



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Adopted by the Governing Body of Steeple
Morden Primary School

This policy is to be reviewed: November 2021

The next review date is: Autumn 2022

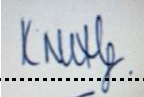
Review is the responsibility of: SENDCo & SEN Governor(s)

REVIEW HISTORY

Review ratified: December 2021

Review ratified:

Review ratified:

Signed: 

Chair of Governors

Dated: 8 December 2021

Signed: 

Headteacher

Dated: 8 December 2021

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (May 2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEN information report.

Definitions

A pupil has SEN 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:

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

1. Rationale

- 1.1** At Steeple Morden Primary School, we provide an inclusive curriculum appropriate for all our children. We believe that every teacher is a teacher of every child or young person including those with SEND and the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community.
- 1.2** We 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 to better respond to the four areas of need identified in the New Code of Practice (May 2015.)

2. Our Aims

- 2.1** At Steeple Morden School we aim:
 - To value the rich contribution that difference and diversity makes to our schools. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
 - To seek the participation of all our children in learning, this leads to the highest possible level of achievement and fulfilment for each individual.
 - To ensure the views of the child (according to their age and understanding) and parents are sought and valued.

- To identify and provide for all children’s learning and physical needs as early as possible, using a range of strategies.
- To deliver planned and organised support for all children who are experiencing a learning difficulty or have a disability.
- To ensure all children’s needs are met through the practice, culture, management, and deployment of resources.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice.

3. How we are going to achieve this?

3.1 At Steeple Morden School:

- We will identify and provide for pupils who have special educational needs and additional needs.
- We will work within the guidance provided by the SEND Code of Practice 2015.
- We will operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- We will provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work with the SEND Policy. **The School’s SENDCo is Mrs Pauline Luebcke**
- We will provide support and advice for all staff working with special educational needs pupils.

4. What are Special Educational Needs?

4.1 *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.....Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2015)*

4.2 Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice 2015.

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health (previously behavioural, social and emotional difficulties)**
- **Sensory and or physical**

5. Communication and Interaction

- 5.1** 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.
- 5.2** Children and young people with Autism Spectrum disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

6. Cognition and Learning

- 6.1** 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.
- 6.2** Specific learning difficulties (SpLD), affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

7. Social, emotional and mental health difficulties

- 7.1** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different 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, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

8. Sensory and/or physical needs

- 8.1** Some children and young people require special educational provision because they have a disability which prevents or hinders them from accessing 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. Children and young people with an MSI have a combination of hearing and vision difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment.

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

9. The Graduated response

9.1 The graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice 2015 and is adopted by Cambridgeshire Local Authority. This is an outline of those graduated steps:

- Quality First Teaching within the classroom, including normal differentiation (Wave 1)
- Wave 2 School Support (which is usually organised by the class teacher and which takes place in a small booster group.)
- Wave 3 School Support (which usually takes place one to one with a Teaching Assistant.)
- Request for Statutory Assessment.
- Education, Health and Care Plan (Formerly known as a “Statement” of SEN.)

10. Quality First Teaching

10.1 For your child this would mean:

- That the teacher has the highest possible expectations for your child and all the pupils in their class.
- That all teaching builds on what your child already knows, can do and understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (as identified on the in class support sheets) and which may be suggested by the SENDCo, are in place to support your child’s learning.
- Your child’s teacher will have carefully checked on their progress and will have decided that your child has a gap or gaps in their understanding and learning. They may decide to provide some extra in class support (such as additional reading or a booster group) to help them make the best possible progress.
- We will monitor all children’s progress. If over time, your child does not make the progress that we would expect, we would contact you to share the additional provision that we feel would benefit your child. All additional provision is recorded on the school’s termly provision map which is written and coordinated by the SENDCo.
- If a class teacher has any concerns about your child’s progress over time, then they will discuss those concerns with the SENDCo in order to gain further advice.

11. SEND Support

11.1 If the initial and appropriate differentiation has not led to adequate progress then the graduated response may include:

- The SENDCo advises the class teacher who remains responsible for planning, teaching and recording within the classroom setting. They discuss any possible appropriate intervention or strategies that will support your child’s learning.
- If the Class teacher needs to provide strategies and resources to support your child’s learning, then they will record these in the form of a Pupil Passport document. The Pupil

Passport outlines your child's strengths as well as the areas of difficulty. It highlights the approaches that work best for your child and using the Assess, Plan, Do, Review cycle; it demonstrates the additional provision and strategies that will be put in place to support your child's learning and progress. Pupil passports are written and reviewed termly and you will be given the opportunity to discuss this with your child's class teacher either at Parents evening or on a separate occasion at a mutually agreeable time. You will also be given a copy for your own records. Pupil participation is also actively encouraged to ensure that informed responses are made.

- The SENDCo may draw on the advice/ assessment of external agencies if your child meets the threshold for accessing their services and consider a range of different teaching strategies, approaches and resources.

Where appropriate or necessary, an Early Help Assessment (EHA) may be jointly completed by school in conjunction with parents as part of the referral process to document a holistic picture of your child. We will only share this information with outside agencies that you have given permission for. As a result of this, there may be an additional support plan written for your child that will be reviewed in regular Team Around a Family (TAF) meetings.

- The SENDCo may involve outside specialists in the review process of in class strategies and interventions, however the recording and embedding of these strategies remains the responsibility of the class teacher.
- Medical Care plans will be devised for individual children who have medical needs. This will be done in consultation with parents and outside specialists where appropriate.
- The SENDCo will consider whether the pupil meets the criteria to justify application for Statutory Assessment.

12. Statutory Assessment/ Education, Health and Care Plans (EHC Plans)

- 12.1** This will be considered if the child has not responded to the relevant and purposeful school provision, as outlined above. Following a request by the child's school and /or by a parent, the Local Authority will consider the need for statutory assessment.

The Local Authority will then consider the need for an EHC Plan. If appropriate, a plan will be drawn up and the provision will be monitored and reviewed regularly as per Code of Practice Guidelines.

13. Pupils and Pupil Participation

- 13.1** We believe that all children with Special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible, the pupils will be consulted and their views taken into account when decisions are being made about their education.

- 13.2** Pupils will therefore:

- Have their opinions listened to and valued.
- Be involved in the setting and reviewing of targets.
- Have their views sought and honestly recorded as part of the Annual Review process and at other times, as appropriate.
- Be treated with respect by the rest of their peers.
- Have their successes celebrated and their efforts recognised.

14. Parents and Parent Partnership

14.1 We believe that parents have key information to offer and play a critical role in their children's education. All parents of children with special educational needs and disabilities should feel that they are treated as partners.

14.2 Parents will therefore:

- Play an active and valued role in the child's education
- Be fully involved from the start.
- Have the assessment process clearly and sensitively explained.
- Offer unique insight on their child and any circumstances that might have an effect on academic and social progress.
- Work in partnership with the school to help meet the child's needs.
- Have access to external support and information networks.
- Parents can access further information on the school's website by clicking on the links to the Local Authority offer for SEND and the school's SEND information report.

15. Governors

15.1 It is important that governors work in partnership with staff, pupils, parents and the Local Authority in order to provide the best possible opportunities for pupils.

15.2 The SEN Governors will therefore:

- Help to raise awareness of SEN issues at governing body meetings and fulfil their statutory duties to pupils with Special educational needs.
- Work with the SENDCo in order to monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this. This will take the form of a joint annual report.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.
- Help to secure appropriate resources.
- Participate in appropriate training.
- The Governors responsible for SEND are: Gabrielle Edwards and Sam Brown.

16. School/Staff

16.1 Every member of staff is directly responsible for meeting the needs of all pupils.

16.2 The Class teacher will therefore:

- Identify that a pupil has a need for additional support.
- Work in partnership with the SENDCo, pupil, parents and other relevant agencies.
- Be aware of parental, personal and emotional investment in the child and support the parents, maintaining a positive dialogue at all times.
- Inform parents when SEND provision is being made for their child and seek to work in partnership.

- Participate in appropriate training.
- Provide Quality First Teaching for all pupils including planning for group/ pupil differentiation.
- Complete Pupil Passports where needed identifying the strategies and resources being put in place to support your child's learning and progress. These will take into account the pupil's views.
- Ensure that any group interventions are delivered and in class support strategies are embedded.
- Supervise any adults (such as TAs) involved in the learning of their pupils.
- Assess and record whether learning has occurred for all pupils.

17. The SENDCo

17.1 The SENDCo will work closely with the Headteacher, other members of the Senior Management Team and the Governors to develop the SEND Policy and its implementation. The SENDCo will develop effective ways to overcome barriers to learning, monitor quality of training and set targets for improvement.

17.2 The SENDCo will therefore:

- Work with the Headteacher and SEN Governors to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Liaise with the Headteacher regarding 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 body 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 SEN up to date
- Oversee the SEND policy and SEND Information report.
- Oversee the records kept by the teacher on all pupils with SEND.
- Monitor pupils with SEND throughout the school.
- Contribute to in service training.
- Work closely with the SEN TA, class teachers, TAs and members of the Senior Management Team to identify pupils needing additional support and interventions. Identify appropriate interventions that meet the pupil's needs and monitor their impact.

- Refer to other agencies for their advice and support where appropriate.
- Collect information, advice and evidence with which to make a request for an Education, Health and Care Plan where appropriate and necessary.
- The SENDCo for Steeple Morden Primary School is Mrs Pauline Luebcke.

18. The Headteacher

18.1 The Headteacher will have overall responsibility for the management of the SEND Policy, for assessment and provision for pupils with SEND and for keeping the Governors informed.

18.2 The Headteacher will therefore:

- When the Local Authority conclude that a pupil within Steeple Morden Primary School has SEND, the Headteacher is then the person responsible for ensuring that all the appropriate people know about that pupil's needs.
- Work with the SENDCo and SEN Governors to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Deal with any complaints about general or specific provision.
- The Headteacher at Steeple Morden Primary School is Mrs Tracey How.

19. Admissions

19.1 At Steeple Morden Primary School, our agreed Admissions Policy makes no distinction as to pupils with SEND. The aim of the school is to meet the needs of any child of any parent who wishes to register their child at Steeple Morden Primary School. In the case of pupils with an Education, Health and Care Plan, the Headteacher and the SENDCo will work closely with the Local Authority named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that s/he has SEND or that relevant resources are currently unavailable, however we would consult immediately with the Local Authority to provide resources.

20. Access Arrangements

20.1 Additional provision can be put into place for your child to access assessments if they meet the criteria set by the Department for Education. These may include additional time or a scribe. The Class Teacher and SENDCo will meet to discuss whether your child would qualify for additional support.

21. How will we support your child when they are joining or leaving the school or moving to another class?

21.1 We recognise that transitions can be difficult for a child with SEND, and we actively take steps to any transition is as smooth as possible.

21.2 If your child is joining us from another school:

- The SENDCo will visit pre-schools with the class teacher when appropriate and will attend Annual Reviews for pre-school children.
- If your child will be helped by a book/ passport to support them in moving on, then one will be made for them with information about their new school.
- Your child will be welcome to visit our school and stay for a morning or an afternoon.
- Parents will be invited to attend an information evening/ given our school prospectus.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

21.3 If your child is moving to another school:

- We will contact the school's SENDCo and ensure that he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child will be helped by a book to support them in moving on, then one will be made for them.
- Where we feel that it would be helpful or appropriate we will create a One Page Profile (sometimes called an All About Me sheet) with Key Information for new staff to know about your child.

21.4 When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Pupil Passports will be shared with the new teacher.
- If your child will be helped by a book to support them in moving on, then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

21.5 In Year Six:

- The SENDCo and Year Six Teacher will discuss the specific needs of your child with the SENDCo of the child's secondary school. Where appropriate, a Transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on more than one occasion and in some cases staff from the new school will visit your child in this school.
- If your child will be helped by a book to support them in moving on, then one will be made for them with information about their new school.

22. Supporting Pupils at School with Medical Conditions:

22.1 The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some

children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

22.2 Medical Care plans will be devised for individual children who have medical needs. This will be done in consultation with parents and outside specialists where appropriate.

22.3 Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their SEN provision. The SEND Code of Practice (2015) is always followed.

For further information please see the school's Managing Medicines Policy.

23. Accessibility

23.1 The Disability Discrimination Act (DDA) as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities (LAs) to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

23.2 The modification for disabled access is an on-going process and if more facilities are needed to meet the needs of pupils then funding and advice would be sought as soon as possible.

24. Complaints Procedure

24.1 Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises you should in the first instance, make an appointment to meet with your child's class teacher and seek to resolve any concerns. If you believe that your concern has not been resolved to your satisfaction, an appointment should be made to see the Headteacher who will look into the concerns. Where an issue is not satisfactorily resolved, you should then contact the Chair of Governors. A copy of the school's complaints procedure is available on request from the school office.

25. Review of SEND Policy

25.1 Evaluation of Success

The Governors, through their link governors, will evaluate the success of this policy by enquiring how effectively pupils with special educational needs participate in the whole school, curriculum and all activities. This policy will be reviewed annually.

25.2 The Governors will take into consideration:

- The aims of the SEND Policy and ensure these are being met.
- The views of the parents (however, due to Covid restrictions this has not been possible to achieve this year).
- The views of pupils (where appropriate).
- The views of the Headteacher, SENDCo and staff.