

Days Lane Primary School



Special Educational Needs and Disability Policy

Review Summary

Adopted	
Review Cycle	Annual
Last Review	November 2022
Next Review	November 2023
Reviewed by	Mrs Kenward (Inclusion Manager), SEND Trustee, Mrs Larkins

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STATEMENT OF POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The aim in this school is to ensure that every child has equal access to the National Curriculum and is able to play a full and active part in the whole life of the school.

We accept that some children may experience learning difficulties at some stage of their school life and every reasonable attempt should be made to fully include them in the life of the school.

1. Aims and Objectives

The aims of our Special Educational Needs and Disability (SEND) Policy and practice in this school are to work with the guidance provided in the SEND Code of Practice (2014).

The visions and values for a child with SEND are the same as those for any other child in the school with the added support mechanisms in place to enable them to access all areas of the school and the school curriculum.

- To make reasonable adjustments for those with SEND by taking action to increase access to the curriculum and the environment for all.
- To ensure that pupils with SEND have fair access to the activities in the school with pupils who do not have SEND.
- To identify specific difficulties/disabilities and to ensure that any need is met to the best effect within the resources available.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum and inclusive provision.
- To listen, respond to and work with parents, carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of a pupil.
- To work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- The school will make every effort to make the best outcomes for pupils with special educational needs and disabilities.

2. Definition and Identification of Special Needs

The definition of Special Educational Needs and Disability from the Revised Code of Practice (2014) states:

‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’

SEN:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Disability

- Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

2.1 The Broad Areas of Need

The revised Code of Practice (2014) states that there are four broad areas that gives an overview of the range of needs that should be planned for. The purpose of identification is to work out what action our school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

The Broad Areas of Need are as follows:

(Stated by the Code of Practice 2014)

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age

related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

2.2 English as an Additional Language

Lack of fluency in English must not be equated with learning difficulties as defined above. However, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. A full assessment will need to be made of the exposure they have had of each of the languages and their proficiency in them.

2.3 How children are identified as having Special Educational Needs

At Days Lane Primary School children are identified as having SEN in a variety of ways e.g.

- Concerns raised by parents /carers
- Concerns raised by teachers
- Concerns raised by the child
- Changes in a child's behaviour or self -esteem is affecting progress
- A child finds learning difficult
- Child is performing well below age related expectations or where progression has slowed
- Information received from outside agencies and pre- schools e.g. speech and language therapist, Paediatricians
- A medical diagnosis
- Liaison with previous school or setting

3. Roles and Responsibilities

The board of trustees will be responsible for:

- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Helping to raise awareness of SEN issues at board of trustee meetings.
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the board of trustees on this.

- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND.

The Headteacher will be responsible for:

- Working with the SENCO and SEND trustee to determine the strategic development of the SEND policy and provision in the school.
- The overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Reporting to the board of trustees on the impact of SEND policies and procedures.

The SENCO will be responsible for:

- Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the Headteacher and SEND trustee to determine the strategic development of the SEND policy and provision in the school.
- The 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.
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Being the point of contact for external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensuring the school keeps the records of all pupils with SEN up to date.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class. Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

4. Admissions of pupils with special educational needs

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN, but without an Education, Health Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. We aim to support and include all pupils where possible.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs may be better met in a special provision.

- If a parent requests main stream school, then the school must show what is needed to enable access.

5. Supporting a Child with SEND

Once the SENCO has identified a child as having a special or additional need the following procedures will come into effect, in accordance with the Code of Practice. Each phase will be regularly reviewed with as many involved parties attending as appropriate and as possible e.g. the class teacher, SENCO, Headteacher and other agencies.

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes.
- Pupils' attainment is tracked using the whole school tracking system and progress is monitored through regular book looks.
- The school will inform parents whenever special educational provision is made for their child.
- Planning will show differentiation and personalised learning for pupils with SEND.
- Consultation between class teacher and the SENCO will enable the school to make appropriate provision.
- The school is a single-storey unit and has a disabled toilet for the use of children or staff. There is a lift that will enable a child with a disability to reach the infant playground.
- The Disabled Access Plan for Days Lane shows how provision for certain disabilities will be improved through modification to the building and grounds.

Where it is decided that special educational provision is required to support progress, parents will be informed that the school considers their child may require support and their partnership sought in order to improve attainments. This is known as the 'graduated approach'.

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs.
2. **Plan:** If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
3. **Do:** The class teacher remains responsible for all children, including those identified with SEN and High Quality Teaching that is differentiated is the main form of support for all children and young people. Additional support or

interventions (SEN support) will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parent's aspirations for the child.

4. **Review:** Progress towards these outcomes will be tracked and reviewed and shared with the parents and the pupil.

If progress rates and learning outcomes are still judged to be slow or behind despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local authority support services, including Early Intervention Team (EIT), Advisory Teaching Services, Behavioural Support Teachers, Educational Welfare Officers, and Educational Psychologists.
2. Speech and Language or health professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS).
3. Social care, including Disabled Children's Services.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

All Types of support available

- Parental support at home
- Class teacher support
- Learning support within the classroom
- Support from TA's and volunteer helpers within the classroom
- SENCO and TA withdrawal support for individual or group provision
- Referral to a range of agencies
- EIT Team support; Education Psychologist, Behavioural Specialist, Education Welfare Officer and Social Worker
- Outside school activities and school clubs.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided.

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

- Pupils with SEN are encouraged to be part of all school activities and where necessary, appropriate support is put in place.
- We have a zero tolerance approach to bullying.
- The school has a pastoral lead, who supports the social and emotional needs of both children and their families.

6. Support for Parents

- Please look at the school website and Bexley Local Offer website which provides 'sign posts' for additional support.
- The class teacher or SENCO might also suggest additional ways of supporting your child's learning or accessing local support groups.
- The school organises a number of, 'drop in surgeries' in which parents can attend in order to discuss ways of supporting learning at home for their child.
- Parent/carer concern forms are available for parents to complete and return to the SENCO regarding their child. The SENCO will then discuss the issues raised with parents/carers, class teacher and the child, if appropriate, for further action.
- Class teachers will always be the first communication point for parents.

7. School Based Provision

The class teacher will work with the SENCO to carry out a clear analysis of the pupils needs.

This will draw on:

- The teacher's assessment and experience.
- Their previous progress and attainment.
- Other teachers' assessments, where relevant.
- The individuals' development in comparison to their peers and national data.
- The views and experience of parents.
- The pupils' own views.
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Wave 1 Support

Under the RCOP (Revised Code of Practice 2014) the correct procedure to follow within school is the graduated approach.

The class teacher's initial response to a child who is having difficulties is to provide him/her with differentiated and personalised learning opportunities within the classroom and to monitor his/her progress carefully on a class action level. This is our first Wave of support provided within the school.

Wave 2 Support

When the class teacher and the SENCO identify a child with SEND, and they need further support beyond the classroom, they will provide interventions or provisions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The triggers for intervention could be the teacher's concern, underpinned by evidence, about the child who despite receiving differentiated and personalised learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of concern
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent social and/or emotional difficulties which are not usual for the child and are resulting in a change of behaviour
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

The SENCO and class teacher both take a lead in assessing the child's continuing difficulty and monitoring and reviewing the additional provision in place and working alongside the TA, who is conducting the intervention. Parents are kept informed and are invited to be involved by supporting the child with homework.

Wave 3 Support

Children are placed at a Wave 3 Support level when the school, or parents calls upon external specialist agencies for support such as the Speech and Language therapists, ASD team, community Paediatrician or hospitals. These agencies will work closely with parents and the school to help assess information collected and provide appropriate support that may be applied within the school or at an external location.

Reasons for asking for external support and a child being placed at Wave 3 Support could be that the child:

- Continues to make little or no progress in a specific area over a long period
- Continues working substantially below age related expectations

- Continues to have difficulty in developing literacy and mathematics skills
- Has a social or emotional difficulty, which substantially and regularly interferes with their learning or that of the class group, and may have caused inappropriate or concerning behaviour.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention for the pupil or advice to the staff, by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

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 a set number of weeks.
- Using pupil interviews and pupil voice.
- Monitoring by the SENCO.
- Using SEND Support Plans to measure progress towards individual goals.
- Holding annual reviews for pupils with EHC plans.

8. Curriculum Access and Inclusion

Days Lane School strives to be an inclusive school engendering a sense of community and belonging through its

- Inclusive ethos – mutual regard and respect between members of the school community.
- Broad and balanced curriculum for all pupils.
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children.
- Provision mapping and management.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

9. Training for Staff Supporting Pupils with SEND

- The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of students as appropriate.
- A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice.

10. Activities outside the Classroom

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where reasonably possible.
- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

11. Resource Allocation

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit for Quality First Teaching.
- The National SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND at SEN Support (K) level of the Code of Practice (2014).
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. These students may also have Special Educational Needs.
- For those pupils with the most complex needs, funding from the Local Authorities High Needs SEN through an EHC Assessment and subsequent Plan (formerly known as a Statement of SEN).

This funding is used to provide the equipment and facilities to support pupils with special educational needs and disabilities. This would be discussed and agreed with the child's parent/carer.

12. Transition into and Within the School

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

On entry:

- Prior to entry, admissions procedures are used to gather information relating to a child's needs.
- A planned induction programme is delivered in the Summer term to support transfer for pupils starting school in September. In September an Induction Day is held. Each of these days may be personalised to meet individual's needs if appropriate.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO and class teacher meet 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 discussed prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify

and reduce any concerns. Where a child has known SEND, the school will contact the previous school/ setting or other professionals as needed.

13. Transition to Secondary School

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities may be further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- 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 provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENCO 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 five school working days of the parents notifying their child has been enrolled at another school.
- The school will invite the next school to the Transition Annual Review for pupils with an Education, Health and Care Plan.
- We will agree with parents and pupils which information will be shared with the new school.

14. Complaints Procedure

To make a complaint please follow the procedure as stated in the school Complaints Procedure Policy.

15. Support Services for Parents of Pupils with SEND include:

- Information Advice Support Service (IASS) offer independent advice and support to parents and carers of all children and young people with SEND. The service can be accessed at <https://www.bexleyiass.co.uk/>
- Bexley voice also offer support for parents and carers of children and young people with SEND. They can be found on this website <https://www.bexleyvoice.org.uk/>
- Bexley Voice will also provide information on how to access information those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. <https://www.bexleyvoice.org.uk/education-health-and-care-plans-ehcp.html>

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here www.ipsea.org.uk

15. Monitoring and evaluating the policy

- Staff, parents, the Early Intervention Team and trustees have been consulted in the development of this policy.
- The policy was approved by trustees.

Additional information and references:

Local Authority's Local Offer: The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. <http://www.bexley.gov.uk/index.aspx?articleid=18304>

The SEND Code of Practice (2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The Special Educational Needs and Disability Regulations 2014
<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

The SEND Policy for Special Educational Needs and Disability should be read in conjunction with the school's SEND information report.

Definitions

SEN	Special Educational Needs
IEP	Individual Education Plan
CAMHS	Children and Adult Mental Health Service
ASD Team	Autistic Spectrum Disorder
EIT	Early Intervention Team
LSA	Learning Support Assistant
TA	Teaching Assistant
ADHD	Attention Deficit Hyper Disorder
SENCo	Special Educational Needs Coordinator