Stanford Le Hope Primary

Special Educational Needs and Disability Policy

(SEND)
Reviewed: October 2019
COMPLIANCE
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) section 2.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The National Curriculum (2014)

This policy was created by the school’s Special Educational Needs Coordinator (SENCO) with the local governing body and in liaison with the Senior Leadership Team (SLT) and staff.

School SENCO
Mrs K. Shirmer
School SENCO and member of the Senior Leadership Team

Miss E. Coakley
National Award for Special Needs Co-ordination and member of the Senior Leadership Team

Mrs J. Nancolas
School SENCO Assistant

Contact: 01375 672066

Date of policy: December 2019

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has 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.”

Special Educational Needs and Disabilities Code of Practice January 2015 (page 285)
Osborne Co-operative Academy Trust is a multi-academy trust incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

STANFORD-LE-HOPE PRIMARY SCHOOL VISION

Our vision is for every child to become a successful, independent and resilient lifelong learner and a responsible member of the community, prepared for an ever changing world.

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced curriculum, including the Foundation Stage and National Curriculum. We aim to raise the aspirations and expectations for all our pupils with SEND, focusing on the outcomes for children.

We are an inclusive two form entry school with a nursery, every teacher is a teacher of every child including those with SEND.

In addition we have two unique features around SEND:-

Details of the resource bases can be found on our school website http://www.stanfordlehopeprimary.co.uk/send/

OBJECTIVES

- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs and focus on outcomes for the child.
- Ensure our approach to teaching and learning is of high quality and personalised where needed.
- To identify and assess children with SEND as early as possible by gathering information from parents, teachers and other agencies.
- To identify and address pupils’ needs through the graduated approach, using the four part cycle of assess, plan, do, review so appropriate provision can be made.
- To ensure that there is careful monitoring of progress of SEND children through the review process.
- To provide appropriate support for improving the emotional, mental and social development of pupils with SEND.
- To work with parents to gain a better understanding of their child and involve them in their child’s learning.
- For the child to participate in the process of their learning and support, information gathering and reviewing processes, encouraging them to be responsible for their own learning.
- To ensure funding is allocated to provide high quality provision for those identified with SEND.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as outlined in the Equality Act 2010.
- To use support agencies effectively.
- To raise self-esteem and promote confidence by providing a caring and well structured environment that supports them and their learning.
- To ensure that SEND is reflected in school policies, planning, monitoring, assessment and record keeping.
- To further develop the skills of staff in the identification, assessment and provision for children with SEND, providing support and training where necessary.
IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice 2014.

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

At Stanford-le-Hope Primary, when identifying the needs of pupils, we consider the whole child, not just the special educational needs of the child.

If a child makes less than expected progress compared to their peers, their starting point or previous attainment this would raise concerns that there may be a learning difficulty. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

At Stanford-le-Hope Primary School we aim to identify if a child is not making expected progress using a process of summative and formative assessments, and ongoing observations.

Class teachers are expected to complete a half termly ‘data drop’ about the progress and achievement of all the children in their class. Following this, pupil progress meetings are held with the year group teachers and members of the Senior Leadership Team, including the Head of School and SENCO. The data is analysed and children’s needs are discussed. Various types of provision, intervention and support are agreed and then evaluated. Other types of evidence may need to be gained including observation, or further assessments carried out to build up a picture of what the need might be. This is part of the graduated approach explained below.

There are other factors which may affect children’s progress and attainment such as disability, attendance and punctuality, health and welfare, EAL, being in receipt of pupil premium grant, being a looked after child, being a child of serviceman/woman. These are not considered a special educational need, but the school does have an obligation to monitor these children and their progress and support them to ensure that they too, achieve good outcomes.

A GRADUATED APPROACH TO SEN SUPPORT

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. Teachers should set high expectations for every pupil, whatever their prior attainment.

- All children are entitled to full and equitable access to the National Curriculum and high quality teaching.
- Children’s needs should be identified and met as early as possible through the daily teaching cycle of assess, plan, do and review.
- All efforts are made to overcome individual pupils’ barriers to learning.
- All classes have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress.
- Classroom resources are organised to enable pupils to develop independence in selecting appropriate materials and support equipment for a task.
- The success and achievements of all pupils are celebrated through the school’s reward systems.
- A range of different organisational settings are planned to provide class, group, paired and individual work.
- Teachers are responsible for maintaining a provision map for vulnerable learners, including those with SEND, to monitor support and progress. These are updated half termly after meetings with teachers, SENCO and senior leaders.
- Teachers are responsible for completing termly targets for all children, with additional targets for those children identified as having SEND, these are reported to parents termly (see below for mid-term report).

When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on a broad and balanced curriculum.

A graduated approach
Where a child is identified as requiring SEN Support, the support should take the form of a four-part cycle through which earlier actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Assess
The teacher identifies pupils with learning needs in the class. This involves clearly analysing the pupil’s needs using
- the class teacher’s assessment and experience of working with the pupil
- details of previous progress and attainment
- comparisons with peers and national data
- the views and experience of parents and the child
- data from commercially available assessments such as Language Link, Lucid Rapid, where relevant
- advice from external support services that may be contacted to investigate further and/or to provide advice
- observations regarding the emotional, social or mental well-being made by staff

Plan
Planning will involve consultation between the teacher and SENCO, and parents to agree outcomes for the child. Adjustments, interventions and support required will be set and recorded on their mid-term report. Provision is also recorded onto the class teacher’s provision map. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do
The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Learning Support Assistants and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in further assessments of strengths or weaknesses, in problem solving and advising on the effective implementation of support.

Review
Reviews will be undertaken in line with the agreed dates on the school calendar. The impact and quality of support will be evaluated and discussed at pupil progress meetings. It will also take into account the views of the child and parents, which will be discussed at TLCs. Where necessary interim meetings may need to take place, and parents are fully informed about any additional assessments or
external advice that may need to take place or has been given. Advice is then incorporated in the classroom interaction and provision put in place for the child.

Links with outside agencies
Parental consent is always sought before the school requests involvement of any outside agency. There are a number of professionals with whom the school liaise so that we can provide support for children with SEND. These include:

- Educational psychologists
- Specialist teacher for hearing impairment
- Specialist teacher for vision impairment
- Specialist habilitation officer
- Speech therapist
- Physiotherapist
- Occupational therapist
- Community paediatrician
- Specialist health visitor
- Specialist diabetic nurse
- Treetops Outreach Support team
- Educational welfare officer
- Multi Agency Group
- Children’s Centre

MANAGING THE PUPILS NEEDS ON THE SEND REGISTER
The majority of children with SEND have their needs met within the school at the SEN Support level. The cycle of assess/plan/do/review will continue if the child is making progress with the additional and different intervention agreed and their needs met within the SEND budget. We will continue to identify the child as having SEND and they will be recorded on the schools SEND register.

Every pupil in Key Stage 1 and 2 has a mid-term report, which identifies specific targets for improving English and maths. Children with an identified SEND will have additional targets or provision linked to their need/s. These targets are reviewed by the class teacher and new targets set, ready to share with the children and parents at termly learning conferences (TLCs) twice per year and in a report at the end of the year. Any additional interim targets set should be added to the mid-term report.

The class teachers set clear outcomes and how they plan for these to be achieved, with an agreed time frame. This is recorded onto a class provision map. This is monitored by the SENCO, who creates an overview of the provision for each child with SEND. It is the class teacher’s responsibility to update their class provision map when the time frame is up and then re-evaluated by the class teacher and discussed at half termly pupil progress meetings with the SLT, including the SENCO.

If the child is able to maintain good progress without the additional and different resources he or she will not be identified as having SEND, parents will be invited in to discuss whether the child should remain on the SEND register.

If a child has significant long term difficulties the school will gather information and meet with parents to decide whether a request for an Education Health and Care plan needs to be made to the Local Authority.

The role of Class Teachers
The class teacher is responsible and accountable for progress and development of all pupils in their class through:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENCO
- Planning and delivering differentiated interventions for all pupils with identified SEND. These should be in addition to or different from those provided as part of the school’s usual differentiated curriculum
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support
Informing parents of concerns and the interventions that are proposed and involving them in any reviews of their child’s progress
Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment
Completing SEND documentation in accordance with the Code of Practice and liaising with the SENCO, parents and pupils
Collaborating with the SENCO to match classroom provision to the specific needs of the pupil
Collaborating with outside specialists and work with the advice of the specialists to plan outcomes and provision
Planning with learning support assistants and nursery nurses to ensure quality provision for pupils with SEND focussed on outcomes
Regularly review the support provided by staff and the impact on the progress of SEND pupils

The role of Learning Support Assistants
LSAs are responsible for the following:
Collecting evidence of progress through observations both formal and informal
Alerting the class teacher to concerns which have been observed through close working with the pupils
Tracking progress towards outcomes set by a class teacher for specific SEND pupils
Providing effective feedback to the teacher on interventions
Collaborating with the SENCO to match classroom provision to the specific needs of the pupil
Contributing to progress reviews or annual reviews

The role of the SENCO
The key responsibilities of the SENCO include:
Overseeing the day-to-day operation of the school’s SEND policy
Co-ordinating provision for children with SEND
Liaising with the relevant Designated Teacher where a looked after pupil has SEND
Advising on the graduated approach to providing SEN support
Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
Liaising with parents of pupils with SEND
Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
Being a key point of contact with external agencies, especially the local authority and its support services
Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
Working with the head of school and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
Ensuring that the school keeps the records of all pupils with SEND up to date

The role of the Head of School
The head of school will:
Work with the SENCO and SEN governor 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 SEND and/or disability

SUPPORTING PUPILS AND FAMILIES
Parents and carers are always welcome to the school. At Stanford-le-Hope Primary working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs; therefore we maintain an open door policy.
There are regular, planned meetings with parents in the autumn and spring term to set up and review progress documented on the mid-term report. Pupils and parents are both involved in the target setting and review process. A meeting can be arranged in the summer term should they request it.
Parents may phone or call to make an appointment to see staff whenever necessary. Written reports are issued at the end of each academic year in July. For children with Education Health Care Plans, the annual review is held around the date of issue where the relevant professionals and a representative from the LA SEN Department is invited to attend. For Early Years children with an Education Health Care Plan there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews, staff from any outside agencies who are involved with the pupil are invited and encouraged to contribute. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

Information
Thurrock’s Local Offer for SEND can be found at the following link:
http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page
More information and parental support can be found through the Carers and Parents Participation Group (CAPA) link:
http://www.askthurrock.org.uk/kb5/thurrock/fis/service.page?id=o6KvMjUIS0c
Stanford-le-Hope Primary’s SEND offer and report is found at the following link:
http://www.stanfordlehopeprimary.co.uk/send/
This provides information for parents and carers about SEND which is unique to Stanford-le-Hope Primary School.

Admissions
No child will be refused admission to school on the basis of their special educational need, or ethnicity. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take reasonable steps to provide effective educational provision. Admission to the Nursery Assessment Base and the Visual Impairment Resource Base is via the Local Authority’s SEN Panel. The school’s admissions policy is found at http://www.stanfordlehopeprimary.co.uk/admissions/

Access to statutory assessments
The Phase Leaders are aware of the children with SEND due to sit statutory assessments and would arrange the relevant support needed for the child to sit the tests. The qualified teacher of the vision impaired (QTVI) and the SENCO, would be responsible for ordering the large print or braille versions when needed.

Supporting transition
Nursery offer a home visit service to families before the child is due to start, and/or parents can visit with their child for induction sessions, and stay and play.
Reception staff would liaise with nursery staff and offer a comprehensive transition programme to rising reception children. Where children attend a different pre-school, staff aim to visit the child in their setting and offer induction sessions the term before they are due to start.
When a child is already known to the LA SEN Service, prior to starting full time education, a transition meeting is arranged by the Early Support team. Close links between the local secondary schools results in transition meetings being held between staff from both schools to plan for children with SEND to move schools with success and ease.
Arrangements for transition of pupils holding an Education Health Care Plan will be discussed and relevant actions agreed at the review meeting in the summer term.
For yearly transitions into new classes, meetings are held between the SENCO and class teachers to share information and put plans into place where relevant.

Support and advice for pastoral care
Mrs Peak and Miss Smith are available to provide support and advice for parents and to help parents with any questions or worries about their child or the school. If parents wish, they are available to support them in meetings with other members of staff or arrange joint meetings.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS
The school recognises that pupils at school with medical conditions should be properly supported so 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. Currently we have staff who are trained to meet the needs of diabetic children, children who have epilepsy, trained to administer an Epipen and trained to administer a defibrillator. When relevant an individual health care plan is written together with parents and health professionals and shared with all staff who come into direct contact with the child. (see ‘Supporting pupils with medical conditions policy’ http://www.stanfordlehopeprimary.co.uk/policies/)

Some children with SEND may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

MONITORING AND EVALUATION OF SEND

The SENCO updates information about pupils on SEND register each half term through monitoring provision maps, intervention paperwork completed by staff taking the groups and assessments completed by the child. This information is recorded on the SEND provision map for individual pupils. The SENCO also monitors the interventions being carried out across the whole school, using information collated from teacher evaluations, outcomes for pupils and teacher assessment and intervention paperwork. Evaluations of provision are looked at when planning new provision. All staff take part in the Appraisal and Performance Management cycle and are observed as part of this process.

TRAINING AND RESOURCES

Funding

Children with SEND are supported by funds made available through LA funding formula for special needs, plus funding from within the school’s notional budget. Further hours are funded by the LA for children with an EHC plan. Monies are allocated to the Visual Impairment Resource Base and Nursery Resource Base through a Service Level Agreement. The SENCO and QTVI decide how support is allocated for individual children with EHCPs. Funding is used to provide: SENCO time, QTVI time, Learning Support Assistants who support SEN pupils in class or small groups, Learning Support Assistants for pupils with EHC plans.

Visually Impaired Resource Base

Stanford-le-Hope School has a Visually Impaired resource base built and funded by the LA. The base, which is in Grove building, serves pupils identified by the LA and is funded by a service level agreement with the LA.

The teacher in the VI resource base works closely with teachers so that children with vision impairments can access the curriculum. The base is allocated a number of visits from the Educational Psychologist. The Local Authority holds regular meetings with the Specialist Teacher responsible for the children with VI needs.

Nursery Resource Base

The Local Authority holds regular meetings with the SENCO to discuss new admissions and school placements. The school currently has six 15 hour placements for children with identified special needs. To be considered for a placement children will need to have been identified as having a need through the portage service or by a paediatrician and discussed at the LA SEN Panel. Cases are presented to the school, and the SENCO and Head of School considers each placement before a place is finally agreed and awarded by the LA. The nursery staff liaise with professionals who advise and support the children and families who take up the assessment base places. Some children may be considered for formal assessment and receive an EHC Plan.

In-service training for staff in relation to SEND

All teachers and support staff undertake induction on taking up a post, this includes a meeting with the SENCO to explain the systems and structures in place around SEND provision and the needs of the children they are going to be working with. The school’s SENCO is a member of NASSEN and attends Local Authority SEND forums in order to keep up to date with national updates in SEND.
In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development to increase their experience and expertise and which may feed into the Single Strategic Plan when relevant. Courses may be on literacy and numeracy or more specific difficulties e.g. dyslexia and dyspraxia. Courses are chosen which currently reflect the needs of children within the school. In service training is regularly carried out within the school by the SENCO.

ROLES AND RESPONSIBILITIES

SEND Governor
The Governor responsible for SEND meets with the SENCO to discuss provision, progress and funding.

- Ensuring that the best possible provision is made for all pupils with SEND
- Monitoring the quality of SEND Provision
- Ensuring information about the implementation of the policy for SEND is published on the school website and this is updated annually.
- Ensuring the integration of pupils with SEND in the school community
- Ensuring that the budget for SEND is allocated appropriately
- Electing a designated SEND Governor to liaise with the SENCO
- Representing the school should a complaint be brought to the SEN and Disabilities Tribunal

Designated Teachers and Safeguarding
There is a team of Staff responsible for safeguarding within the school:
Miss Glandfield – Head of School
Miss Coakley – Deputy Headteacher
Ms Leader - Assistant Headteacher
Mrs Shirmer - SENCO
Mrs Peak- Pastoral Support
Mrs Nancolas – Pastoral Support

Other responsibilities
Pupil Premium Grant – Ms Leader
Looked after Children – Mrs Shirmer
Medical needs of pupils – Mrs Peak
Visual Impairment Base – Mrs Shirmer
Nursery Resource Base – Mrs Shirmer and Mrs Thomas

STORING AND MANAGING INFORMATION
All staff are aware of sharing information on a 'need to know' basis. Class teachers have the most recent information stored in their classroom. Any information stored electronically is within the schools secure network, no information is stored on memory sticks.

More sensitive information is stored in locked filing cabinets in the SENCO office. Medical care plans are available for relevant pupils in their classroom and on the school office in case of emergency.

ACCESSIBILITY
Stanford-le-Hope Primary School is on a split site made up of two single storey buildings. All entrances have ramps and there are toilet facilities and a shower room suitable for wheel chair access. Yellow visual aid markings indicate changes in the path ways. Schools are required to publish information about their accessibility plan in the school profile.

DEALING WITH COMPLAINTS
Any concerns about our provision for SEND should initially be raised with the class teacher, or member of the Senior Leadership Team and be resolved through informal discussion. In the event of no satisfactory solution being reached, parents can write to the governing body or contact the Local
Authority SEN department. Parents have the right of appeal to the Special Educational Needs and Disability tribunal.

**BULLYING**
The school has an Anti-Bullying Policy (http://www.stanfordlehopeprimary.co.uk/policies/) which explains the steps taken to mitigate the risk of bullying vulnerable learners at Stanford-le-Hope Primary.

**REVIEWING THE SEND POLICY**
This policy will be reviewed annually and shared with the school governors, all school staff and placed on the school website.

   Next review date: December 2020