

SANDHURST PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY
(SEND POLICY) – February 2022

Mission Statement

At Sandhurst Primary School, we are committed to providing an inclusive environment where everyone is made to feel welcome and are encouraged to be actively involved in the own learning. We believe that all children should access high quality learning experiences which include a broad and balanced curriculum, relevant and differentiated to their individual needs. We strive to be an inclusive school, reducing barriers to their learning and enabling each child to maximise the learning potential. We value the achievements of all members of Sandhurst Primary School and it is important to us that children experience success in order to foster self-esteem and a positive attitude to learning. Fundamental to this is a partnership between the school and parents/carers.

Definition of Special Educational Needs (SEND)

The 2014 SEND Code of Practice 0 to 25 provides the following definition:

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.

A child of compulsory school age has a learning difficulty or disability if 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

The four broad categories of SEND describe in the SEND Code of Practice are:

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

The Special Educational Needs and Disabilities Coordinators (SENDCO's)

Our SENDCOs are responsible for the day to day co-ordination of specific provision made to support individual pupils with SEND, including those who have a Statement or an Educational Health Care Plan. Our Special Educational Needs and Disabilities Co-ordinators (SENDCOs) are Alison Christie and Geraldine Fairman.

The SENDCOs are responsible for coordinating special needs provision and will liaise with Class Teachers, parents and outside agencies.

As the SENCO they will:

February 2022

- Keep a register of all children with an Educational Health Care Plan and those with special educational needs support.
- Inform parents/carers before placing their child on the SEND register.
- Invite parents/carers to a meeting to discuss concerns if it is felt, by staff that their child has special educational needs and would benefit from appropriate provision.
- Initiate the EHCP process leading to an EHCP if deemed necessary.
- Inform parents/carers on a regular basis of their child's progress.
- Convey changes to parents
- Arrange review meetings.
- Ensure that appropriate targets are in place.
- Liaise with outside agencies as appropriate.
- Monitor interventions and review provision.
- Liaise with class teachers and support target setting and termly review of targets.
- Provide wider pastoral support to parents with situations that are impacting upon their child, when requested.

Policy Objectives:

- To work within the guidance provided by the SEND Code of Practice 2014
- Every child is included in the social and academic life of the school and has access to a broad and balanced curriculum, including the National Curriculum
- To identify children with Special Educational Needs at the earliest possible opportunity.
- To ensure that every child experiences success in their learning, maximising their learning potential.
- To work in partnership with parents and carers.
- To ensure staff, governors and parents are aware of the school's SEN policy
- To provide support and advice to all staff with SEN pupils.
- To ensure that classes are adequately resourced to provide for pupils with special needs and both teachers and support staff receive appropriate training
- To ensure that the SEN policy is evaluated by staff and governors

Working in Partnership with Parents.

Sandhurst Primary School is committed to working in partnership with parents and carers. We will:

- Meet with parents and carers to discuss their child's progress and inform them of any difficulties their child is experiencing
- Keep parents and carers fully informed about the involvement of any external agencies
- Have regard to the views of parents and carers.
- Provide parents with the information and support necessary to enable them to participate in decision making.

Identification and Assessment

A child has SEN where their learning difficulty or disability calls for provision that is different from or additional to that normally available to children of the same age.

The school is committed to early identification of special educational need, recognising that this is the key to improving the long term outcomes for the child. Pupil progress is assessed and monitored through the analysis often termly tracking data and seeks to identify those children making less than expected progress. We recognise that slow progress and low attainment do not necessarily mean that a child will need SEN support, however we acknowledge that they may be an indicator of a range of learning difficulties and if left unaddressed may lead to frustration, which might be displayed as emotional or behavioural difficulties.

This can be characterised as progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

We work in collaboration with parents to identify their child's needs and will make necessary referrals to external agency for additional professional advice.

A Graduated Approach to SEN Support

The graduated response is the process by which a child's needs are usually recognised, assessed and supported within the school. Below are the stages through which this happens.

1. Needs of the children mostly met by the teacher.
2. Needs of the children met by the teacher along with a moderate level of support.
3. Needs of the children met by the teacher alongside a significant level of support

Class teachers may voice concerns about any child at any point during the year, whether or not the child has already been recognized as having special educational needs. Concerns may be raised through the analysis of progress reports throughout the school year. The SENDCo will discuss any concerns with the class teacher and may offer advice on resources or strategies. It may be necessary at this stage for the SENDCo to assess the child and begin to gain further information.

If the information gathering process and assessments show that there is a level of learning, social or emotional difficulty, which cannot be overcome within the normal range of classroom strategies, Parents/Carers will be informed of special educational provision that has been put in place for their child. Support provided will be regularly revisited and evaluated applying the Assess-Plan-Do-Review cycle. Known as the graduated approach. The Code of practice outlines the following levels of provision.

Support in the classroom and promoting inclusion

All classes have the support of a Teaching Assistant for at least part of the day with some additional hours across the school to support identified underachieving individuals or groups.

Our aim is for every child to have access to a broad and balanced curriculum and to be able to take part in all activities alongside their friends.

This can usually be achieved in a number of ways: children with SEN may be set differentiated tasks which require minimal support or they may be helped by a LSA, a parent helper, volunteer or work directly with the teacher. Some children, usually those with an EHCP, who may have complex learning needs may adopt a developmental approach to learning, with the curriculum being modified to make it more accessible, using visual, tactile and concrete resources.

Special Educational Needs Support

At Sandhurst Primary School we focus on delivering Quality First Teaching which is differentiated and will meet the individual needs of the majority of children. For those children who have been identified as needing additional to or different provision we use a range of interventions which may be targeted individual support, paired or small group. These interventions are usually led by a Teaching or Learning Support Assistant, but underpinned by Quality First Teaching.

Provision for those children which is different from or in addition to, everyday classroom provision is recorded as part of the graduated approach.

The SENDCo and class teacher should decide on the action needed to help the child progress in light of the assessments. This may take the form of different learning materials, special equipment, and a change in teaching style, extra in class support, or a very specific learning programme. One off occasional advice on strategies or equipment from outside agencies will sometimes be appropriate.

A plan of action should be put in place. This should include:

- The short term targets set for or by the child.
- Teaching strategies to be used.
- How the support will be delivered.
- When the plan will be reviewed
- Success and/or exit criteria
- Outcomes/ evaluation (to be recorded when the plan is reviewed)

Where possible the whole class differentiated curriculum plan should encompass the needs of all the children within the class. The plan should only record that which is additional to or different from the differentiated curriculum plan.

External Support

If a child does not make appropriate progress through this initial process, it may be necessary to seek advice from outside professionals. Consultation of specialists can also take place at an earlier stage as a preventative measure or where specific advice is needed. External support services, eg. Drumbeat, Educational Psychology and Speech and Language Therapy, will usually see the child in school so that they can give teachers advice on outcomes, strategies or materials. They may also undertake assessments to gain a clearer picture of the child's needs.

Education, Health and Care Plan (EHCPs)

As part of the graduate approach, if a child has a high level of need and is not making progress in spite of Quality First Teaching, targeted support and external agency intervention, in discussion with parents/cares Senior Leadership Team, we may apply to the Local Authority for the child to be assessed for an Educational Health Care Plan (EHCP). If the outcome is successful, an EHC plan will be issued by the Local Authority. The provision made within the EHCP will be agreed following multi agency meetings, which will also involve the parents. EHCP will be reviewed annually.

Monitoring Arrangements and Reviews

- Parents will be kept informed of their child's progress on a regular basis and invited to attend review meetings.
- Representatives from outside agencies may also attend some meetings.
- External agencies will usually attend the Year 5 Annual Reviews of children with EHCPs in order to plan for secondary transfer.
- The review meetings will mainly take place on specified days and on open evenings.
- Review meeting appointments will be offered at least twice a year.
- The SENDCo and/or class teacher will be available at the end of the school day informally or by appointment, to discuss concerns outside of the review meetings.
- Children's short term targets will be updated with reference to their targets when appropriate by the class teacher.
- Fortnightly meetings between the Senior Leadership Team and the SENDCos are held to monitor progress and oversee decisions to refer children to external agencies or apply for an EHCP assessment.
- Teacher Assessment, Reading Ages, Diagnostic Assessments and Assessments by other professionals such as Speech and Language or Occupational Therapists will be used, where relevant, to aid monitoring of the child's progress.

Evaluation

These are the aims of the school in its work with children with SEN and their parents;

- Bring about measurable academic progress.
- Raise the skill level of staff so that they can plan high quality activities for children with SEN that support their learning and promote inclusion
- Defend and promote the well-being and high self-esteem for children with SEN
- Give children with SEN opportunities to express themselves as well as they can
- Consider issues of inclusion when making decisions at any level.

February 2022

- Ensure that parents are informed and involved in the education of their children

The following indicators are used when looking for evidence of success;

- Continuing academic progress, with the achievement gap narrowing or staying the same.
- Children with SEN engaged with purposeful activities at an appropriate level of challenge.
- Happy, interested children keen to display their achievements.
- Children working and playing alongside their peers supported by a range of strategies by adults and other children.
- Parents who are pleased with their child's progress and report that their child is happy.

A range of measurable or factual indicators are collected and collated to help the school and its governing body to evaluate success:

- End of Key Stage Assessment results for children with SEN
- The monitoring of the SEND list
- Measureable progress through teacher's termly assessments in core skills
- Measureable impact through whole school Provision Mapping
- Reports and observations from teaching and support staff and parents on changes in attitudes to work, independence and self-esteem.
- School administered and outside agency assessment results

Criteria for Exiting the SEND Register

Children will exit the SEND register when their level of progress and attainment is judged to be within local/national expectations and that support is no longer deemed necessary for them to continue to maintain their progress

Admissions

New arrivals and casual admittances during the school year will be assessed according to school procedures for new arrivals. (See New Arrivals Policy)

The school follows guidelines for admissions provided by the Local Authority. Children with special needs in our community who are entitled to a place using the Local Authority admission criteria are welcome if the school is able to offer appropriate provision

Transition

Transition can be difficult for a child with SEN and steps are taken to ensure that as they move to a new class or a new phase transition is as smooth as possible. This may include:

- Additional visits to the new classroom
- Opportunities to take photograph of key people/places
- Transition books

February 2022

- Use of passport information
- Parent and child meeting with new class teacher

There is a close liaison between the SENDCos and secondary schools aiming to ensure that transition to secondary school is as smooth as possible.

Children arriving at the school with a known Special Educational Need will be introduced to the SENDCo, and parents/carers invited to a meeting to discuss any concerns and to update the targets from the previous school.

Team Around the Child

In some cases, it is necessary to support a child's needs through a 'Team Around the Child' approach. This is where the factors affecting progress are multiple, eg: housing, extreme poverty, identified disability, bereavement etc. In these cases a 'Team Around the Child' is constructed and will meet termly to identify all the needs around the child, how best to meet these and who will undertake specific actions.

Supporting pupils at school with medical conditions

At Sandhurst Primary it is recognised that there are some children at school with medical conditions who may need support to enable them to access to the National Curriculum. Individual Care Plans will normally specify the type and level of support required to meet their medical needs of such children.

SEN In-Service Training

Teachers and support staff access training from the SENDCos and attend appropriate courses run by a number of providers.

Support staff meet regularly with the SENDCo to discuss any problems or concerns.

Outside agencies, in particular speech and language therapists regularly advise the SENDCos, teachers and support staff about how best to work with the children. The school also accesses training via SLA from Drumbeat, Specific Learning Difficulties Team, Outreach Inclusion Team and the Educational Psychology Team.

The school's SENDCos regularly attends SENDCo Local Authority led training, forums and collaborative meetings in order to keep up to date with local and national updates in SEND.

Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEN meets regularly with the SENDCo to discuss current SEND issues.

February 2022

Complaints Procedure

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

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils needs. Any complaint about the educational provision in the school should in the first instance be made to the SENDCo, who will endeavour to resolve the issue. If the issue cannot be resolved the Headteacher will be informed and if necessary refer the matter to the governing body

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