



# **Springfields First School**

## **Special Educational Needs and Disabilities (SEND) Policy**

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## **Special Educational Needs and Disability (SEND) Policy**

### ***Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014:***

- 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 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 a learning difficulty or disability if he or she is likely to be within (a) or (b) when of compulsory school age (or would be likely, if no special educational provision were made).
- A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

### **\*Aims of the SEND Policy**

The SEN policy has been devised to:

- To work within the guidance provided in the SEND Code of Practice, 2015.
- To identify, assess and provide for pupils who have SEND.
- To provide appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- To foster an educational environment in which high expectations are set for all pupils, including those with SEND.
- To work alongside and support parents, to provide regular feedback on their child's education.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-disciplinary approach to meeting the needs of all vulnerable learners.

### **\* What should you do if you think your child may have special educational needs?**

- If you have concerns, firstly discuss these with your child's teacher who will explore your concerns and provide further insight and guidance.

### **\*Who is the special needs co-ordinator within school?**

- Miss Stevenson is the school's SENCO.
- Mrs Lorraine Banks is the school's SEN link Governor.
- Mrs Bagnall (Headteacher) and Miss Stevenson are responsible for overseeing the provision for children with SEND.

### **\*What are special educational needs?**

There are four main areas of special educational need: -

- Communication and interaction- Children may have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.
- Cognition and learning- Children may have difficulties with parts of their learning such as in literacy or numeracy. The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.
- Social, emotional and mental health difficulties- children may display challenging, disruptive or disturbing behaviour which may reflect underlying social, emotional and mental health issues. Children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Sensory and/or physical needs- children have a disability which prevents them from making use of the educational facilities generally provided. Includes children with visual impairment, hearing impairment or a multi-sensory impairment. They require specialist support and/or equipment to enable them to access learning and all the opportunities that are available to their peers.

### **\*How will the school identify a child's needs?**

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 him or her, namely provision different from or additional to that is normally available to pupils of the same age (see above for further information).

Pupils are only identified as SEND if they do not make adequate progress once they have had intervention/adjustments and Quality First Teaching- as identified by the Senior Leadership Team.

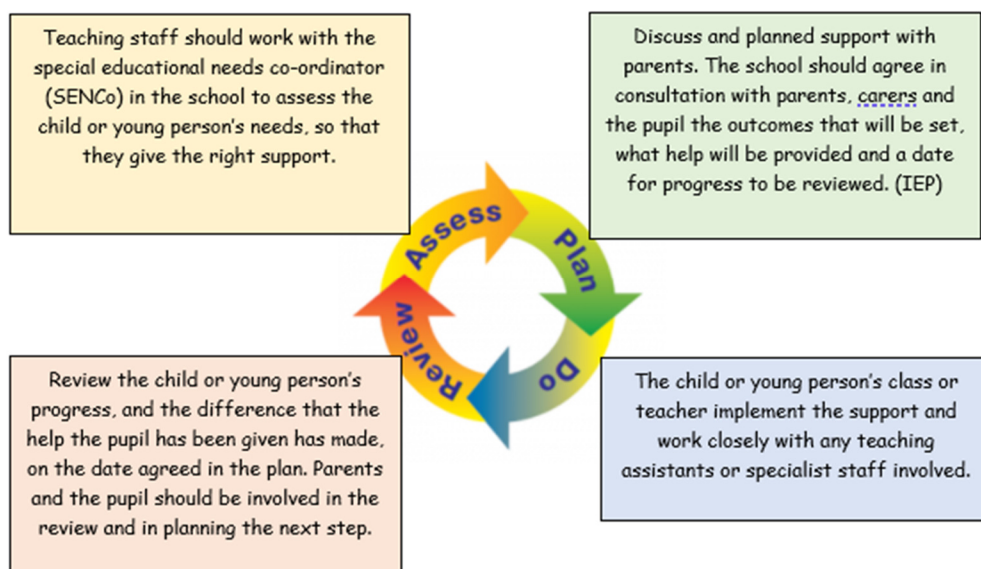
The teacher and SENCO consider all the information about the pupil's progress, as well as national data and expectations of progress. This includes accurate assessment using standardised tests and early assessment materials. This information is then used to decide whether special educational provision is needed.

We will also take into consideration external factors (attendance, health and welfare, English as an additional language, being a looked after child) the child's own views, parents/carers views and those from external agencies.

### **\*What is Quality First Teaching?**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils identified as not making the expected level of progress will be monitored for half a term and will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum. This might be through additional Teaching Assistant support or specialist resources such as a writing slope or additional table top supports.
- Pupils who are still failing to make expected levels of progress after the monitoring period are identified and the SENCO will be consulted on the level of provision a child may need moving forward.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs.

- Parents will be consulted after the monitoring period and based on the above factors a child may then be placed onto the SEND register.
- Additional SEND support will be recorded on a plan (Pupil Passport) that will identify a clear set of expected outcomes. This will include any relevant academic and developmental targets and will also include aspirational targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. This process is called a graduated approach and follows an assess, plan, do and review cycle.



- If a pupil makes good progress through targeted interventions, staff will consider the pupil's exit criteria in terms of no longer needing targeted interventions and support. However, if progress rates are still judged to be lower than expected despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil.

#### **\*When is an EHCP requested and how?**

For a very small percentage of pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care Needs Assessment (EHCNA) that will be undertaken by the Local Authority. Further advice on this process can be found on <https://www.staffordshireconnects.info/Assessments/EHC-Assessments.aspx> or here <https://www.staffs-iass.org/EHC->

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

#### **\*Which agencies are available to support my child?**

When children require additional support the SENCO may also seek advice from other professionals. These include;

- Educational Psychologist
- SEN Support Team

- Speech and Language Therapy Service
- Autism Outreach
- CAMHS
- School Nurse
- Hearing / Visual Services
- Physiotherapy
- Occupational Therapy
- Behaviour Support

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

#### **\*How will the curriculum be matched to your child's needs?**

Teachers are responsible and accountable for the progress of the pupils in their class, including those on the SEND register or where pupils have support from teaching assistants or specialist staff.

Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

We aim to educate all children with SEND alongside their peers, however where this is not possible the class teacher/SENCO will make other arrangements and will ensure that parents are informed of the flexible arrangements.

#### **\*How are pupils with medical needs supported?**

Pupils with medical needs will be supported by a detailed Health Care Plan, compiled by the school and school nurse in partnership with parents and if appropriate, the pupil themselves. Where necessary and in agreement with parents/carers medicines are administered in school where a signed medicines form is in place. If necessary, the school will also carry out a detailed risk assessment.

#### **\*How will you know how your child is doing?**

School data/pupil progress information is collected on a half termly basis to track the attainment and progress of all pupils. Progress towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings.

Parents may also wish to communicate with staff more regularly through the school office.

If parents would like to meet with the class teacher and/or SENCO to discuss their child's progress, email the send email address or email/call the school office to arrange an appointment.

#### **\*How will we help you to support your child's learning?**

- Our outside notice board often includes information that identifies local learning opportunities such as how to join the local library, places to visit etc.
- The notice board also contains information for ways to support your child at home and information regarding specific SEND concerns.
- The class teacher or SENCO may also suggest additional ways of supporting your child's learning at home.

- The school organise a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

**\*How is the decision made about how much support your child will receive?**

For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO and class teacher. The school will identify which interventions and level of support is required. The support and advice from other external agencies will be considered by the school for some individual pupils. Additional funding can be requested from the Local authority when sufficient evidence has been gathered by the school following the graduated approach which indicates a lack of progress by a pupil over a period of time. For pupils with an Education, Health & Care Plan (EHCP), the level of support will be determined when the plan is being produced. This can be reviewed during the yearly review meetings.

**\*How will the school prepare and support your child when joining the school?**

A number of strategies are in place to enable effective pupil's transition. These include:

- A planned programme of visits in the summer term for pupils starting in September.
- Parent/carers meetings at the school
- SENCO meeting with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

**\*How does the school prepare and support your child when transitioning to the next School?**

- The transition programme in place for pupils in Y4 provides a number of opportunities for pupils and parents to meet staff in their new school.
- The annual review in Y4 for an Education, Health and Care plan begins the process where parents are supported to make decisions regarding middle school choice/discuss other schooling options.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within ten working days of the parents notifying their child has been enrolled at another school.
- For further admission information, please visit <https://www.staffordshire.gov.uk/Education/Admissions-primary/Apply/Overview.aspx>

**\*How are the school's resources allocated and matched to children's special educational needs?**

The school budget includes an allocation to the school to provide for the education of pupils identified as SEND. This allocation is targeted to support those pupils with the greatest level of need. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Where a pupil's needs are more complex 1:1 support from a key worker to provide a personalised curriculum.

- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. IT SEND software
- Training/CPD relating to SEND for staff

In addition, for those pupils with the most complex needs, the school may request and be allocated Additional Educational Needs funding from the L.A.

**\*What training do staff supporting children and young people with SEND undertake?**

All staff in school undertake a range of SEND training within school and with external providers. Training needs are identified by the school's Senior Management team. Training is provided for the whole staff and governors in relation to SEND as part of the school's INSET training programme. This training may be provided by LEA advisory staff, the SENCO or other members of the teaching staff or outside training providers. The SENCO and Senior Leadership Team also attend courses to ensure that information in relation to SEN is regularly updated.

Mrs Bagnall and Miss Stevenson attend the local SEN network meetings to ensure they are up to date with the latest developments.

**\*How accessible is the school environment?**

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramp access at the main school entrance to make the site accessible to all.
- Toilet adapted for disabled users.
- Double doors in some parts of the building.
- Handrail and ramp access to the mobile classrooms.
- All main building classrooms are at ground level.

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to print information is available via the school website.

**\*How will your child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

**\*What support will there be for my child's overall well-being?**

- The school offers a wide variety of pastoral support for pupils. Our Personal, Social, Health and Education (PHSE) curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- The school have a designated Mental Health Team who regularly meet to discuss the current needs of the pupils, staff and parents. This members of staff that are currently part of the Mental Health Team are Mr Rammell, Miss Stevenson and Mrs Whittingham.
- We have a member of staff trained to deliver the HOPE project. The project offers mental health support to children. This provision delivered in school compliments a whole school approach to positive health and psychological wellbeing.

- Questionnaires are in place to obtain the views of pupils and parents, these responses are monitored for effectiveness by the Governing Body.
- Pupils are given a wide variety of responsibilities around school to promote their personal development.
- The school has gained Healthy School status, Gold Sports Mark and Active Mark which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.

**\*Who can you contact for further information or if you have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's class teacher- on the door or via [office@springfields-first.staffs.sch.uk](mailto:office@springfields-first.staffs.sch.uk)
- The SENCO on [send@springfields-first.staffs.sch.uk](mailto:send@springfields-first.staffs.sch.uk)
- The Head Teacher on [office@springfields-first.staffs.sch.uk](mailto:office@springfields-first.staffs.sch.uk)
- For complaints please contact the School Governor with responsibility for SEN, Mrs L Banks (via the school email address).

Alternatively, ring the office on 01785 337310 and leave a message for the member of staff that you wish to speak to.

**Support services for parents of pupils with SEND include:**

- The Staffordshire Family Partnership Team (SENDIASS): <https://www.staffs-iass.org/home.aspx>
- Staffordshire Connects: <https://www.staffordshireconnects.info/>
- SEND Local Offer Facebook: <https://www.facebook.com/StaffordshireSENDLocalOffer/>

Written by: Samantha Stevenson, Autumn 2022

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**Compliance**

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

- Equality Act 2010
- Statutory guidance on supporting pupils with medical conditions 2014
- National Curriculum primary framework 2014
- Keeping Children Safe in Education 2020
- Working together 2018
- Teacher Standards 2011

Read in conjunction with the following policies:

- Safeguarding policy
- Supporting Pupils with Medical Conditions
- Behaviour policy
- Accessibility Plan