



# Special Educational Needs & Disability (SEND) Policy

Atharsley North Primary School

<b>Approved by:</b>	E.Walker
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# Special Educational Needs & Disability (SEND) Policy

This policy complies with the Statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents;

- Equality Act 2010 and all subsequent updates: Advice for Schools DfE Feb 2013
- SEND COP 0-25 (2014)
- School's SEN Information Report regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012 and all subsequent updates

**Head of Safeguarding, Inclusion and Special Educational Needs (SIS):** Miss M Brightmore

**SEND Governor:** Mrs Michelle Vousden

**Designated Safeguarding Officer:** Miss M Brightmore

**Deputy Safeguarding Leads:** Mrs C Storr & Miss K Wordsworth

## **Inclusion Rationale**

This SEND document is seen as a working and developing policy liable to change in the light of evaluation of practice. The principles underlying SEND are encompassed within the Mission Statement and the Aims of the School.

## **Definition of Inclusion**

Inclusion is the process by which all those who provide education develop their cultures, policy and practises to include all learners. It is a crucial part of strategic planning for improvement. It involves taking account of learners' varied life experiences and needs and is furthermore about tackling the underachievement and exclusion of groups who have been disadvantaged in the past. Inclusion takes positive action to ensure all have their rights upheld.

## **Statement of Intent for Supporting Equality**

'At ANPS we are committed to equality and endeavour to ensure that every pupil fulfils their potential regardless of background or personal circumstance.

We ensure that our provision is fully inclusive in meeting the needs of all pupils, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability.

We aim to:

- provide a secure and accessible environment in which pupils flourish and in which all contributions are considered and valued;
- include and value the contribution of families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabilities
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- provide a wide and balanced curriculum which is differentiated to meet individual needs so that pupils learn and make good progress from their starting point
- Have equal access to resources, provision and intervention.

These aims are bound by the 7 Principles underlying the SEN Code of Practice 2015:

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision-makin
- Collaborating with partners in education, health and social care to provide support
- Early and correct identification of the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood.

## **Personalised learning**

We ensure that provision for SEND children goes beyond the differentiated approaches and learning arrangements that are normally provided as part of quality first teaching. This may take the form of additional support or involvement of specialist staff or support services.

The Head of Safeguarding, Inclusion and SEND, alongside the Senior Leadership Team, is responsible for the management of provision for identified pupils with SEND. The Head of SIS supports staff to enable them to provide appropriate assessment and focussed provision for pupils in their class with SEND.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND and as a result we constantly strive to improve upon our practice.'

## **Objectives of the SEND Policy**

- To encourage all pupils to make progress in accordance with their age, aptitude and ability.
- To provide Quality First Teaching matched to individual need for those children registered with SEND.
- To establish the early and accurate identification of underachieving/vulnerable pupils including those with Additional Educational Needs/SEN.
- To make appropriate provision available to the Gifted and Talented cohort of each class.
- Provide for additional needs through planning for effective differentiation and challenge within the general curriculum.
- Provide specific programmes of work for children with SEND following discussion with the Head of SIS, parents and child.
- Provide individual targets for all children at SEN Support through completion of a Needs Analysis and in accordance with the thresholds for intervention/ monitoring set by the school.
- Provide a School Focussed Plan for pupils with an Education Health and Care Plan or those identified as requiring a higher level of additional support.
- Provide a Behaviour Support Plan, if required that will show layered targets and individual targets as a basis for assessing the effectiveness of provision through the monitoring of the child's progress towards targets, and in accordance with the thresholds for intervention/ monitoring set by the school.
- Provide a Thrive Action Plan for identified groups of pupils, as a baseline measure of pupils SEMH needs
- Support the maintenance and delivery of Termly Personal Education Plans for Looked After Children, including those for whom provision is made through the graduated response to the Code of Practice.
- Positively value SEND provision as a means of integrating children as fully as possible into the life of the school.
- Endeavour to make effective use of outside agencies supporting the school.

### **In addition to the overall objectives:**

- To give due regard to the legislation pertaining to SEND
- To promote the development and understanding of all staff in the area of SEND through CPD including the Inclusion Development Programme and Thrive, as part of induction for new staff to the school.

### **Implementation and Responsibilities for Policy and Procedures**

- The Governing Body and Head teacher are responsible for the determination of school policy and management in all aspects of the school's work including SEND.
- The SLT ensure that decisions are made to ensure that resources are allocated to provide effective provision for those children with and without SEND as well as for Gifted and Talented. The SLT also monitors assessment procedures to ensure that all pupils make appropriate progress and interventions are planned as necessary.
- The Inclusion Team support children in the maintenance of their emotional wellbeing and help them to address any barriers to learning through the utilisation of Thrive assessments and strategies.
- Subject Teams undertake to set out their particular responsibilities for SEND in their policy documents; show that there is appropriate planning for differentiation and challenge; and support each other in the delivery of effective provision.
- All staff are responsible for making an appropriate response, in accordance with their role, to meet children's individual needs.
- The class teacher is responsible for the deployment and provision made by any Teaching Assistant within their classroom. SEND support is primarily delivered by the class teacher through appropriately differentiated and challenging Wave 1 Quality First Teaching. The Head of SIS contributes to the overview of Wave 1 Quality First Teaching and additional provision made in support of SEND at Wave 2 and Wave 3. The support timetable is kept under review by the SLT and revised, as necessary, in response to current and projected pupil needs; best SEND practice; and the effective use of resources.
- The Head of SIS will maintain a system of monitoring pupil progress in response to interventions at Wave 2 and Wave 3, and, with reference to advice on best practice, will collect and analyse progress data from staff responsible for delivering this provision.

### **The role of the Head of Safeguarding, Inclusion and Social Educational Needs (which incorporates the role of SENDCO)**

#### **The key responsibilities include:**

- Overseeing the day-to-day operation of the school's SEND policy.
- Supporting early identification of children with SEND
- Co-ordinating provision for children with SEND
- Liaising with parents and carers
- Liaising with and supporting colleagues
- Advising on the graduated approach to providing SEND support

- Liaising with outside agencies including the Early Years providers, Local Authority support, Educational Psychology services, health and Social Care
- Supporting teaching staff to review the outcomes/provision set out in a child's Individual Provision Map /School Focussed Plan (SFPs) within the timescales agreed
- Ensuring that the school keeps records of all pupils with SEND up to date including children at SEND Support and those with an Education, Health and Care plan (EHCP)
- 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/carers are involved in decisions about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Miss Brightmore, Head of Safeguarding, Inclusion and SEND works in close collaboration with Mrs Meynell, the Senior Inclusion Officer, working alongside parents and a range of professionals to ensure that provision is in place to meet need and that a child and parent centred approach is fostered.

### **Arrangements and responsibilities for the monitoring of provision for SEND:**

- The progress of pupils with SEND is kept under review as part of the annual assessment and review cycle for all pupils, administered by the Head of SIS and SLT.
- The data that emanates from the annual assessment and review cycle will contribute to the determination of the SEND status of pupils.
- The school is mindful of the need to minimise bureaucracy and, in line with advice on best practice, will maintain core, key information, electronically on each pupil within individual files.
- Pupil progress towards the outcomes set out in the School Focussed Plan/Provision Map/ Thrive Action Plan is reviewed and shared with parents at least three times per year or more frequently if necessary.
- Target setting for all pupils take place daily, half termly and within each Key Stage. Percentage targets are set for children to achieve depending upon their starting point.

### **Success Criteria**

- The SEND Code of Practice can be implemented in the time available.
- Quality home, school and pupil liaison
- Measurable progress is made set against National Curriculum Objectives and Pre Key Stage Standards.

### **Reporting on the Policy**

- The Head teacher reports termly to governors any items concerning SEND Provision.
- The school's provision for SEND is described in the SEND Information Report/SEND School Offer, a copy of which can be found on the school website.

## **Evaluating Policy and Practice**

- Whole school monitoring and evaluation procedures will include sampling of work and observations.
- As necessary, a report on the effectiveness of policy and practice will be compiled from the ongoing monitoring and evaluation of provision.

## **Identifying Pupils with SEND**

The school has identified criteria for the early identification of children with additional Educational Needs. A graduated response document is in place as a reference tool to support staff when considering how best to meet the needs of individual pupils.

## **Assessment and Registration Procedures- The Graduated Response**

Provision/action that is additional to quality first differentiated teaching may constitute a child being added to the school's SEND register and monitored through the Assess-Plan-Do-Review cycle.

## **SEN Support/ Education Health and Care Plans (EHC)**

Using the school criteria, children with SEND will be identified and their parents informed. The class teacher is responsible for devising interventions additional to or different from those provided as part of the schools usual curriculum. Individual outcomes will be shared through a School Focused Plan and Individual Provision Map.

## **The SFP and Provision Map sets outcomes for pupils and will detail:**

- The short term targets set for the child
- A child's long term outcomes
- The teaching strategies to be used
- The provision to be put in place
- Details of review (inc. timescales)
- Resources needed.
- The amount it costs school to provide the support/provision
- Details of parent/carer comments/involvement
- Details of any current external involvement.

Decisions made to submit for an EHC plan will be undertaken, using a multi agency approach and more frequently following an Early Help Assessment – formerly known as CAF.

Pupils will devise a one page profile, with support as necessary to outline what is important to and important for them, to enable them to be effective learners.

## Teaching Arrangements

- Children with EHCP's are provided with support as described in the Actions and Outcomes section of the plan.
- Teaching Assistants are deployed to meet the needs of SEND children whilst working in class groups to support 'Quality First Teaching'.
- Many pupils receive support from outside agencies e.g.; Speech and Language Therapist, Occupational Therapist, Physiotherapy who visit the school at appropriate intervals.
- The Class Teacher, Teaching Assistants, Parents and children, working in partnership undertake planning of individual targets and next steps in learning.
- Social, Emotional and Mental Health planning is undertaken by the Class Teacher, child, parent, Inclusion Team, and Teaching Assistant as appropriate.

## Exiting the SEND Register

The SEND register is a fluid record, where children can exit and enter at various periods throughout their school-life. Where a child has made sufficient progress so that they no longer require extra support/provision, a discussion will be held with the parents/carers to gain agreement for them to be removed from the SEND register.

We will continue to monitor their progress to ensure that they remain on track, and that they are receiving support at a level appropriate to their needs. Likewise, if it is felt a child must be re-added to the SEND register then this will be done in consultation with all key people involved with the child including parents/carers.

## NOT SEN but impact upon progress and attainment;

- Disability- the Code of Practice outlines 'reasonable adjustment' duty provided under the Disability Equality Act- these alone do not constitute SEN
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- In receipt of Pupil Premium Grant
- Being a Looked After child
- Being a child of Service personnel

## Special Facilities and Access Arrangements

ANPS is at present housed in one building with ramped access for wheelchair users.

Foundation Stage has a washing machine and nappy changing facilities. There are two toilets, which are accessible to disabled adults and children.

See the school Accessibility Plan.



## **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils with medical conditions should be fully supported so they can fully access education, including Physical Education.

### **Alternative Provision**

Some children may have requirements that mean they will benefit most from a more specialist placement, this may be for a short term placement or longer term. For example, they may require a time limited placement at a speech and language resource, or within a therapeutic setting where their SEMH needs can be more effectively met. Such decisions take into account the views of all stakeholders and are made during either a TAF meeting or as part of an Annual Review. In the majority of cases, these children already have an EHCP or are demonstrating a complex level of need and are awaiting assessment for an EHCP.

### **Partnership with Parents**

#### **Governors Responsibilities**

- Ensure that the necessary provision is made for any pupil with SEND.
- Be fully involved in the development and monitoring of the SEND Policy.
- Ensure that the quality of SEND provision is continuously monitored.
- Ensure that where the Local Authority has informed the school that a child has SEND, those needs are made known to all who are likely to teach him or her.
- Report annually to parents via the SEND Information Report.
- Have regard to the Code of Practice 2014 when carrying out their duties towards all pupils with SEN.

#### **Arrangements for Partnership with Parents/ Carers**

- Parents/ Carers will be invited to discuss their child's needs at all stages of the planning process.
- Review meetings will take on a person centred approach to ensure that pupil and parent voice is fundamental. Where suggestions to parents are made on how they can support their child at home, targets will be specific and achievable. Parents will leave meetings clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Targets will include suggestions to work towards at home and parents will be invited via the consultation meeting to contribute their views to the review process.
- Regular communication between home and school will ensure that concerns are promptly acted on.

### **Complaints Procedures**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher, in the first instance. If this proves unsuccessful the matter should be referred to the Head of SIS or the Headteachers. Should the matter remain unresolved, parents should put their concerns in writing to the Governing Body. See School Complaints Policy

## **Service to help parents:**

SENDIASS  
BMBC, Directorate for Children, Young People and Families  
Gateway Plaza  
PO Box 634, Barnsley, Tel: 01226 773500

## **Allocation of Resources To and Amongst Pupils**

- Provision is mapped out termly to show how resources are allocated to each year group and show how much the whole SEND provision costs.
- Pupils with an EHC and those at SEN Support have a costed provision map to demonstrate interventions implemented to meet their needs.
- Additional support is provided by Teaching Assistants within classrooms
- Targeted interventions such as Speech and Language & Precision Teaching take place within a specified Breakout Room in school.
- Resources for SEND are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children when appropriate.
- Specialist resources can be accessed for children an EHC Plan through submission to the Local Authority following specialist agency/health authority advice.

## **Links with other schools/ Transfer Arrangements**

- Foundation Stage Staff carry out home visits prior to children starting in the Foundation Stage and liaise with outside agencies if necessary. SEND concerns will be raised with the Headteacher and Head of SIS following this visit and if necessary the Head of SIS will arrange a further meeting.
- Home visits for any pupil joining the school are always undertaken. SEND concerns will be raised with the Headteacher and Head of SIS following this visit and if necessary the Head of SIS will arrange a further meeting. Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the Head of SIS will contact the school to further discuss the child's needs.
- School works closely with Barnsley Behaviour Support Service to ensure smooth transition for those pupils on partial timetables and those pupils being reintegrated into mainstream.

## **Identification and Assessment Arrangements and Review Procedures:**

- On entry to the school at any time they have an Educational Psychology or other recognised agency assessed learning difficulty.
- On entry to school at any time if there is an EHCP
- On entry to the school at any time if registered as SEN Support.
- At any time if the class teacher has a concern which, after discussion the Head of SIS supports.
- If at any time the child displays Social, Emotional or Mental Health issues which impacts negatively upon the progress of themselves or their peers.

## **Evaluation and Review of Policy**

The policy will be evaluated by discussion with Governors, Staff, parents and children. The Person Centred Review Process and Parents Evening will be used as an evaluation tool.

The policy will be reviewed annually.

## **Covid 19 SEND Policy Appendix**

As school fully reopens following lockdown, staff will continue to support SEND students by:

- Providing guidance to staff on differentiating work for SEND students
- Teachers will contact parents by telephone to discuss transition planning and support pupils back into school
- Ensuring the availability of the Head of SIS (via telephone/ Microsoft Teams/ doorstep home visits) to school staff, students and parents to discuss and support remote learning should a bubble need to close.
- Monitoring and evaluating the support that is being put into place
- Regularly communicating and checking in on students identified as requiring support
- Continuing to support students and parents undergoing the EHCP process
- Working with SEND students to produce a support plan to help them to transition back to school, if required.
- Completing individual risk assessments to support pupils with more complex needs who have difficulty in transitioning back into school
- Seeking additional advice from professionals to support pupils returning to school

The Head of SIS will gain advice from relevant professionals as to the best ways of supporting student's transition back to school once a date for reopening is agreed.