

Stubbings



## Policy Statement for SEND Special Educational Needs and Disability

What is the purpose of this policy? *This policy sets out how Stubbings Infant School will support and include children with Additional and Special Needs or Disabilities*

Who approved this policy? *The Governing Body*

Is this policy statutory? *Yes*

When was this policy written / reviewed? *November 2023*

When will this policy be reviewed next? *November 2024*

## **Guiding Principles**

This policy has been formulated with regard to the 2015 SEND Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- In this school we have high expectations and set suitable next steps (targets) for all children.
- In this school an additional or special educational need or disability is defined in accordance with the 2015 SEND Code of Practice: 0 to 25 Years.
- All children are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Education and Health Care Plan (EHC Plan)

## **Terms:**

- SEND refers to a Special Educational Needs or Disability. *A person has SEND if they have a 'learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'* Taken from 2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv
- AN refers to an Additional Need. Not identified as a Special Educational Need but a need none the less that is creating a barrier to learning. This could well include a social need.
- SEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

## **Aims**

We aim to raise the aspirations of, and expectations for, all pupils with Special Educational Needs and Disabilities.

We aim to develop and foster an inclusive school community for the benefit of all.

## **Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for children with SEND (see also curriculum and assessment policies)
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To make every effort to ensure that every pupil experiences success in their learning and achieves to their full potential.
- To enable all children to participate in lessons fully and effectively.
- To have high expectations and set suitable targets for all pupils.
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfill their monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual children.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children
- To seek to identify pupils' needs by considering the whole child, not exclusively SEND
- To work within the guidance in the SEND Code of Practice (January 2015).

## **Responsibilities and Resources**

The SENCo, in collaboration with the Executive Head teacher and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of additional or special needs provision, working closely with staff, families, and other agencies. The SENCo also provides professional guidance to colleagues to secure high-quality teaching for children with SEND.

*For Early Years see section 5 of the SEND Code of Practice 2015: 0 to 25 years.*

*For Primary see section 6 of the SEND Code of Practice 2015: 0 to 25 years.*

**The Class Teacher** has the responsibility for the progress and attainment of all pupils including those with SEND.

**The SENCo** stands for 'Special Educational Needs Co-ordinator' and is a post that schools must have. The SENCo ensures that children with special educational needs and disabilities within the school receive the support they need. The SENCo must be a qualified teacher and works with the head teacher and the governing body on the development of the SEND policy and provision. The SENCo is responsible for overseeing the day-to-day implementation of the school's SEND policy by; supporting the identification of children with special educational needs, co-ordinating provision for children with SEND, liaising with parents of children with SEND, liaising with other providers, outside agencies, educational psychologists and external agencies, monitoring pupil outcomes, ensuring that the school keeps the records of all pupils with SEND up to date.

The SENCo has responsibility for managing the school's responsibility for meeting the medical needs of pupils.

The SENCo has responsibility for managing the Pupil Premium Grant.

**The Executive Headteacher** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Executive Headteacher works closely with the SENCo and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report. The content of the report is specified at section 6.79 of the *SEND Code of Practice 2015: 0 to 25 years*.

The Executive Headteacher is the Designated Teacher with specific Safeguarding responsibility.

**The Governing Body** carries out the duties of the Governing Body, set out in the SEND Code of Practice, 2015 section 1:21. The Inclusion governor for this school is Kim Porter.

## **Facilities For Children With Special Educational Needs or Disability**

The school is a building with many steps and stairs and is over three levels. There is limited wheelchair accessibility. Although there are some facilities for enabling children with disabilities to reach the ground floor, the school may be able to make special arrangements in order to include children with physical disabilities. There is, however disabled access through the Foundation Stage Classroom. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the SEND *Code of Practice 2015: 0 to 25 years* in terms of admitting children with disabilities.

There are facilities for small group/individual teaching in the library or in the room that is used by 'Valley Crew' which provides before and after school care.

All members of the school community, including children, are invited to inform the school of any disability they have.

The School's SEND Information Report provides greater detail about the school's offer regarding how individuals' needs will be met. This report can be found on the School Website and is available on request.

The Equality Policy and Plan and the Medical Conditions Policy should be read in conjunction with this policy.

The School's SEND Information Report provides greater detail about the school's offer regarding how individuals' needs will be met. This report can be found on the School Website and is available on request.

The SEND Information Report which includes the *School Offer* forms part of the Local Authority's *Local Offer*.

## **The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Calderdale's Local Offer is currently under development but ultimately aims to host a "Core" Calderdale School's Offer and each individual School's Offers. For up to date signposting, follow this link:

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer>

## **Resourcing and Curriculum**

Delegated funding for children with an EHC Plan is mainly used to pay salaries for one-to-one dedicated staff.

Other devolved funding is allocated to support the needs of children with Additional Needs but who do not have an EHC or Statement of SEND and to provide top up for pupils with 1:1 needs over and above the LA devolved budget.

Pupil Premium money is carefully allocated to support the children it is targeted to.

Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

Pupils have access to a differentiated, broad and balanced curriculum. To enable access to the curriculum for pupils with SEND, the school may provide:

- Specialist teachers
- Teaching Assistants
- Individual teaching programmes
- Individual timetables
- Intervention resources
- Specialist equipment

See the School Information Report for a comprehensive list, available on our website:

<https://www.stubbingsinfantschool.co.uk/>

### **Identification, Assessment and Review**

Pupils receive Quality First Teaching and a differentiated curriculum. (The school regularly and rigorously reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.)

Those pupils who fail to make the expected progress despite Quality First Teaching and with access to a differentiated curriculum, are initially identified by class teachers but also directly by the Executive Headteacher/SENCo. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCo or Executive Head about a child with a potential SEND or other barrier to learning.

We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

In school we use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles, BSquared; for tracking small steps of progress, Teacher Assessments, Screening Tests, Analyse School Performance (DfE tool), Teaching Assistant assessments, reading/spelling phonological awareness tests; behaviour observations etc. A range of diagnostic tests are used as appropriate.

Children who fail to make expected progress based on accumulated evidence are placed on an Inclusion Register. Families are consulted before this decision is made.

### **Four Categories of SEND – Broad Areas of Need**

1. *Communication and Interaction*, including:
  - SLCN (Speech, Language and Communication Needs)
  - ASD (Autistic Spectrum Disorder)
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
  - MLD (Moderate Learning Difficulties)
  - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
  - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
  - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and Developmental Co-ordination Disorder.)
3. *Social, Emotional and Mental Health Difficulties*. (SEMH) They include:
  - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating

disorders or other physical symptoms that are medically unexplained.

- ADD (Attention Deficit)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

4. *Sensory and/or Physical Needs*, including:

- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

### **Special Educational Needs or Disability**

If a child is formally identified as having SEND by an external agency, with the agreement of families, they are placed on the SEND Register.

Agencies include:

- Educational Psychologist
- Complex Needs Service: Disabled Children's Team and the Specialist Inclusion Team
- Pediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- The SEN Team
- The School Nurse (Locala)
- Education Welfare Service
- SENDIASS (parental support service)
- Special Schools
- Children's Social Care
- Children and Adolescent Mental Health Service / Open Minds
- Virtual School; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required as well as educational services.

### **Additional Needs – SEN Support**

At this stage additional interventions, a one-page profile or an Individual Education Plan (IEP) may be drawn up in consultation with families and child. Occasional advice may be sought from external agencies to inform effective intervention. The IEP formats in use allows for close monitoring of progress towards short-term outcomes, agreed with child and families, which are reviewed termly. If a child fails to make the expected progress advice may be sought from external agencies which may include social as well as educational services. At this stage, a SEND may be identified.

It is important to note that other **non**-SEN factors impact on progress and attainment, such as:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – those alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Factors that result in children receiving a Pupil Premium Grant
- Being a Child Looked After
- Being a child of a serviceman/woman

A plan is then made in response to help meet the pupil's needs. If the needs are felt to be Special Educational Needs, the school follows the SEND Code of Practice 2015: 0 to 25 years' graduated approach

with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- Assess:** the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support.
- Plan:** families must be notified wherever it is decided that a pupil is to be provided with SEN support.
- Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- Review:** the effectiveness of the support should be reviewed in line with the agreed date.

Following a review, pupils who fail to make expected progress on the basis of accumulated evidence are placed on the SEND Register and categorized as requiring SEN support. Parents are consulted before this decision is made.

### **EHCP**

If a child is not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHCP (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

### **The SEND Register**

The register is updated termly to take into account summative assessment results. Class teachers who wish to nominate additional pupils to receive SEND Support and to be placed on the register will provide information to the SENCO which may include:

- Results from any curriculum tests
- Evidence of strategies already in place
- Work Scrutiny
- Other relevant information e.g. medical, family circumstances, etc
- Referrals to other services such as Speech and Language Therapy
- Overall Teacher Assessment that shows the pupil is working at a level that is below the national expectations for their age or is progressing at a slower pace
- Anecdotal evidence/ written records of concern

### **Exiting the SEND Register**

If the Assess, Plan, Do Review cycles cause accelerated progress and pupils fall back in step with nationally expected outcomes, then pupils will exit the register. Parents and pupils will be informed and progress will be celebrated.

### **Escalation within the SEND Register**

If pupils are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age and has complex needs, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can only be made following two

full cycles of Assess, Plan, Do, Review, covering at least two terms.

On gathering all relevant advice about a pupil's progress the SEN team in Calderdale may issue an EHC Plan outlining outcomes to be met and additional provision necessary to achieve these outcomes.

At this stage individual provision planning may be put in place. Advice may be sought from external agencies to inform effective intervention. This could include emotional or social support. Progress is closely monitored, reported to pupils and parents'/carers.

### **Review Meetings**

All pupils on the SEND Register continue to follow the Assess, Plan, Do, Review cycle. Review meetings are held termly for all children with an IEP. Families and children are invited to attend as well as the class teacher and Teaching Assistant, if involved. Representatives from external support agencies may also be invited, if appropriate. Any changes to targets, outcomes or the types of support/strategy are communicated to parents/carers and any involved external agency.

For children with an EHC Plan, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHC Plan. A copy of the review report is sent to all invitees, including families, and the Calderdale SEN Team.

For children issued with a Statement of Special Educational Need or EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The SEN Team will be involved as well as any other external agencies.

### **Monitoring and Evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality of provision offered to pupils by:

- Gathering the views of parents in review meetings
- Impact analysis of interventions (including quantitative and qualitative information including pupil and staff views)
- Termly reports to the Governing Body (Attainment and Progress)
- Challenge from Headteacher and Governors

### **Liaison with Families**

The school works in partnership with parents of children in accordance with guidance in the 2015 SEND Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress families will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to the SEND Register families will be asked for their views prior to any decision being made. Families will be fully informed of any additional programme in place for their child. At this stage, families will be told about Parent-Partnership Service. <https://www.calderdalesendiass.org.uk/>
- Families views will be sought when a pupil's IEP is drawn up and suggestions as to how these can be supported at home will be given
- Families are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, families' comments are sought prior to the review report being drafted and incorporated into the final report



## **Consulting Young People with SEND**

- Children's views will be sought and taken into account during the review process and at other key times throughout the year, i.e., at IEP reviews and through One Page Profiles.

## **Transition Arrangements**

Transition is discussed at reviews for Year 2 children from the beginning of the Spring Term. If a child has an EHC Plan the appropriate junior school representative is invited to Annual Reviews and their final IEP review. Additional transition arrangements may be made at these reviews e.g. extra visits etc.

SEND children that are moving between key stages will have transition arrangements in place via the IEP / EHCP review process.

## **Testing/Assessment Arrangements**

The Class Teacher, supported by the SENCo, will gather evidence prior to any assessments and, where applicable, will put access arrangements in place. External examinations may have changing requirements and the SENCo/Executive Headteacher will check the criteria before making applications.

## **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website:

<https://www.stubbingsinfantschool.co.uk/>

## **Other related documents**

This Policy should be read in conjunction with the following documents, all of which are available on the school website, see link above.

- The Equality Policy and Action Plan
- Medical Conditions Policy
- Relationships / Behaviour Regulation Policy
- Local Offer/ Core Offer/ School Offer
- Accessibility Plan

## **Review Framework**

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

Written/Amended: November 2023

Review Date: November 2024