**Special Educational Needs and Disabilities Policy**

**Mission Statement**

*’Being fair isn’t about everyone getting the same, it’s about everyone getting what they need!’*

Our mission is to provide the highest possible standards of education for all our pupils, where the needs of all the individuals who work in and with the school are equally valued.

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

**Rationale**

The Special Educational Needs and Disabilities (SEND) Code of Practice (2014) defines a child as having:

... special educational needs if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

... a learning difficulty or disability if “he or she has a significantly greater difficulty in learning than the majority of others of the same age” or “has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

The Equality Act (2010) defines a child as having a disability if they have:

... “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.”

Southfield Primary School recognises that children with SEND can include those with learning difficulties, communication difficulties, social, emotional and/or behavioural difficulties, sensory impairments or physical disabilities.

It is also recognised that there is a significant overlap between children with disabilities and those with special educational needs (SEN). However, whilst many children with SEN may have a disability, children with disabilities do not all necessarily have SEN. It is only when a child with a disability requires special educational provision that they will also be covered by the SEND definition.

This SEND Policy works alongside and in conjunction with the ‘Local Offer’ offered by Luton Borough Council Local Authority and various other school policies, including:

- Teaching and Learning Policy
- Disability and Equality Policy
- Behaviour Policy
- Anti- Bullying Policy
- Pupil Premium Policy
- Attendance Policy
- Safeguarding Policy
Aims
As a school we aim to:

- Provide a balanced and broad curriculum with access for all to the National Curriculum.
- Identify all children with additional needs as early as possible.
- Facilitate the development of children with SEND and help them to achieve the best possible outcomes, preparing them effectively for adulthood.
- Work in full partnership with parents, carers and outside agencies taking into account their views and keeping them informed of their child’s needs and progress.
- Take into account the views, wishes and feelings of the child wherever possible and where age appropriate.
- Allow each child, under our care, the opportunity to reach their full potential.

Objectives
We will -

- Provide appropriate high quality intervention to meet the needs of all pupils
- Continually monitor and review the progress of children with SEND, making necessary adjustments to provision where required in order to improve outcomes
- Ensure a climate of warmth and sensitivity exists amongst staff and pupils through a strong, positive ethos and emotionally literate environment
- Plan training for all staff groups to ensure continued professional development of skills to meet the needs of all pupils.

Responsibilities
All teachers are teachers of children with special educational needs. We recognise that it is the teacher’s responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. Other members of the staff team are responsible for supporting the teachers and coordinating provision, seeking advice from outside agencies and professionals.

The Headteacher:
- Has overall responsibility for provision for children with SEND.
- Is the designated Child Protection Co-ordinator, liaising with SENDCO and appropriate staff.
- Liaises with the governing body and LA with regard to SEND.

The SENDCo/Inclusion Manager
Has responsibility for-

- The day to day operation of the school’s SEND policy.
- Liaising with and advising fellow teachers/teaching assistants.
- Coordinating provision for children with SEND.
- Coordination the monitoring and assessment of SEND
- Teaching groups of children
- Advising the writing of and the reviewing of IEPs
- Liaising with parents.
- Liaising with external agencies.
- Contributing to in-service training of staff.
- Managing the EHCP procedure and provision for these children
- Contributing to performance management of teaching assistants
- Designated Teacher for Looked After Children (LAC)
The Governing Body
Has responsibility for -
- Monitoring of SEND action plan
- Enabling each child to reach his/her potential

The Teachers
Have responsibility for-
- Sharing responsibility for planning differentiated learning experiences for the children in their care and for assessing the individual pupil’s needs.
- Identifying children for who they may have concerns regarding access to the curriculum. This may be through data, assessment, conversations with parents or day to day observations.
- Implementing advice given by the SENDCo or outside agencies.
- Writing and reviewing IEP’s in line with advice from the SENDCo.

Support Staff (TAs)
Have responsibility for-
- Giving support to children with identified additional needs within class and withdraw groups where appropriate.
- One to one instruction where directed with regards to a child with an EHC Plan
- Carrying out shared assessment and monitoring of children along-side the class teacher.
- Preparation of resources to support the learning of children with SEND where directed by the class teacher.

Identification, Assessment & Provision
Pupils with SEND will be identified in the following ways:
- Information received from feeder Nursery/Infant/Primary school.
- Concerns raised by the class teacher.
- Concerns raised by parents
- Analysis of school assessment data.

All staff are involved in the development of the school’s SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND, including Behaviour checklists, reading assessment tests, spelling assessment tests and other diagnostic tests.

In the first instance, staff will be aware of any problems relating to the National Curriculum and academic progress through half termly progress review (Recorded on Target tracker). This concern may lead to further investigations carried out in school in order to pick up any obvious barriers to learning and progress.

Staff also raise concerns for children who exhibit behaviour which is not conducive to effective learning. If behaviour is considered a barrio, then parents will be informed and strategies put into place to address the problem. Additional support may be provided by the behaviour support team. An Individual Behaviour Plan (IBP) may be put in place and if necessary a Pastural Support Plan (PSP), which will be supported by outside professionals and reviewed regularly. (Also see Behaviour Policy)

The class teacher, in consultation with the SENDCo and parents with determine those pupils to be placed on the SEND/Inclusion register.
Pupils placed on the SEND/Inclusion register will be targeted with an appropriate level of support to ensure they have effective access to the curriculum.

**Level 1** (Monitoring)
Many children experience barriers to learning for a variety of reasons and as a result, may not achieve their full potential or make expected progress at times. For these children, barriers to learning will be quickly identified by teaching and support staff who will offer high quality teaching through differentiated work or teaching strategies in an attempt to overcome any difficulties. In line with the school’s Behaviour Policy, school rewards systems will also be paramount at this stage to maintain a high level of self-esteem.

The achievement and progress of these children will be carefully tracked on a weekly and even daily basis to ensure that the differentiated work and strategies being provided are having the maximum effect in removing the children’s barriers to learning. At this stage, regular interaction with parents is vital and good communication should facilitate an accurate picture of the child’s progress.

**Level 2** (Whole school Provision Mapping)
For some children, despite having differentiated work or teaching strategies provided for them by teaching and support staff, they may continue to experience a delay in their learning. Therefore, it may be necessary for special educational provision to be made that is additional to or different from those available for the majority of children their age.

At this stage, the Inclusion Team will assist teaching and support staff in the identification of the children’s barriers to learning, offering further expertise in differentiated work and teaching strategies and ensuring that special educational provision accurately meets the children’s needs in order to facilitate greater achievement or enhanced progress.

Children may access specific group based interventions lead by the Learning Mentors to support them in their area of need, such as Language and Communication, fine motor or self-esteem.

**Level 3** (IEP/IBP)
Children identified as requiring ‘additional SEND support’ and who are continuing to make little or no progress may at times require specific professional input. In order to offer the most suitable provision to meet the needs of children Specialist Services and teachers with additional specialist qualifications may be called upon for advice or to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

When children require special educational provision the support is recorded on a IEP (Individual Education Plan) or IBP (Individual Behaviour Plan) which outlines smart targets individually tailored to the child’s needs. The achievement and progress of these children will be monitored over an agreed period; this is usually over a half-term or a term and takes place through the school’s monitoring and assessment cycle. During this time and wherever necessary, adjustments will be made to the support available in order to facilitate greater success. Parents will continue to be kept fully informed of their child’s progress.

The progress of these children will be rigorously monitored throughout the year through the school’s monitoring and assessment cycle and carefully evaluated by teachers and the Leadership Team. Parents should be regularly informed of their child’s progress and supported in facilitating further progress at home.
Support for these stages will be funded by the SEND budget within the school.
Level 4 (EHC plan)
Should children receiving ‘additional SEND support’ still not make progress at an acceptable rate the formal assessment procedures for an Education, Health and Care (EHC) Plan may be started. A child with an EHC Plan benefits from further funding to meet their educational, health and / or care needs.

The process of applying for statutory assessment towards an EHC Plan will be started by the Inclusion Team and will be undertaken in conjunction with parents and other Specialist Services, who must all follow the legal procedures outlined in the Local Offer by Luton Borough Council Local Authority. It is also possible for a parent to apply for an EHC Plan directly should they wish to. Where the Local Authority agrees to issue an EHC Plan, the school will comply with the statutory requirements set out in the Special Educational Needs and Disabilities Code of Practice (2014).

Support for children who have an EHC Plan (or a Statement of SEN under the previous SEND Code of Practice) is recorded on an IEP and in greater detail on the child’s ‘Individual Profile’, which clearly indicates how the school intends to support their progress in their specific area(s) of need.

At every stage of support, it is paramount that the child’s views are taken into consideration where appropriate. Children are involved in the identification of need, writing targets and review of progress against their individualized goals.

Assessment (also see Assessment Policy)
Throughout the school, where possible, all pupils are assessed against age related outcomes. These are recorded in half termly progress reports, which are regularly reviewed by the SENDCO to determine progress of SEND pupils.
Some children identified as having significant learning needs may not yet be reaching these expectations. In these cases assessment is carried out using the B Squared materials, which identifies areas of development and tracks small-step progress. Staff complete B Squared assessment materials each half term, although they are used on a daily basis to direct and inform planning and activities.

SEN Funding
SEN funding is allocated to the school by the Local Authority via the formula budget. Additional funding is also allocated for children who have an EHC Plan (or a Statement of SEND under the previous SEND Code of Practice). The funding is used to provide children with SEND the extra resources required to meet their learning needs. This may include employing teaching assistants and purchasing specialist teaching materials.

Pupil Premium Grant
Many children at Southfield Primary School receive an allocation of monies known as the Pupil Premium Grant. This funding is provided to schools for children who are entitled to Free School Meals, are Children Looked After or are from Armed Forces families. A Pupil Premium Plus find is allocated by the authority to Looked After Children.

Children in receipt of Pupil Premium funding can, but may not follow the steps set out in the phased response. Southfield Primary School recognises that many of the children entitled to the Pupil Premium grant may not have benefitted from the life experiences that children of a similar age may have learnt from due to their life or family circumstances. Consequently, it may be due to reduced learning opportunities and not due to having a Special Educational Need (SEND) that these children experience delayed learning or that their attainment or progress is hindered.
For those children eligible for Pupil Premium funding, if a delay is identified in their development or learning, specific interventions will be undertaken and funded by the Pupil Premium Grant. It is to be hoped that there will be considerable parental involvement in addition to involvement of local community groups and facilities in order to maximise learning opportunities for those children who may benefit from Pupil Premium funding.

The attainment and progress of children entitled to Pupil Premium funding will be rigorously considered in line with the school’s monitoring and assessment cycle and carefully evaluated by teachers and the Leadership Team. If children in receipt of the Pupil Premium Grant continue to make unsatisfactory progress despite high quality intervention, the decision as to whether they may in fact be in need of ‘additional SEN support’ will be made on a child-by-child basis should it be appropriate. Parents should be informed of their child’s progress at each stage of this additional educational provision.

Special Educational Provision and Support
The SENDCo will liaise with TAs and class teachers to support their resourcing needs in the classroom. Main core subject co-ordinators will be made aware of relevant resources that they may wish to purchase in reference to their subject.

The support children receive will vary and will be based on their individual needs. This may include sessions both in and out of the class and may be in the form of:

- Differentiated work
- One-to-one adult support
- Group work
- Specialist sessions
- Transition sessions for children moving between classes, years and schools.

Formal Assessment
- Formal assessment for an EHCP will be requested in consultation with external agencies, when pupils fail to make significant improvement or for any pupil who joins the school with significant difficulties that requires more formal assessment. This may also apply to any pupils whose behaviour shows significant deterioration. Parental permission will be sought for this.
- The SENDCo, class teacher, and advisory service will collate evidence.
- All evidence (which should be dated and annotated) will then be passed onto the appropriate officer for assessment by the Moderation Panel.

Monitoring
Appropriate dated records will be maintained by class teachers and any support staff working with pupils. Any significant concerns or correspondence with parents or agencies will be recorded on the school’s online management system (CPOMS)

The Headteacher, SENDCo and Upper/Lower Key Stage co-ordinators will work alongside staff to ensure that the records are being maintained to an effective standard.

Partnership with Parents
At Southfield Primary School we pride ourselves on our attempts to form positive and secure relationships with the children and their families, recognising that parents have a significant role to play in the successful education on their children. To develop our relationships with parents we operate an ‘open door’ policy, where parents are encouraged to make regular day-to-day contact with staff. Termly ‘Parent Consultation’ meetings also give parents an opportunity to view work, discuss progress and agree targets.
Parents of children with SEN are invited into school to discuss concerns with class teachers, support staff and members of the Inclusion Leadership Team and are encouraged to share information regarding their child’s needs, any relevant information from other agencies or any advice from expert support groups. Throughout the school year the school also hosts various Coffee Mornings, Workshops and Support Groups which all parents are invited to attend.

**Partnership with Specialist Services and Professionals**
As a school, we aim to work closely with colleagues in the fields of education, health and social care to best meet the wide and varied needs of those children with SEND at Southfield Primary School. Liaison with outside agency professionals is vital; not only do we work closely with professionals from the Local Authority and the NHS but we too employ a number of private Specialist Services, such as Speech and Language Therapy, Music Therapy and Counselling Services.

Should we require the input of Specialist Services or multi-agency professionals in meeting the needs of any one child with SEND at Southfield Primary School, we endeavour to share the advice or recommendations with parents at all stages of their input or work with the child. On occasions where parental permission is required prior to the support of Specialist Services or outside agency professionals, this will always be sought.

At all stages of this process parents will be notified and involved. Contact will be made through telephone or written messages to attend meetings. Non-attendance will be recorded and written notice will be given of decisions made.

**Training**
The SENDCo will lead in-service training. SEND courses will be recommended when the need is appropriate and it is felt that the pupil, teacher and school will benefit.

**Complaints Procedure**
Any complaints will be dealt with by the Headteacher and SENDCo in the first instance and passed onto the governing body as appropriate.

**Links With Other Establishments**
During the year, links will be maintained between local nursery schools and our primary feeder High School, Chalk Hills Academy. Phase transfer meetings will be held with these establishments and any other relevant feeder schools to facilitate a smooth transfer.

**Links with Governing Body**
The link governor for SEND will liaise regularly with the Headteacher and SENDCo in order to be updated on issues arising within the school. He/she will liaise with the SENDCo in order to produce the Annual Governors’ Report to parents and all matters associated with the SEND provision in the school.

**Reviewing the Policy**
This policy will be reviewed bi-annually by the school and the governing body unless any significant changes to national policy or practice arises. The SENDCo will be responsible for this review and amendments to the aforementioned policy.
### Glossary of Terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEND</td>
<td>Special Educational Needs and Disabilities</td>
</tr>
<tr>
<td>SENDCo</td>
<td>Special Educational Needs and Disabilities Co-ordinator</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
</tr>
<tr>
<td>IBP</td>
<td>Individual Behaviour Plan</td>
</tr>
<tr>
<td>EHCP</td>
<td>Education, Health and Care plan</td>
</tr>
<tr>
<td>LAC</td>
<td>Looked after children.</td>
</tr>
<tr>
<td>PEP</td>
<td>Personal Education Plan</td>
</tr>
<tr>
<td>PSP</td>
<td>Pastoral Support Plan</td>
</tr>
<tr>
<td>SMART</td>
<td>Specific, Measurable, Attainable, &amp; Realistic Targets</td>
</tr>
</tbody>
</table>