

Glebe Primary School

Special Educational Needs and Disabilities Policy



Date reviewed	October 2018 <small>Light review Autumn 2022</small>
To be reviewed	Autumn 2023

Special Educational Needs and Disabilities Policy

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, (2014) and the following legislation:

- Part 3 of the Children and Families Act, (2014), which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations, (2014), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report
- The Equality Act, (2010) and schools Departmental advice for school leaders, school staff, governing bodies and local authorities, (2014).
- Teachers Standards, (2011).

This policy should be read in conjunction with the following:

- School Information Report
- Behaviour Policy
- Safeguarding Policy
- Admissions Policy
- Essex Local Offer

This policy will continued to be developed through a working group consisting of all stakeholders within the school (including staff, governors and parents) and will be reviewed annually.

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind, generally provided for others of the same age in mainstream schools Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. (SEND Code of Practice, 2014)

Definition of Disability

'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.' (Equality Act, 2010)

'This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.' (SEND Code of Practice, 2014)

Responsibility for SEN Provision

The SENCo, has overall responsibility for coordinating the day-to-day provision of education for pupils with special educational needs and for liaising with outside agencies. She is a qualified teacher and part of the Senior Leadership Team of the school. She has undertaken the National Award for SEND Coordination.

The SENCo is contactable on 01268 784253 or via the school office.

As outlined in the SEND Code of Practice, (2014), the key responsibilities of the SENCo may include:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act, (2010) with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

Beliefs and Values around SEN

Glebe Primary School is committed to providing the opportunity for all pupils to be fully involved and engaged in the enterprise of learning, to participate in all aspects of school life and to achieve to the best of their ability. Glebe Primary School believes in high expectations for all learners and encourages children to be active participants in their learning journeys. In line with the SEND Code of Practice (2014), Glebe Primary School has a collaborative approach to ensuring that all children achieve; placing children and their parents/carers at the centre of discussions to best support each child's learning.

At Glebe Primary School it is the belief that every teacher is a teacher of every child including those with SEND.

Aims

The aims of our SEND policy and practice in this school are:

- To provide curriculum access for all.
- To secure high levels of progress and achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from all stakeholders.
- To carefully map provision for all learners with SEN to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure that there is a collaborative approach to meeting the needs of SEND learners.
- To 'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others', National Curriculum, (2014).
- To promote high levels of independence to ensure all pupils with SEND develop appropriate independence skills and resilience.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, (2014).
3. To implement a graduated, person-centred approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN policy.

5. To provide support and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs

Provision for children with special educational needs is a matter for the whole school. The SENCo, the school's head teacher, the governing body and all other members of staff, particularly class teachers and learning support assistants, have important day-to-day responsibilities.

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' SEND Code of Practice, (2014)

We strive to make a clear distinction between 'underachievement' and special educational needs.

As outlined in the SEND Code of Practice, (2014), there are four broad areas of need:

- Communication and interaction
- Cognition and Learning Needs
- Social, Mental and Emotional Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically, we have had success providing for a wide range of different needs, including:

- Hearing impairment
- Dyslexia
- Autistic spectrum disorders
- Sensory processing disorders
- Visual impairment
- Physical impairment
- ADHD

Early identification is vital and children are visited in their school setting to begin this process.

The following are used to help identify children who may have special educational needs:

- Liaison with previous school/provider
- Child performing below age-related expectations
- Concerns raised by parents/carers
- Progress meetings held between class teachers and Inclusion Leader (SENCo)/Head Teacher/Deputy Head Teacher
- Concerns raised by class teacher/learning support assistants
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor
- Use of the Essex Provision Guidance

The identification process will be shared with parents/carers and they will be invited to meet with their child's class teacher and/or SENCo. If it is agreed that provision which is 'additional to' or 'different from' quality first teaching is required, the school will seek parental agreement to add the child to the SEND Register.

Careful tracking of the progress and attainment of all pupils is part of our rigorous provision. Therefore, we consider what is NOT SEND but may impact on progress and attainment;

- Disability (the SEND Code of Practice, (2014) outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of a Serviceman/woman

A Graduated Approach to SEN Support

In line with the SEND Code of Practice, (2014) Glebe Primary School provides a graduated response to the needs of each child. These are often referred to as *waves of intervention*.

Wave 1: Quality first teaching for all children.

Wave 2 (Additional SEND Support): Small group support for those pupils who are achieving below age expected levels/making limited progress.

Wave 3 (Statement/Education, Health and Care Plan): Focussed, individualised programmes for pupils working well below age expectation. Children with a Statement or an EHCP will receive appropriate Wave 3 support.

The below table outlines teaching approaches currently being utilised at Glebe Primary School. We are continuously striving to ensure that we are offering our pupils high quality support which appropriately meets their needs. Therefore, the support listed is not exclusive and is evolving.

<p style="text-align: center;">Wave 1 <i>Quality First Teaching</i></p>	<p style="text-align: center;">Wave 2 <i>Targeted Support For individuals or small groups</i></p>	<p style="text-align: center;">Wave 3 <i>Specialised Intervention for those with additional needs</i></p>
<p><i>'Quality First Teaching'</i> ensures quality learning in the classroom provided by the class teacher.</p> <p>Activities are differentiated according to each child's ability level and individual needs.</p>	<ul style="list-style-type: none"> • Guided Groups • Differentiated phonics groups • Pupil progress assembly groups- Reading, Writing Maths • Fine Motor Skills groups • Sensory circuit • Social Skills groups- 'Time to Talk', 'Socially Speaking', 'Zones of regulation' • Nurture groups • Learning Mentor support • Numicon Booster groups • Sum dog • Speech and language groups • 'Talk Boost' • Parental discussion with Inclusion Leader • 'All Sorts' Lunchtime Club • Sparkle Room • One-to-one reading • Lego Club • Homework Club 	<ul style="list-style-type: none"> • Precision Teaching • Reading/Writing support • 'Toe-by-Toe' • 'Five Minute Box' • 'The Number Box' • Additional 1:1 Reading • Clicker • Specialist teacher visits • Educational psychologist involvement • Specialist HI teachers/LSAs • Referral to Speech and Language Therapist • Speech Therapy sessions in school- Helen Burgess • Inclusion Leader assessments and monitoring to ensure appropriate intervention and access to learning

At Glebe Primary School we use the One Planning approach to plan and review the support provided for children with SEND. One Planning is the name given to how we do the graduated approach (assess, plan, do, review outlined in the SEND Code of Practice, (2014)) in a person-centred way in Essex. One Planning is a continuous process and not something that happens once. Part of One Planning, is person-centred, focussing on the views and interests of your child. The purpose of the One Planning process is to:

- Ensure school staff are informed, well-prepared and confident;
- Revisit school systems and processes to make sure they support the needs of the learner;

- Review the curriculum in terms of relevance and breadth to make sure the needs of the learner are met;
- Ensure resources are used effectively and their impact is evaluated.

The 4 part cycle of One Planning is summarised as follows:



Figure 1. Diagram of the One Planning process.

1. Assess – clear analysis is made of needs based on:

- Views of the child and their parents / carers;
- Teacher assessments and observations;
- Pupil's current attainment;
- Pupil's previous progress and attainment;
- Tracking of progress and comparisons with national data;
- Assessments by external agencies (if appropriate).

2. Plan – following assessment, the teacher, SENCo, parent/ carers and child, agree on a plan of action to include:

- Time limited outcomes;
- The adjustments, support and interventions to be put in place
- A date for review
- All planning is child centred and outcomes focused and recorded.

3. Do – all the teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum;
- Delivery of 'additional and different' provision;
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff;
- Linking interventions to classroom teaching. The SENCo supports teachers in the effective implementation of provision.

4. Review – the quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with the child and parent/ carers and seeking their views.
- The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of, or change to, provision.

One planning take place once a term and will always involve the views of children and their parents and carers.

Supporting pupils and families

The school aims to work in partnership with parents, carers and outside agencies. We do so by:

- Acting on advice from and working in conjunction with other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which needs addressing.

- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing outcomes for all pupils, in particular, those not making expected progress and, for some pupils identified as have special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the services available through the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

The school's SEND Information Report is available on the school website to provide parents/carers with an overview of SEND provision at Glebe Primary School.

The Local Offer is available at: <http://www.essexlocaloffer.org.uk/>. This resource is shared with parents as required.

Transition

At Glebe Primary School we work closely with local pre-schools and secondary schools in order to ensure a smooth transition between educational settings.

Pre-school and home visits during the summer term prior to a child starting at Glebe Primary School provide an opportunity for all stakeholders to share information about the child. Children are also invited to attend transition sessions during the summer term to familiarise themselves with the school setting.

We have strong links with local secondary schools which enables us to share information and plan a transition programmes, including meetings with relevant members of staff, liaison between school SENCos, taster sessions and additional visits.

For children who require additional support at different transition points throughout their time at Glebe Primary School, we provide an individualised support programme for transition to their new class/year group. More information on transitions can be found in our SEND information report.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that 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).

Some children with medical needs may also have special educational needs and may have an Education, Health and Care 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.

The school has a policy on managing the medical conditions of pupil, which details the arrangements the school will make to support pupils with medical needs.

Monitoring and evaluation of SEN

At Glebe School your child's progress is continually monitored by his/her class teacher, Inclusion Manager and Senior Leadership Team.

- His/her progress is reviewed every half term and an assessment is made for reading, writing and maths.
- If your child is in Year 1 and above, but is not yet working at the level of the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of Nursery, the Reception class and each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs),

EYFS and Phonics Assessment (Year1). This is something the government requires all schools to do and are the results that are published nationally.

- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- All children at Glebe, including children on the School SEND and Inclusion list will have a one to one target setting session. Through this process your child will be fully involved in setting their own individual learning targets with a key designated adult. Your child will review their progress and targets once a term with their key designated adult.
- Any child receiving additional interventions will be recorded on the year group Provision Map, which are reviewed termly by the class teacher.
- Children with high level needs will have a One Plan which will be reviewed with your involvement, every term.
- The Senior Leadership Team and Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Homework books and Reading Records
 - Parents evenings
 - Additional meetings as required
 - Reports
 - Weekly newsletters
 - School Website

Training and Resources

In order to maintain and develop the quality of teacher and provision to respond to the strengths and needs of pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends the local SENCo cluster meetings and the local authority's SENCo update meetings in order to keep up to date with local and national updates in SEND.

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure appropriate training for staff and allocation of resources to support SEND provision.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the local authority for 'High Needs' funding. More information on training and resources can be found in our SEND information report.

Dealing with Complaints

Depending on the nature of the concern, you may wish, or be asked to follow the school's formal complaints procedure. The prime aim of Glebe Primary Schools policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school. The complaints procedure in the Complaints Policy, which can be found on the school website.