



Coundon Primary School



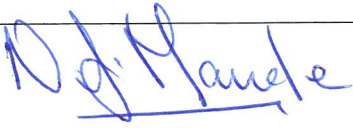
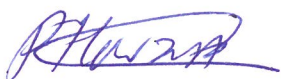
Together Everyone Achieves More

# Special Educational Needs Policy

January

# 2022

Date of next review: January 2025

Author	Katie Cheshire
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Chair of Governor's Signature/Date	

## **Background information about the school and its provision for pupils with Special Educational Needs and Disabilities**

Coundon Primary is located on the North West side of the city serving a relatively advantaged neighbourhood. The pupils on our SEND register have a range of difficulties. Mrs Cheshire is the Inclusion Leader and Special Needs Co-ordinator for the whole school, she oversees the provision of our SEND children. There are also a number of Teaching Assistants and a Learning Mentor employed by the school who work with pupils with SEND. Mrs Cheshire endeavours to establish and promote close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

## **Objectives of the School's SEND Policy**

The objectives of our policy are:-

- Organise our activities to ensure that all children are included in the life of the school;
- Work closely with parents, sharing information on their child's progress and his/her individual needs;
- Continuously develop ways of working to provide the highest quality of provision for all our children with the resources available;
- Meets the regulations associated with the Children and Families Act 2014. These regulations are:
  - The Special Educational Needs and Disability Regulations 2014
  - The Special Educational Needs (Personal Budgets) Regulations 2014
  - The order setting out transitional arrangements
  - Meet the requirements of the Education Act (1996), the Special Educational Needs (SEND) Code of Practice (2014) and the Equality Act 2010
- Encompass the LA Statement of Policy for Children with SEND.
- Facilitate a pupil's learning by identifying his/her individual needs taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole and taking account of the SEND Code of Practice (2014).
- Respond flexibly to pupils, making reasonable adjustments according to the nature of their difficulties.
- Support pupils' learning without making them feel different to or inferior to their peers.
- Enable each pupil to become an independent and confident student.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives

## **Arrangements for Co-ordinating Educational Provision for Pupils with SEND**

Our Inclusion Leader will:

Set the overall school policy for Inclusion.

Manage the day to day operation of this policy.

Ensure that appropriate differentiation and provision for pupils is arranged and monitored.

Liaise with appropriate external agencies that support SEND.

Identify resources for SEND across the curriculum.

Manage and timetable teaching assistants assigned to the inclusion team.

Report on the effectiveness of provision to the senior leadership team and the governors.

Keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers.

Monitor planning and Individual Provision Maps (IPM's) to ensure they include appropriate differentiation for pupils with SEND.

Write 'My Support Plans' and Education, Health and Care Plan requests for pupils with complex learning needs.

Monitor progress made by pupils in collaboration with the class teachers and members of the inclusion team.

### **The Head Teacher will:**

Manage the work of the Inclusion Leader.

Plan with the Inclusion Leader how resources are used to support pupils in the most efficient, effective and equitable way;

Decide alongside the Inclusion Lead, in consultation with the parents/carers, whether pupils should be referred for an EHCP assessment.

### **The class teacher will:**

Identify pupils experiencing difficulties.

Discuss pupils with SEND with the Inclusion Lead and parents/carers.

Write and review Individual Provision Maps termly.

Collaborate with the school Inclusion Lead in reviewing pupils who have a 'My Support Plan' or an 'Education, Health and Care Plan'.

Plan appropriate intervention to meet identified needs for pupils with an IPM and contribute to planning interventions for pupils with more complex needs.

Contribute to monitoring and review procedures.

Seek to meet SEND needs within the overall framework of inclusion in the school.

Ensure the curriculum plans detail strategies for appropriate differentiation.

Ensure assessment procedures are appropriate for pupils with SEND.

### **The Governors will:**

Identify at least one governor to act as a link governor for SEND.

Use their best endeavours to ensure that pupils' special educational needs are identified and provided for.

Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils.

### **Admission Arrangements**

Before pupils come to school/nursery we will:

Visit pupils and parents/carers at their home and collect relevant information relating to any special needs that may already have been identified by other agencies (this relates to pupils who will be entering the Nursery or pupils who are joining Coundon in Reception that have not attended our Nursery);

Collect information about the pupils' educational history from the last school/nursery/pre-school setting attended by the pupil, and educational support service who may have been involved with the pupil and from parents/carers.



Once pupils arrive in school/nursery, we will:

Undertake a range of assessments, identifying pupils with special educational needs and establish their strengths and areas of difficulty.

Review any existing IPMs in consultation with the pupil's parents/carers.

Discuss the placement of the pupil on the SEND register with the parent/carers.

Make sure the information about pupils' SEND is passed on to appropriate school staff.

Give parents/carers information about SENDIASS, Special Educational Needs and Disability Information, Advice and Support Services.

When pupils leave the school we will:

Pass on information about the pupil's educational history to any receiving school.

Complete other transfer documents as required.

## **SEND Specialisms**

We have had recent experience of working with children with the following disabilities:

Dyslexia, Autism, Hearing Impairment, Visual Impairment, Speech and Language Delays/Disorders, Specific Learning Difficulties, Developmental Co-ordination Disorders, General Learning Difficulties, Social Communication Difficulties, Social Difficulties, PDA, Disorder of Attention Motor Control and Perception and Physical Disabilities.

We have some staff who have undertaken specialist training in:

Learning Difficulties, Hearing Impairment, Safer Handling, Autism, ADHD, Speech and Language, and Behaviour.

## **Building Adaptations and Special Facilities**

We are a new school building and consequently adhere to all recent building regulation standards including those regarding accessibility.

These include:

Wheelchair access to all areas of EYFS, KS1 & 2 buildings (including lift access to Y6 classrooms) and canteen.

Toilet facilities for pupils with disabilities, including wheelchair access.

Sound field equipment for pupils with hearing difficulties.

A hygiene suite.

A forest school area.

A sensory room.

## **Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEND**

The Allocation of Resources to and amongst Pupils with SEND

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

Statutory requirements.

Other budgetary pressures in the school.

The resources identified for SEND within the Individual School's Budget.

The availability of additional grants to schools.

Priorities identified in the School Development Plan.

The **Inclusion Lead** works with the Head Teacher, Deputy Head Teacher **and Assistant Heads** to:

Identify the pattern of need across the school.

Establish the most cost effective means of meeting these need.

Allocate support to groups of pupils, including those with an Education, Health and Care Plans.

Ensure that support is allocated to pupils on a fair and equitable basis.

Monitor the progress made by pupils with SEND.

Evaluate the effectiveness of provision for SEND.

Ensure that support staff, including teaching assistants, work within the framework of school policy and practice.

## **Identification, Assessment, Monitoring and Reviewing Procedures**

We use the definition of Special Educational Needs in the SEND Code of Practice (2014):

'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is:

'...a physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities.'

'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Difficulties arising from a difference of language between home and school are dealt with through other policies and procedures.

Special Needs provision is provided, wherever possible, alongside other children taking account of:

The wishes of parents/carers.

The pupils' needs.

The resources available to the school.

The efficient education of other pupils in the school.

We believe that all teachers are teachers of pupils with special educational needs.  
There are four broad categories of SEND:

Communication and interaction-C&I  
Cognition and learning-C&L  
Social, emotional and/or mental health-SEMH  
Physical and/or sensory-PSD

Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Assess- In identifying a child as needing SEND support the class teacher, working with the Inclusion Lead, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School will take seriously any concerns raised by a parent. Concerns will be recorded and compared to the setting's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments.

Where professionals are not already working with school staff the Inclusion Lead will contact them if felt necessary and if the parents agree.

Plan- Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This will be recorded in the form of an Individual Provision Map 'IPM' and the school Inclusion Lead may be consulted to discuss adjustments and interventions if felt necessary. Where pupils have a wide range of more complex needs, the school Inclusion lead will consult with the pupil, parents and class teacher alongside relevant external agencies to write an in depth 'My Support Plan'.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do- The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. Teachers will work 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 school Inclusion Lead will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.



The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. For pupils with an IPM, the class teacher will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent, pupil and if necessary, Inclusion Lead. For pupils with a 'My Support Plan' the school Inclusion Lead will be responsible for reviewing alongside external agencies, class teachers, parents and pupils. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHCP, the local authority will review that plan as a minimum every twelve months. School will co-operate with the local authority in the review process and, as part of the review, the local authority can require school to convene and hold annual review meetings on its behalf.

## **Education, Health and Care Plans**

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan.

## **Routes for referral:**

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment:-

the child's parent.

a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible).

In addition, anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners or a family friend. Bringing a child to the attention of the local authority will be undertaken on an individual basis where there are specific concerns. This should be done with the knowledge and, where possible, agreement of the child's parent or the young person.

## Arrangements for Providing Access to the Curriculum for Pupils with SEND

We support access through differentiation, IPMs, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

## Assessment

The SENDCo may refer pupils with special educational needs to the Learning and Well-being Support Service or the Educational Psychology Service, or other relevant external agencies. Such referrals will always be first agreed with parents/carers.

Pupils are entitled to forms of assessment which are appropriate and recognise their achievement.

Reporting of a pupil's attainment will be made in the context of the school's Assessment Recording and Reporting Policy.

### Pupils Participation

Staff will involve pupils (in an appropriate way) in discussions about their individual programmes.

## Monitoring

The SENDCo will meet with class teachers to monitor pupil progress.

Review: IPMs will be reviewed on a termly basis (at least) using consultations with parents/carers. The SENDCo will update the SEND register termly or as pupils new to school arrive.

The SENDCo, Head Teacher and Deputy Head Teacher will work to review the overall pattern of SEND support on an annual basis.

## How Pupils with SEND are integrated into the School as a Whole

We seek to be an inclusive school by:

Using the SEND review procedures to identify any barriers in the way of pupils' learning and plan appropriate and reasonable action;

Ensuring that all pupils have appropriate learning targets which are challenging;

Valuing the diversity of our pupils of which SEND are a natural part;

Ensuring that our reading stock includes stories with positive images of pupils with SEND;

Looking for opportunities within the curriculum to raise SEND issues;

Seeking to make provision for SEND within routine class arrangements wherever possible;

Seeking opportunities for pupils with SEND to work with other pupils;

Encouraging pupils with SEND to play/socialise with other pupils;

Developing links with special schools to extend pupils' experience of diversity.



## **Criteria for Evaluating the Success of the SEND Policy**

The following criteria will be used:

The amount of identified teaching time available to support SEND pupils;  
The number of pupils with special educational needs attaining specified levels in National Curriculum assessments;  
Average reading improvement of pupils receiving support;  
The impact of planned programmes of intervention and support;  
The amount allocated to SEND by governors;  
The proportion of schemes of work which show differentiation for pupils with SEND;  
INSET time allocated to staff development with reference to special educational needs;  
The proportion of parents attending or contributing to reviews and consultations;  
Staff fulfil the expectation of the school in carrying out procedures for special educational needs and produce the necessary paperwork.  
Recommendations by external agencies are acted upon and incorporated into the curriculum;  
Children are confident and well motivated and are making measurable progress;

## **Arrangements for Considering Complaints about the SEND Provision within the School**

In the first instance, the complaint should be taken up with school staff directly concerned. If the matter is not resolved then the matter should be raised with the SENDCo who will arrange to meet with the complainant and seek further investigation.

If the matter is still not resolved then the SENDCo will raise the matter with the Head Teacher who may:

Take action to address the complaint;

Seek involvement of external agencies, such as the SENDIASS or the Midlands Mediation Service;

Decide that the complaint does not warrant any action, and advise complainant of further action they can take.

The School's Arrangements for SEND In-service Training

All staff receive INSET or information about the SEND Code of Practice (2014) and issues relating to Disability;

All staff have the opportunity to receive INSET on SEND procedures in school;

All staff have the opportunity to receive INSET on specific disorders;

The SENDCo will identify areas for INSET or with the Head Teacher which will be written into the School Development Plan.

## **The Use made of Teachers and Facilities from Outside the School Including Support Services**

External agencies will be used to provide advice and INSET for staff especially specific needs as they arise within school;

External agencies will be used to identify specific targets for pupils in line with the school's procedures;

Planning meetings will be held at the beginning of each term to agree a programme of work with Educational Psychology Service and Learning and Well-being Support Service and Integrated Early Years Support Service.

Regular liaison takes place with Area Health professionals to access the following services:- Speech Language and Communication Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent

Mental Health Service, Integrated Mental Health Service, Primary Mental Health Service and Social Services

Arrangements for Partnership with Parents/Carers

The concept of parents/carers as partners is central to the SEND Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents/carers at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the IPM targets at home. We recognise the value of parents/carers knowledge of their child and will seek to use that information in planning support for pupils.

We seek to work in partnership through:

Regular consultation and review procedures for the sharing of information;  
Sharing assessment and planning information through IPM's;  
Meeting the parents/carers of prospective new pupils to the school to discuss SEND support;  
Discussing with parents/carers, transfer/transition options at the end of each year.

Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations

We liaise with:

Health Visitors;  
Social Services;  
Child Health Service;  
National Society for the Prevention of Cruelty to Children;  
Community Education;  
Child and Adolescent Mental Health Services;  
Integrated Mental Health Service;  
Playgroups and Nurseries.

## References

Our policy is based upon legal requirements. The framework for SEND Policies is set out in The Education (Special Educational Needs) (Information) (England) Regulation, 1999 (Statutory Instruments Number 2506).

The SEND Code of Practice was published by the DfE in 2014