



Sheepscombe Primary School



Special Educational Needs and Disability Policy

This policy was adopted at a meeting of:	FGB
Held on:	November 2020
Date to be reviewed	November 2021
Signed on behalf of the Governors:	<i>L Willis</i>
Name of signatory:	Mrs Lynsey Willis
Signed by Head teacher	V Barron
Name of Head Teacher	Mrs Vicky Barron



Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) - Vicky Barron (Headteacher)

Deputy DSL - Tracey Lane

Safeguarding Governor - Lynsey Willis

Gloucestershire Safeguarding Children Board (GSCB) procedures

www.gscb.org.uk

This policy should be read in conjunction with:

Safeguarding and child protection Policy

Accessibility policy

Teaching and learning policy

SEN Report to parents and local offer

SENCo's Mrs Vicky Barron and Mrs Gail George (Head Teacher)

SEND Governor - Ms Tessa Lentel



Contents:

1. Statement of intent
2. Legal Framework
3. Objectives
4. Admissions
5. Inclusion
6. Identifying children in need of support for SEND
7. Partnership with parents and children
8. Graduated Approach
9. My Plan
10. My Plan Plus
11. Statutory Assessment
12. Education, Health and Care Plan (EHC)
13. Reviewing an EHC plan
14. SEN and Disability Tribunal
15. Preparing for Secondary School
16. Data and record keeping
17. Confidentiality
18. Joint commissioning, planning, and delivery
19. The nature of intervention
20. Use of outside agencies
21. Access to the Curriculum
22. Allocation of resources
23. Funding
24. The role of the SEND Coordinator (SENDCO)
25. The role of the Governing Body
26. The role of the Class Teacher
27. Monitoring and Evaluation
28. Complaints
29. Further support for parents /carers of children with SEND



1. Statement of Intent

Sheepscombe is an inclusive school. We take the identification of, and support for, children with SEND seriously. Safeguarding also underpins all that we do and all of our policies are developed with a high priority on children and safety and in the light of our safeguarding policy. All of our school policies, including this SEND policy, are interlinked and should be read and informed by other policies.

Where a pupil is identified as having special educational needs and/or disabilities, we will take action to remove barriers to their learning and put effective special educational provision in place. The support will take form of a four-part cycle (assess, plan, do, review) through which early decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil making good progress and secures good outcomes.

Early identification is vital. The benefits of early identification are widely recognised - identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

The school holds a detailed provision map for all children in our small school, including those with SEND.

2. Legal Framework

This SEND policy is written to comply with the Children and Families Act 2014.

The Special Educational Needs and Disability Code of Practice (0-25 years), 2014, states that:

"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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institution'

Taken from 2014 SEN Code of Practice: 0 to 15 Years Introduction xiii and xiv

Additionally, some children and young people who have SEND may have a disability under the Equality Act 2010 - that is, "... 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."

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments or aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition

This policy will have due regard to legislation, including, but not limited to:



- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.
- It will also take into account statutory and non-statutory related guidance, including, but not limited to:
- SEND Code of Practice 0-25 (2014).
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

3. Objectives

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in school life fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and carers
- To review and evaluate children's progress
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need to individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To support parents to seek alternatives for children who may still not be making progress even with extensive external support.
- To follow the Special Educational Needs and Disability Code of Practice (0 to 25 years), July 2014.

4. Admissions

Sheepscombe Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.



5. Inclusion

All pupils at Sheepscombe Primary School are equally valued, regardless of whether they have special educational needs and/or disabilities. Where possible, they are included into every aspect of school life, sharing meal times, recreational times, school clubs and visits.

Sheepscombe Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all children
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all

Through appropriate curricular provision, we respect the fact that children: have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates; need a range of different teaching approaches and experience; may have a range of prior experience in different settings.

6. Identifying children who need support for SEND

The progress of all children in Sheepscombe is rigorously monitored. Where children are identified as not making progress in spite of 'Quality Differentiated First Teaching' as recommended by the 2014 Code of Practice a plan of action is agreed and implemented.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment □ Has communication and/or interaction difficulties, and continues to make little or no progress.



7. Partnership with parents and children

Effective partnership plays a key role in enabling children and young people with SEND to achieve their potential.

Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents.

The SEN Code of Practice recognises there is "a fine balance between giving the child a voice and encouraging them to make informed decisions, and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support."

Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

8. Graduated approach

Sheepscombe Primary School will, once a child with potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

Establishing a clear assessment of the pupil's needs.



Planning with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
Implementing the interventions, with support of the SENDCO.

Reviewing the effectiveness of the interventions and making any necessary revisions.

Specific, Measurable, Attainable, Realistic/relevant, Timed targets to be set by staff, parents, outside agencies and children using child friendly language.

9. My Plan

The interventions can be implemented through MyPlan where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some or all curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

External services may be involved at MyPlan stage if available to the school.

10. My Plan Plus

The relevant teacher and SENDCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.



11. Statutory Assessment

Sheepscombe Primary School will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

12. Education, Health and Care (EHC) plan

In consultation with parents, a request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous support given and monitoring of small step targets previously for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

Sheepscombe Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

The school will admit any child that names the school in an EHC plan.

The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.

The school will request a re-assessment of an EHC plan if a pupil's need significantly change (at least 6 months after an initial assessment or annual review)



13. Reviewing an EHC plan

Sheepscombe Primary School will:

Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.

Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

Seek advice and information about the pupil prior to the annual review meeting from all parties invited.

Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.

Cooperate with the local authority during annual reviews.

Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

14. SEN and Disability Tribunal

Sheepscombe Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

15. Preparing for Secondary school

Sheepscombe Primary School will ensure that it meets its duty to support children during the transition from primary to secondary school. The school will:

- Help pupils and their families prepare for the change in school.
- Ensure that careers advice and information provides high aspirations and a wide range of options for pupils with SEN.
- Help pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Secure access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

16. Data and record keeping

Sheepscombe Primary School will:

- Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.



- Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
- Record details or additional or different SEN provision on a provision map.

17. Confidentiality

Sheepscombe Primary School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education

18. Joint commissioning, planning, and delivery

Sheepscombe Primary school will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable pupils to prepare for their future adult life.
- Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future need, including:
 - Population and demographic data.
 - Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
 - Numbers of local children with EHC plans and their main needs.
 - The numbers and types of settings locally that work with or educate children with SEN and disability.



- An analysis of local challenges / sources of health inequalities.

We inform the parents of any commissioned services as we seek this in collaboration with parents. We share the process of decision-making by providing clear information relating to the education of their child.

19. The nature of intervention

The Head Teacher, SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Small group or individual support
- Targeted intervention programmes where progress can be effectively measured
- Staff development and training to introduce more effective strategies

The child's class teacher, in consultation with the Head teacher and SENDCo, will work with the teaching assistants and together they will be responsible for ensuring that everyday quality teaching and any intervention programme supports the child in achieving his/her targets set out in a 'My Plan'.

Parents will continue to be consulted and kept informed regarding interventions. Parents will be invited to meet regularly for structured conversations with the class teacher to discuss the impact of targets set and next steps.

20. The use of outside agencies

If the pupil has more specific needs, the SENDCO or Head teacher may refer a child to be assessed by another professional or support service. This could be one of the following:

- Educational Psychologist
- Speech and language team
- Behaviour support
- Occupational therapist
- The Advisory Teaching Service
- CAMHS mental health service
- School nurse

Parents/carers will be kept up to date with any referrals and any notes of visits will be shared. Actions will then be put in place as suggested and be reviewed regularly.

The majority of children with special educational needs and/or disabilities will have their needs met within the school. However some pupils may require an Education, Health and Care (EHC) plan. The purpose of an EHC plan is to make sure the special educational provision meets the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.



To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child;
- provide a full description of the child's special educational needs and any health and social care needs ;
- establish outcomes across education, health and social care based on the child's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

Please see our school website for our local offer and what support we can offer as a school.

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records and tracking in order to establish which strategies have already been employed and which targets have previously been set

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the 'My Plan' is the responsibility of the class teacher.

Outside agencies may become involved or be asked to revisit if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of their peers

21. Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use ongoing formative



and termly summative assessment to inform the next stage of learning. Additional intermediary assessments will be carried out as necessary.

In our school, some children who may need short term academic only targets to accelerate progress against specific objectives may have a 'Diminishing the Difference' plan. Children not making rapid catch up on a Diminishing the Difference plan over the course of one term will move onto the SEN register and onto a MyPlan, as per the Gloucestershire Graduated Pathway and the steps outlined in this policy. Please also see our Early Help Policy and statement where this is outlined in more detail.

My Plans feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have a 'My Plan' with individual targets.

At Sheepscombe School we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom on a specific intervention.

22. Allocation of resources

The Head Teacher and SENDCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education and Health Care plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

An annual report relating to SEND is produced and is published on the school website. Additional detail is held within school. Our numbers are small and where there is a risk of an individual child being identified the information will not be published.

23. Funding

Sheepscombe Primary School will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils. Personal budgets are allocated from the local authority's high needs funding block and Sheepscombe Primary School will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

24. The role of the SEND Coordinator (SENDCO)

In our school, the Special Educational Needs Coordinator (SENDCO):

- oversees the day-to-day operation of the school's SEND policy



- coordinates and manages the provision for children with special educational needs and disabilities
- liaises with the relevant Designated Teacher where a looked-after pupil has special educational needs and/or disabilities
- supports and advises colleagues on the graduated pathway approach to providing special education needs support, contributing to in-service training of staff
- maintains the school's SEND records and the cycle of review
- advises on deployment of the school's delegated budget and other resources to meet pupils' need effectively;
- contributes to and manages the records of all children with special educational needs and disabilities
- liaises with parents/carers of pupils with special educational needs and/or disabilities
- arranges and chairs regular meetings with parents/carers, if needed, including annual reviews or multi agency meetings
- manages the school-based assessment and completes the documentation required by outside agencies and the local authority
- liaises with early years providers, other schools, educational psychologists, health and social care professionals, the families first plus team and any other independent or voluntary bodies
- acts as a key point of contact with external agencies, especially the local authority and its support services
- liaises with potential next providers of education, to ensure pupils and their parent/carers are informed about options and a smooth transition is planned
- works with school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- monitors and evaluates the school's special educational needs provision and reports to the governing body
- manages a range of resources, human and material, linked to children with special educational needs and disabilities

25. The role of the Governing Body

The Governing body has the following role:

- To monitor, support and challenge SEND provision in our school from a strategic point of view
- To fully engage parents and / or young people with SEND when drawing up policies that affect them.
- To identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
- To use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- To designate an appropriate member of staff (the SENDCO) as having responsibility for co-ordinating provision for pupils with SEN.
- To appoint a designated teacher for 'looked after' children where appropriate.



- To make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- To take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- To publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- To publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- To monitor and oversee that reasonable adjustments are made to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- To develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access

The Governing body has a dedicated Governor for SEND who makes termly visits to the school.

The Governing body challenges the school and its members to secure necessary provision for any pupil identified as having Special Education Needs and Disabilities. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively and carry out learning walks to see provision in action.

The Governing body reviews this policy annually and considers any amendments in light of the annual review of findings. The Headteacher reports the outcome of the review to the full Governing body and also to the Teaching and Learning Committee (TLC).

26. The role of the Class Teacher

The Class teacher must:

- Plan, assess and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- To provide resources that enable the child to overcome their barriers to learning and promote independence.

27. Monitoring and Evaluation



The Head teacher and SENDCo map the provision for, and monitor the progress of children with SEND and provide staff and governors with regular summaries of the impact of the policy on the practice of the school. They hold regular meetings with the named Governor with responsibility for special needs.

28. Complaints

Complaints from parents/carers of pupils with special educational needs and/or disabilities concerning the provision made at school are dealt with in the same way as any other complaints, following the school and Local Authority complaints procedure. The SENDCO/headteacher is responsible for making parents/carers aware of these procedures should the need arise.

29. Further support for parents /carers of children with SEND

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) helps parents to obtain information and advice, including disagreement resolution arrangements.

Further pathways of help and links to other agencies can be found in the Early Help policy.