

# Special Educational Needs and Disability (SEND) Policy

January 2021



Date approved by Governors:

Signed by chair of Governors:

Signed by Headteacher:

Date of review:

**Definitions**

(Sharon Tunnicliffe)

(Alison Brown)

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

According to the SEN Code of Practice (last updated April 2020) a pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

More details about the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

Due to the ongoing pandemic, some of the ways we would normally conduct our support has been adjusted to reflect our over-riding school Covid-19 risk assessment. This includes restricting visitors to the school site, conducting meetings/reviews remotely via online services and limiting the movement of staff between class bubbles. Support staff within school have maintained links with the majority of SEND pupils within their support bubbles, however there have been some adjustments to maintain social distancing rules etc. Any SEND pupils where these rules are adjusted will have an individual risk assessment.

## **2. Aims**

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Priory Junior School, our school motto 'We LEARN with PRIDE' means we are committed to ensuring all of our children have access to an inclusive education which is lifelong, enquiry-based, aspirational, relevant and nurturing. We strive to ensure that all pupils, including those with Special Educational Needs or Disabilities (SEND), are supported to make good progress and achieve their full potential. Our inclusive curriculum, dedicated to meeting the needs of each individual child, enables all pupils to be included fully in the life of our school and its community. We believe all children should be accepted equally, encouraged, valued and respected, regardless of their ability or needs. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupil.

### **3. Legislations and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **4. Roles and responsibilities**

#### **4.1 The SENCo and SEN manager**

The Special Educational Needs Co-ordinator (SENCo) is Miss Gilbert and the SEN manager is Mrs Henshaw. They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The headteacher**

The head teacher (Mrs Brown) will:

- Work with the SENCO, SEN manager and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.3 The SEND governor**

The SEND governor (Mrs Tunnicliffe) will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher, SENCO and SEN manager to determine the strategic development of the SEN policy and provision in the school

#### **4.4 The class teacher**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 Areas of needs**

The SEN Code of Practice 2014 describes 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. Our school currently provides additional and/or different provision for a range of needs, including:

#### **Communication and Interaction needs, including:**

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder)

#### **Cognition and Learning needs, including:**

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and have 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 dyspraxia)

#### **Social, Emotional and Mental Health Difficulties, including**

- A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder
- They may also reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

#### **Sensory and/or Physical Needs, including:**

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment

Physical Disability

## 5.2 Identifying and supporting pupils with SEND needs

All pupils receive an inclusive curriculum, using a mastery approach to learning, through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Where it is determined that a pupil does have SEND, this will be discussed with the parents/carers. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess:**

The class teacher, with support of the SENCo and SEN manager, will clearly analyse a pupil's needs, focusing on current attainment and barriers to learning. Parents will be notified whenever it is decided that a pupil is to be provided with SEN support and will be consulted on their views to supporting the child. The pupil's views and where relevant, advice from external support services will also be considered. Where external support services are not already involved they may be contacted via the Family of Schools termly Springboard meeting where individual needs are discussed with parental consent.

### **Plan:**

Planning will involve consultation between the teacher, SENCO 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:**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or

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:**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, where appropriate and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### **5.3 Education Health Care Plan**

If a child has lifelong or significant difficulties or is 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 EHC Plan (Education Health Care Plan). An EHC Plan outlines outcomes to be met and additional provision to be provided. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo/SEN manager
- Social Care
- Health professionals

Further information about EHC Plans can found:

- Via the SEND Local Offer: [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)
- By speaking to an Education, Health and Care Plan Co-ordinator on:0115 9774012 or 0115 9773323
- By contacting Ask Us (Previously known as Parent Partnership Service) on 0115 8041740 or by email [enquiries@askusnotts.org.uk](mailto:enquiries@askusnotts.org.uk)

## **5.4 Training for staff**

In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development. We regularly review the training undertaken by all staff and plan further support based on areas of need. All teachers and staff complete an induction after taking up a post. This includes a meeting with the SENCO to explain the procedures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCO regularly attends SENCO and vulnerable children network meetings in order to keep up to date with local and national updates in SEND. Training is ongoing in response to identified needs.

## **5.5 Inclusion of pupils with SEN**

The head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by all stakeholders together with the SENCO to ensure that it promotes the inclusion of all pupils. We constantly review our lesson design and curriculum objectives to ensure we are fulfilling our commitment to allow every child to 'LEARN with PRIDE' as set out in our school aims. This includes learning outside the classroom, where appropriate. The school will seek advice, as needed, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

## **5.6 Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding termly reviews for all children with SEN needs
- Holding annual reviews for pupils with EHC plans
- Feedback from visitors, external reviews and professionals
- Staff and Governor meetings

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Sophie Gilbert (SENCO) *every year*. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Dealing with complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously. A copy of the school Complaints Policy is available on the school website.

In the first instance concerns about SEN provision should be discussed with the SENCo, SEN manager or class teacher. They will then be referred to Mrs Brown and the school governors following the school's complaints policy.

## **8. Links with other policies and documents**

Other related documents:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions