



Stogursey C of E Primary and Pre-School



Special Educational Needs and Disability Policy

Approved by:	Local Governing Committee at Stogursey School
Date of LGC meeting:	12 March 2020
Last reviewed on:	27 January 2020
Next review due by:	February 2021

Stogursey Primary School

Special Educational Needs Policy

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Definitions

Definitions of Special Educational Needs (SEN) taken from the Children and Families Act 2014

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the admission at (a) or (b) above or would do so if special educational provision was not made for them.

Legislation

The government has reformed the way in which provision and support is made for young children and young people with special educational needs and/ or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. This Code of Practice can be found on the Department for Education's website: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Further information for parents can be found on: <https://www.gov.uk/children-with-special-educational-needs>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan pathway.

SEND (Special Educational Needs and Disabilities) Information Report

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/ or disabilities and their families. It

describes the services and provision that are available both to those families in Somerset that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Information Report includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The School's SEND Information Report can be seen at: <http://www.stogurseyprimaryschool.co.uk/sen/>

SEN at Stogursey School

Being the best we can be together!

At Stogursey Primary School we are proud to provide a safe stimulating and inclusive learning environment where every member of our community is valued and respected.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences.

1. Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2014)

2. Objectives

Staff members will:

- **identify the needs of pupils with SEN as early as possible.**
This is most effectively done by gathering information from parents, education, health and care services and early years' setting prior to the child's entry into the school.
- **monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of pupils with SEN by their teachers will help to ensure that the pupils are able to reach their full potential.
- **make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and reviewed termly in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **work with parents¹** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

¹ Throughout the document, the word 'parent' is used to denote the adult who has parental responsibility for a child

- **work with and in support of outside agencies** when the pupil's needs cannot be met by the school alone. Some of these services include Parent and Family Support Officer, Educational Psychology Service, Speech, Language and Communication Service, Children and Adult Mental Health Service (CAMHS), Orthoptist Department, Musgrove Park Hospital and Social, Emotional, Mental Health Support Service (SEMHS).
- **create a school environment where pupils can contribute to their own learning.** This means: encouraging relationships with adults in school so that pupils feel safe to voice their opinions of their own needs; encouraging pupils to help set their personal targets, and involving the pupils in checking their own progress against these targets. Pupils are also encouraged to participate in a wide range of school activities including the School Council, sports and after-school clubs, and by being a responsible member of the school community.

3. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Gary Tucker (Head of School)

The person coordinating the day to day provision of education for pupils with SEN is Lisa Dunwood (SENCo)

4. Arrangements for coordinating SEN provision

The SENCo will hold securely details of all SEN records for individual pupils.

All staff can access:

- the Stogursey Primary School SEN Policy
- a copy of the full SEN Register
- guidance of identification of SEN in the Code of Practice
- information on individual pupils' special educational needs, including pupil profiles, targets set and copies of provision maps².
- practical advice, teaching strategies and information about types of special educational needs and disabilities
- information available through Somerset's SEND Local Offer published on <https://www.somersetchoices.org.uk>

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of the pupils.

² A provision map is an 'at a glance' way of showing the range of provision the school makes for a child with special and other additional needs, including for instance, additional staffing or resources

The school's policy is accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

5. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

6. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

7. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements. Please see the school accessibility plan for more details which can be found in the school office and on the school website.

8. Allocation of resources for pupils with SEN

Funding for SEN pupils is formula-funded directly into our budget based on information from the Census. For those few children who have greater need funding is allocated via an Educational Health and Care Plan. These are only given for certain criteria and for children whose SEN is significant and persistent.

Identification of pupils' needs

Identification:

Please see the definition of Special Educational Needs at the start of this policy.

A graduated approach:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with performance indicators and grade boundaries will be identified as possibly having SEN and will then be closely monitored by staff in order to gauge their levels of learning and possible difficulties.
- b) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching styles that needs to be implemented.

- d) The SENCo will be consulted as needed for support and advice, and she may wish to observe the pupil in class.
- e) Through these steps, the level of provision needed by the child will be determined.
- f) If a child is recorded by the school as being monitored because of concern by a parent or the teacher, the child is not automatically placed on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings. The SENCo will normally be available at parents' evenings for discussions.
- g) Parents' evenings are used to report on the progress being made by children.
- h) A pupil will continue to be monitored after s/he has been removed from the SEN register.

SEN Support

When a concern about a child's progress or social or emotional well-being is raised, parents are informed and the process of assessment and/or identification of that need is started. The aim of formally identifying a pupil with SEN, and placing them on the school's SEN register, is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess: 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; as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment

of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan: Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of the pupil's needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

Do: The class teacher remains responsible for working with the child on a day-to-day basis. She will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The class teacher will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo. SEN children may also access Same Day Interventions which are designed to provide any child who has not understood the work within a lesson, chance to revisit the task with the teacher within the same day.

Review: Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. After evaluating the effectiveness of the support and interventions which have been implemented, the class teacher, in conjunction with the SENCo, the parent and the pupil, will make the necessary amendments to the on-going provision plan for the pupil.

Referral for an Education, Health and Care Plan (EHC Plan)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral to the Somerset County Council for an Education, Health and Care Plan will be taken at a progress review. The application for an

Education, Health and Care Plan will include information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Educational Psychologist
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against any decision.

Further information about EHC Plans can be found via the SEND Local Offer:

<http://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>

or by speaking to the Somerset Special Educational Needs Information and Advice service (SENDIAS) on:

01823 281250, or by emailing SomersetIndependentSupport@cswgroup.co.uk

Education, Health and Care Plans

- a. Following Statutory Assessment, an EHC Plan will be provided by Somerset County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for change to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum, as far as possible, through the specialist SEN provision provided by the school and taking into account the wishes of the parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided through the Learning Support Services. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Inclusion of pupils with SEN

The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, for individual pupils from external support services through the Educational Psychology Service, CAMHS, and the Integrated Therapy Services(ITS)³. Access to the Learning Support service follows three rounds of intervention.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done through pupil progress meetings, parents' meetings and parents' questionnaires. Pupil progress will be monitored termly in line with the SEN Code of Practice (2014)

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These are adapted following assessments. The interventions are monitored and evaluated termly by the SENCo, and information is fed

³ The Integrated Therapy Services includes the Physiotherapy, Occupational and Speech, Language and Communication Services

back to the staff, parents and governors. This helps to identify the effectiveness of the provision.

12.In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses and signposts relevant SEN-focused external training opportunities for all staff.

We recognise the need to train all relevant staff on SEN issues and provide the necessary funding for training. The SENCo, with the Headteacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see section 12) and staff appraisals.

13.Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and to aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will be brought to the attention of the SENCo who will then inform the child's parents.

14.Working in partnerships with parents

Stogursey Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision.
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership Service (SENDIAS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up

to date and consulted on any points of action drawn up in regards to the provision for their child.

15. Links with other schools

The school works in partnership with other schools as part of the Quantock Group and looks for opportunities to share expertise and support across this group. Being part of the Quantock Education Trust allows us to share resources and expertise to the benefit of our children.

16. Links with other agencies and voluntary organisations

Stogursey Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCo is the designated person responsible for liaising with the following services:

- Somerset Education Psychology Service
- Behaviour support via CAMHS
- Social Services
- Speech, Language and Communication Service
- Occupational Therapy Service
- Physiotherapy Service
- Physical Impairment and Medical Service
- Learning Support Services
- Family Support Services
- Hearing Support Service
- Ups and Downs
- Homestart
- Paediatricians

17. Who to Contact

To discuss SEN matters, parents may contact:

- Gary Tucker (Headteacher) at the school office or on 01278 732389
- Lisa Dunwood (SENCo) at the school office or on 01278 732389
- Teresa Miller (SEN Governor) via the school office or at TMiller@educ.somerset.gov.uk

18. Complaints procedure

If parents or carers have any concerns or complaints regarding the care or welfare of their children, they can make an appointment to speak to the Headteacher or the SENCo, who will be able to offer advice including on the formal procedure for complaint.

Glossary

CAMHS	Children and Adult Mental Health Service
CPD	Continuing Professional Development
EHC	Education and Health Care
HSS	Hearing Support Service
ITS	Integrated Therapy Services which includes: OT Occupational Therapy Service PS Physiotherapy Service SLT Speech, Language and Communication Service
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SENDIAS	Special Educational Needs and Disability Information, Advice and Support, available at: http://www.somersetsend.org.uk/welcome/
SEMHS	Social, Emotional and Mental Health Support Service

Signed

(Headteacher) _____

Date _____

Signed

(SENCo) _____

Date _____

Signed (SEN Governor) _____

Date _____

This Policy will be reviewed annually