
- to support the emotional wellbeing of children in school;
- to support children with Education Health Care Plans (EHCP);
- to support the class teacher with the termly class provision map and pupil profile updates.

### **Headteacher and Governing Body**

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the SENCO
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners as supplied by the SENCO.
  - pupil progress meetings with SENCO and individual teachers
  - regular meetings with the SENCO
  - discussions and consultations with pupils and parents

The SEND Governor will help to raise awareness of SEND issues at governing body meetings.

The governing bodies of maintained schools and academies **must** publish information on their websites about the implementation of the governing body's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2014**.

### Complaints

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENCO and/or the Headteacher.

If a situation remains unresolved then a letter outlining parent/guardian concerns should be sent formally to the Clerk to the Governors at the school address: North Somercotes C.E. Primary School, Warren Road, North Somercotes, Lincolnshire LN11 7QB.

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Special Educational Needs and Disability (SEND) Service:

Email – [customerrelationsteam@lincolnshire.gov.uk](mailto:customerrelationsteam@lincolnshire.gov.uk)

Telephone - 01522 843322

### Our Legal Responsibilities

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (September 2015) DfE/DoH

Children and Families Act 2014 Part 3

Equality Act 2010

Working Together to Safeguard Children (2018)

Supporting pupils at school with medical conditions (2015)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Keeping Children Safe in Education (2022)

Engagement Model (2021)

The SEND Policy will be reviewed annually, in line with DfE requirements. The SEN Information Report will be updated annually as required by current legislation.

**Policy agreed by Governors: Spring Term 2024**

**Policy reviewed: Autumn Term 2025**



## Identification and Support flowchart for children with SEND

