

SEND Policy



**Amington Heath
Primary School**

Approved by:

Date:

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Contents

1. Aims	2
2. <u>Legislation and guidance</u>	3
3. <u>Definitions</u>	3
4. <u>Roles and Responsibilities</u>	3
5 <u>SEND information</u>	4
6. <u>Monitoring arrangements</u>	10
7. <u>Links with other policies and documents</u>	11

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Through this policy we aim to outline clearly the way in which the staff and governors will deliver the SEND Code of Practice within the context of Amington Heath. We are committed to providing an appropriate and high quality education to all children admitted to the school. We believe that all children, including those identified as having special educational needs, have a common entitlement to access a broad and balanced academic and social curriculum and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

At Amington Heath Primary School we are committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community, belonging and offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We aim to prevent children from underachieving or from being segregated.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- Girls and boys
- Learners with identified special educational needs, such as Dyslexia or Autism.
- Learners who are disabled.
- Those who are more able
- Minority ethnic and faith groups, travelers, asylum seekers and refugees.
- Those who are looked after by the local authority (Children in Care).
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion.

2. Legislation 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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND 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 either:

- A significantly greater difficulty in learning than the majority of others of the same age,
- 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs. Rebecca Fennelly

Mrs Fennelly will:

- Work with the head-teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

- Work with the head-teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5.0 SEND information

See the SEND information report 2020 published on our website

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and severe learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify those who are not progressing satisfactorily and who may have additional needs.

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests.

Early identification of pupils with SEND is a priority. The school uses appropriate screening and assessment tools to ascertain pupil progress for all through:

- Evidence obtained by teacher observation/assessment.
- Baseline assessment results.
- NFER assessments
- Pupil progress in relation to objectives in the revised 2014 National Curriculum.
- Standardised screening or assessment tools carried out by the SENSS team.
- The Boxall Profile
- Assessments by a specialist service such as Educational Psychology or SALT.

Progress is the crucial factor in determining the need for additional support. Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Manager and parent; the child may be recorded on the school's SEND register and supported through:

- Differentiated curriculum support within the class.
- SEND support through a graduated approach (additional support through a four part process.
- Additional support through an Educational Health Care Plan (formerly a Statement of Educational Need).

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

At Amington Heath Primary School we use the definitions of adequate progress as suggested in the revised *Code of Practice (2014)*, that is, progress which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is on par with pupils starting from similar baseline but less than most of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Enjoys full curricular access.
- Is satisfactory to pupils and parents/carers.
- Demonstrates an improvement in self-help or social /personal skills.
- Demonstrates an improvement in the child's behaviour.

A Graduated Approach to SEND Support

At Amington Heath Primary School, where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision will be added to the SEND register.

The aim of formally identifying a pupil with SEND is to help the 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 that enables the provision to be refined and revised as the understanding of the needs of the pupil grows. It is stated on the children's learning passports. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually 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 multiagency 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/carers
- Teachers
- Inclusion Manager
- Social Care
- Health professionals

Information will be gathered relating to the current provision on offer, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by representatives from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents/carers 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:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

Education, Health and Care Plans (EHC Plan)

Following the statutory assessment, an EHC Plan will be provided by Staffordshire Authority 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/carers will be involved developing and producing the plan. Parents/carers 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/carers 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.

Monitoring

Entry data prior to any form of intervention taking place is recorded and an appropriate date is set for a mid-point and final review. The lead person(s) will record significant achievements and difficulties and also share mid-point review data with the Inclusion Manager. The Inclusion Manager will make adjustments to the provision for a child, if appropriate, and review the final data when intervention ceases. The school will endeavour to hold the reviews in an informal manner, and parents'/carers' views on their child's progress, and any further intervention, will actively be sought. Wherever possible or appropriate, the school will involve pupils in the process.

Specialised Provision

At Amington Heath we provide:

- Full-time education in classes with additional help and support by class teachers/TAs through a differentiated curriculum.
- Periods of withdrawal to work with a support teacher or trained TA which are mapped out and time tabled.
- Development and liaison with external agencies, including support from organisations such as speech and language, the local authority special needs support service, behaviour support services and Autism Outreach.
- All staff have been involved in professional development to support the teaching and provision for children with additional needs within mainstream school.

5.3 Consulting and involving pupils and parents

Amington Heath Primary School firmly believes in developing a strong partnership with all parents/carers to enable children to achieve their potential. We recognise that parents/carers have a unique overview of the child's needs and how best to support them and this gives them a key role in the partnership. We consider parents/carers of pupils with SEND as valued partners in the SEND process.

Depending upon age and appropriateness, pupils with SEND will be encouraged to participate in any decision-making affecting them.

At review meetings with parents/carers we will try always to make sure that the child's strengths as well as difficulties are discussed. Where we make suggestions as to how parents/carers can help at home, these will be specific and achievable and that all parents/carers leave the meeting clear about the action to be taken and the way in which targets will be monitored and reviewed. Learning Passports will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

Parents/carers will be provided with a copy of the Learning Passport and minutes of the review following the meeting. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate. Parents'/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between our school and home will ensure that concerns are promptly acted upon. Where this does not happen, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issue(s), the governing body.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Reception staff will meet with parents/carers and staff from any partner nursery schools prior to pupils starting at our school. Concerns about particular needs will be brought to the attention of the Inclusion Manager after this meeting. Where necessary the Inclusion Manager will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the Inclusion Manager will telephone to discuss the child's needs further. When children with SEND transfer from Amington Heath Primary School to new schools, details of particular needs and additional required provision will be shared accordingly. The Inclusion Manager will supply any further information upon request.

For those SEND children leaving at Year 6 to go into year 7 all information will be sent to the school and a discussion will be held with the Inclusion Manager. In some cases, additional transition sessions will be organised.

5.5 Our approach to teaching pupils with SEND

High Quality Teaching and Differentiated Curriculum Provision

At Amington Heath Primary School, we adopt a "high quality teaching" approach. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

The key characteristics of high quality teaching are:

- Highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to engage and motivate pupils
- Ongoing informal and formal assessment

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

We will also provide the following interventions:

- Nurture
- 1:1 Read Write Inc.
- 1:1 and group Speech programs such as Welcomm
- Lego therapy and Nurture Therapy
- Fine motor skills sessions
- Small group maths and English sessions
- Handwriting support

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.7 Expertise and training of staff

A highly qualified and experienced SENDCO

They are allocated 2.5 days a week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

The Inclusion Manager attends regular cluster meetings to update and revise developments in the area of SEND and Inclusion.

- Where there is a requirement to meet a pupil's additional needs or an issue of inclusion the school will set targets to meet those needs and, where appropriate, action points added to the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided by the Inclusion Manager via staff meetings.
- Support staff are encouraged to extend their own professional development and the headteacher will ensure tailor-made training is provided where appropriate.

5.8 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 8 weeks
- Carrying out focused learning walks
- Monitoring books by the SENDCO and SLT
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

All pupils are encouraged to take part in Forest School Activities.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Refer to our accessibility plan which is published on our website.

5.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also part of nurture to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying. Our staff are all trained in recognising and dealing with peer on peer abuse.

- All pupils participate in PSHCE sessions within class time.

5.11 Supporting Pupils at School with Medical Conditions

The 2014 Act requires us to make arrangements to support pupils with medical conditions. These requirements extend beyond children and young people with SEND and disabilities. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of pupils with such conditions. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Any member of staff providing support for a pupil with medical needs will have had appropriate training

5.12 Admissions

Amington Heath Primary and Nursery School will act in accordance with the Staffordshire County Councils Admissions Policy. The school will apply the same entry criteria to all pupils and potential pupils.

5.13 Working with other agencies

At Amington Heath Primary School we recognise the important contribution made by external support services in the identification, assessment and provision for pupils with SEND. For example:

- The Educational Psychologist visits the school regularly, following discussion with the Inclusion Manager as to the purpose of each visit.
- The LA Special Needs Support Service visits regularly to provide specific information, shares resources and provide teacher and TA clinics.
- Specialist, direct teaching from the above service is used where we do not have the necessary in-house expertise - for example, in relation to children with Autistic Spectrum Disorders or severe emotional and behavioural difficulties etc.
- Teachers from the sensory Impairment Team will work in school to support children, both with and without Education Health Care Plans, who have vision or hearing impairments. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to Learning Passport reviews.

The Inclusion Manager liaises frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- Autism Outreach
- Community Paediatrician/Medical Officer
- Speech and Language Therapy
- Educational Psychology

Parents/carers are always consulted if any outside agency is involved.

15.14 Safeguarding and Pupils with SEND

As a school we are aware of the potential for children with SEND to have additional barriers when it comes to safeguarding, the school recognises that this group can be more vulnerable to abuse and neglect. Disabled children may be especially vulnerable to abuse, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Heightened vulnerability linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have "friends" or find a partner

- Differing boundaries
- Online safety – digital technology understanding

A combination of these factors can make them more susceptible to risks.

All our staff are trained at level 1 with 2 deputy safeguarding leads (Mrs Fennelly, Ms Mackenzie) and the designated safeguarding lead (Mrs Davies) and are aware of such vulnerabilities and trained in dealing with this.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Inclusion Manager or class teacher in the first instance.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved. Insert named contacts within the school for when pupils or parents have concerns.

Please see our complaints procedure on the website or ask for a copy in the school office.

5.17 The local authority local offer

Our local authority's local offer is published here: <https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Rebecca Fennelly, Inclusion Manager, **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.

6.1 Allocation of Resources

Each year we map our provision to show how we allocate resources to each year group. We also review class provision termly through discussions with the Head Teacher and Inclusion Manager. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and that the objectives of the SEND policy are met.

6.2 Evaluating the success of the School's Inclusion and SEND Policy

Every year, we analyse and compare the data we have on the percentage of our pupils with very low attainment at the end of their key stage, with the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- An increase in the percentage of children recorded as having SEND exceeding their targets.
- A reduction in behaviour incidents and exclusions.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Data protection/GPDR policy
- Behaviour
- Equality information and objectives
- Safeguarding
- SEND Information Report
- Anti-Bullying