



Steeple Claydon Primary School

Special Educational Needs and Disabilities

Policy 2020/2021

SEND POLICY This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEN Code of Practice 0-25 2015
- SEND regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Part 3 of Children and Families Act 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012
- Keeping children safe in Education 2019

This policy should also be read in conjunction with the following policies:

- Behaviour Policy
- Assessment Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Medical Conditions Policy
- School Accessibility Plan

The school's statutory SEND (Special Educational Needs and Disability) Information Report includes information for parents in the easy to understand format of commonly asked questions. This is available on our school website and in paper form from the school office.

Details of Buckinghamshire's Local Offer are also available at:
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Name of SENDCo: Mrs Laura Passenger

Contact Details:

Steeple Claydon School

Meadoway

Steeple Claydon

Buckinghamshire

MK18 2PA

01296 738 132

landerson@steepleclaydon.bucks.sch.uk

At Steeple Claydon School, we are committed to promoting the highest possible levels of achievement to ensure that each individual pupil reaches their potential and to value all learners equally while developing their enthusiasm for learning. We welcome all children including those who have different learning styles and may be identified as having Special Educational Needs and Disability (SEND). We have high expectations for our pupils and strive to ensure that all children make progress in their academic as well as social and emotional and physical development. We aim to achieve this through the removal of barriers to learning and participation. We focus on the outcomes for children and encompass all of these ideas under our vision, 'Giving Every Child the Chance to Shine'.

Definition of SEND

The Special Educational Needs Code of Practice 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 them.

A child of compulsory school age or a young person has a learning difficulty if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age

(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.

Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review. High-quality class teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use best endeavours to ensure that such provision is made for those who need it.

Every teacher is a teacher of every child including those with SEND. We work in close partnership with parents/carers who play an active and valued role in their child's education.

The objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities as early as possible so that appropriate provision can be made and their needs met and attainment raised
- To work within the guidance provided in the SEND Code of Practice 2015
- To allocate staffing and resources in ways which reflect differing individual needs as finances allow
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them and that targets set are appropriate and achievable based on identified need
- To plan an effective curriculum to meet the needs of children with SEND which is stimulating, focused and challenging
- To involve parents/ carers in the identification and review of the targets set for individual children and those targets identified in the child's SEN Plan
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs

Roles and Responsibilities

The role of the governing body is to:

- Appoint an SEND Governor
- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties towards all children with special educational needs
- Have a written SEND policy containing the information as set out in the SEND Code of Practice.
- Ensure they are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personal resources are deployed
- Perform the duties of the Special Educational Needs and Disability Act (2001) including publishing a 3-year Disability Equality Accessibility Plan
- Ensure the appointment of an appropriately qualified SENCo. Mrs Laura Passenger (SENDCo) is responsible for coordinating the provision of special educational needs throughout the school.

The role of the SENDCo is to:

- Ensure day to day operation of the SEND Policy
- Provide advice to staff supporting, liaising with them and where necessary supporting the completion of IEPs (Individual Education Plans).
- Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that the children make progress.
- Oversee line management of teaching assistants
- Work with the class teacher to set up, monitor and review individual SEN plans.
- Oversee and maintain resources for special educational needs
- Liaise with outside agencies.

- Contribute to and, where necessary, lead the continuing professional development of staff.
- Monitor, evaluate and report on the provision for children with SEND, to the Head and governing body.
- Coordinate the range of support available to children with SEND.
- Together with the class teacher, liaise with parents/carers of children with SEND

Every teacher is expected to take responsibility for meeting the learning needs of all children in their care and to differentiate the curriculum appropriately. The SENDCo will provide guidance and support for staff as they work towards these aims and will help staff to become aware of their children in light of the whole school policy for SEND.

Identification and assessment arrangements and review procedures.

The school follows the guidance contained in the SEND Code of Practice (2015). This recommends a graduated approach. The Code does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or physical needs.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where possible we will meet every child's needs within the classroom through ensuring that our planning, teaching and approaches are high quality and effective. At Steeple Claydon School, the quality of teaching for all pupils is regularly and carefully reviewed, including those children at risk of underachievement. This includes reviewing, and where necessary, improving, teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENDCo. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Additional

interventions and targeted support will be provided. Pupils will only be identified as SEND and placed on the register if they do not make adequate progress once they have had access to interventions and good high quality personalised teaching.

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. We may reassess needs, if appropriate through diagnostic assessment.

When we have all the available information, we will consider the findings with the parents/carers and the child, and plan the next strategy for action. This may involve engaging the child in an appropriate programme as part of our Provision Map and drawing up an individualised SEN plan.

Any provision made and the progress made by your child will be discussed with you regularly and reviewed to ensure it is having an impact on achievement. Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum stages significantly below those of his/her peers we draw on more specialised assessments from external agencies and professionals provided by the LA (Local Authority). We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. An individualised SEN plan will be written to reflect these new targets after consultation with these agencies, parents/carers, the child, the SENDCo and the class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

A SEN plan will detail:

- What long term outcomes are sought for that child.
- Short-term SMART targets.
- The names of staff and/or outside agencies involved with the targets and responsible for maintaining and updating the plan.
- What additional provision will be made
- How we will judge progress Any outcomes after a review cycle
- The signature of both the parent and the class teacher.

All SEN plans are reviewed three times a year and we acknowledge that SEN plans are only effective if they are living records that are regularly monitored and revised. Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we

will discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education and Health Care Plan.

The EHCP will include:

- A profile of the child to include their strengths and aspirations for the future
- The child's education, health and care needs
- The goals or outcomes for the pupil agreed by the family and professionals involved
- Any education, health and social care provision that is in place to meet their needs

Children with an EHCP will also receive a SEN plan in order to break down targets into smaller, more achievable 'chunks'. Parents of children with EHCPs will be invited in to speak to teachers at least three times a year to discuss progress made towards targets and what the next steps should be. At the end of each academic year, there will be a comprehensive handover of information between the current class teacher and SENDCo and the new teacher regarding the child's needs.

If the parents/carers decide to move towards a personal budget, the school will work with the parents/carers to give them advice on how this could be spent. The Head teacher has the final say in the use of the personal budget within the school. Where a child has an EHC Plan (Educational Health Care Plan), we will carry out an annual review which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend. A six-month review will be held for children in Foundation Stage and may be used, if necessary, for any child in Key Stage 1 or 2.

Training and Resources

Many of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENDCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENDCo.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All training needs of staff are identified and monitored by the SENDCo. All

teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attends the LA SENCO network meetings and has completed the NASENCo qualification in order to keep up to date with local and national updates in SEND.

Admission arrangements

The admissions policy is based on the agreed Buckinghamshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement or EHC Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

Links and Use of Outside Agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCo will usually make the necessary arrangements and discuss with parents/carers accordingly.

These agencies normally include:

- Educational psychologists
- Specialist Teaching Service
- Speech and language therapists
- Pupil Referral Unit
- School Nurses
- Local Authority SEN Officers

Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's SEN plans in order to ensure children's attainment is raised.

Supporting Pupils and Families

Parents should refer to the Bucks Family Information Service for information and support and to access links with other agencies. Transition into the school, from class to class, across key stages, and onto secondary school is managed very carefully for all children, especially those with SEND, and parents are included in all arrangements regarding transition.

Close links are maintained with local schools and transition arrangements are in place to ensure continuity of learning when pupils change schools. Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the SEN plan.

Supporting Pupils at School with Medical Conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCo and/or Headteacher.

Should the matter still be unresolved, the parents/carers should contact the 'responsible person' on the governing body.

Criteria for evaluating the success of our policy

The success of the school's SEND policy will be judged against the aims set out above.

Annual success criteria will be reviewed through a SEN Development Plan, which will be presented to the SEN governor at least annually. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the SEN plans.