

The Gedling Family of Schools

Working together collaboratively...

*Stanhope Primary School
All Hallows Church of England Primary School
Phoenix Infant and Nursery School
Priory Junior School*

Special Educational Needs and Disability Policy



Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or you person has SEN 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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.

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

This school policy reflects the latest local policy of Nottinghamshire - which came into effect on 30th September 2020. A copy of the Nottinghamshire policy can be access following the link below:

<https://www.nottinghamshire.gov.uk/media/2896421/send-policy-final-sept-2020.pdf>

Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

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 C-Vid 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 have an individual risk assessment.

Purpose

The purpose of this policy is:

- to ensure that funding decisions for all pupils with complex SEND in the Gedling Family of Schools are fair and transparent
- to ensure that practice is clear and understood by all who work within the Family of Schools.

Mission statement

We are committed to meeting the needs - academic, social, emotional and behavioural of all our pupils and ensuring that all pupils including those with Special Educational Needs or Disabilities (SEND) and those working at greater depth have the opportunity to reach their full potential and make good progress within a positive and stimulating environment.

We provide a high quality, flexible curriculum for all children through an inclusive approach commensurate with meeting individual needs and enabling all pupils to be included fully in the life of our school and its community.

Aims and objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

Family Aims

To ensure continuity and consistency across the Family.

To ensure parity of provision for pupils with similar levels of need.

To develop a shared understanding of the Local Authority's descriptors of need.

To recognise, acknowledge and value our joint responsibilities as SENCOs for Family decisions.

To continue to develop and share good practice so that provision improves for all pupils with special educational needs and disabilities in the Family.

To ensure SENCOs are aware of new initiatives (both local and national).

To review the Family SEND Policy annually and to share this with the Head Teachers of the schools in the Family.

Each individual school has the responsibility to recognise and provide for every individual's specific needs as defined in the SEN Code of Practice.

Objectives

Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeding schools or early years settings prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress and providing information *[annually]* on the provisions for pupils within the school as a whole and the effectiveness of the SEN policy and the school's SEN work. Depending on the specific needs of the child further review meetings may need to take place at least annually.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Create a school environment where pupils feel safe to voice their opinions of their own needs. This means that the student voice is sought using age and ability appropriate methods. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *[e.g. membership of the School Council, Parliament]*.

Each school has in place its own accessibility plan which is a 3 year plan but is reviewed at least once a year (or at the point that a pupil/staff member/member of school community needs this adjusted.)

However, where the individual needs cannot be met then support and advice is obtained from the Local Authority.

Allocation of resources for pupils with SEN

All pupils with SEND will have initial funding from the school to provide the appropriate provision. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. The Family of Schools comprises of an infant school, a junior school and two primaries. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi- agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Identification of pupils needs

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

(a) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- (b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- (c) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- (d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- (e) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- (f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- (g) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- (h) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- (i) Both Priory Juniors and Phoenix Infants have been awarded the Dyslexia Friendly Kitemark. Both All Hallows and Stanhope are currently working towards this.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEND is the Head Teacher. The person co-ordinating the day to day provision of education for pupils with SEN is the SENCo. Across the family of schools the person coordinating the role is the Family SENCo.

Arrangements for coordinating SEN provision

The SENCo will hold all appropriate records for individual pupils.

All staff can access:

The SEND Policy;

An overview of all children identified as SEND used for tracking this cohort;

Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);

Information on individual pupils' special educational needs.

Practical advice, teaching strategies, and information about types of special educational needs and disabilities

Information on Scholar Pack on individual pupils and their special needs and requirements

Information on current legislation and SEN provision on staffroom notice boards

Information available through Nottinghamshire's SEND Local Offer. The local offer information is also available on each school's website.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. All the schools have transition arrangements in place based on an individual child's needs.

Facilities for pupils with SEN

Where possible we meet the needs of and make adaptations for-

Physical environments (lifts, lighting, wheelchair access, acoustic tiling)

Assistive technology

Increased access to the curriculum and assistance during examinations.

School transport

SEN Support

Where it is determined that a pupil does have SEN, this will be discussed with the parents/carers. The aim of identifying a pupil with SEN 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

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. Specialist assessment tools may be used to gain relevant data. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted 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, that barriers to learning are clearly identified and being overcome 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 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.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which may be 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 child 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.

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

Parents

Teachers

SENCO

Social Care

Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting Ask Us (Previously known as Parent Partnership Service) on:

0115 8041740

Or email enquiries@askusnotts.org.uk

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

The annual review enables provision for the pupil to be evaluated and, where

appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made, which could include alternative provision.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's SEND. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Each individual school identifies whole school priorities as part of the school development plan and evaluate impact regularly. This is regularly reviewed by all stakeholders.

Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN

Making use of all class facilities and space.

Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.

Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.

Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

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. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

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. *This includes parental and pupil questionnaires.*

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

Data collection systems are used by all schools in the Family to monitor intervention and impact and these are all GDPR compliant.

There is a formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo and Head teacher/SEN governor and information is gathered from different sources such as child and parent surveys/

teacher and staff surveys/parent's evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014 in the Head Teacher's report to governors. Evidence collected will help inform school development and improvement planning.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN in relation to identified needs.

Our schools operates the following training programmes:

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

The appropriate services will be involved as and when is necessary.

Working in partnerships with parents

The family of Schools believes that a close working relationship with parents is vital in order to ensure that-

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through *progress reports, parent's evenings, provision reviews, and reports at the end of the academic year. Feedback from parents and carers is obtained through informal and formal discussions, questionnaires and feedback from the end of year school report.*

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 SEN to the local authority Ask Us (parent advice group) 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. The school's SEN Governor may be contacted at any time in relation to SEN matters.

Links with other schools

The school is a member of the *The Gedling Family of Schools, which has formed a 'soft federation.'* This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. As a family of schools, staff regularly meet as part of our continued CPD through INSET Day training and staff meetings.

Transition

Each school puts in place the appropriate transition to meet the needs of all children. Children identified with specific needs will have an individual transition plan in place and all the relevant agencies/settings will be involved. Transition for children with

SEN may involve extra visits to their new school. Relevant parts of the Nottinghamshire Schools Transition Pack will be completed during the Summer term, where possible.

Links with other agencies and voluntary organisations

The Family of Schools invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with a range of agencies including the following:

Education Psychology Service

Social Services

Speech and Language Service

Language and Learning Support Service

Schools and Families Support Services - Four teams connected to the four areas of need.

Gedling Area Partnership (GAPs) - Behaviour Support

Sure Start

Primary Mental Health Team

Women's Aid

Healthy Families team

Small Steps Team

Early Help Assessment Team

CAMHS

Community Paediatrician

Multi-agency Support Hub

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. *Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.*

Signed _____ (Headteacher)

Date _____

Signed _____ (SENCo)

Date _____

Signed _____ (SEN Governor)

Date _____

This policy is reviewed annually. The next scheduled review will be October 2021

