



## **Sundridge Primary School: Special Educational Needs and Disability Policy.**

### **Vision Statement:**

*“We build a community at Sundridge where children are more than just educated and where all feel safe and supported. They are empowered to change their own lives and the lives of those around them. Together, we continually strive to remove the barriers to success and provide a culture of mutual respect and acceptance with children moving onto their next venture with the skills and values to set them on the path to achieve their dreams. Our school takes pride in leading the children at Sundridge on their journey - both educational and for life; enabling them to drive their own futures to greater success and shape our community for the better by nurturing a lifelong love of learning.”*

The governing body of Sundridge Primary School is committed to ensuring that necessary provision is made for every pupil that has special educational needs in accordance with the Code of Practice (2014). The Code of Practice (2014) covers pupils and young adults aged between 0 and 25 years of age. There is a clear focus within the Code of Practice of the role that children and young people have in the decision-making process.

The Code of Practice includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care.

The school's SEND offer is published on its website and is reviewed annually.

A child is defined as having special educational needs if he or she has a learning difficulty which needs additional or specialist teaching. A learning difficulty means that a child has significantly greater difficulty in learning than most children of the same age.

Special educational needs may also mean that a child has a disability which needs different educational facilities from those generally provided by schools for children of the same age in the same area.

Special educational provision is educational provision that is in addition to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

**Special Educational Needs and Disability Provision can be considered as falling into four main areas:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/ or physical

Behavioural difficulties do not necessarily mean that a child or young person has special educational needs and should not automatically lead to a pupil being registered as having SEND.

At Sundridge Primary School we provide a broad, balanced curriculum for all pupils. Quality first teaching which is differentiated and personalised is available to all pupils. The school provides an encouraging atmosphere where children can grow in self confidence and where each individual child is accepted and valued. For children with SEND we aim to support them to succeed in their education and make a successful transition between their educational settings into adulthood. The views, wishes and feelings of the child and their parents/ carers are important and the school supports children and parents/ carers to participate fully in decision making.

The governing body and the leadership team ensure a culture of high expectations for all and this is embedded in the whole school ethos which reflects the school's commitment to Special Educational Needs and Disability provision. They recognise that high aspirations are key to preparing children and young people for life beyond school.

**Aims:**

The overall aim of this policy is to improve the outcome of every child with a special educational need. SEND provision forms an integral part of the School Improvement Plan enabling the following to be achieved:

- Enable identified pupils with SEND to reach their full potential.
- To enable successful transition throughout all years for all SEND pupils.
- To recognise the individual nature of children's needs and offer the appropriate level of provision and support.
- Each pupil identified will have individual targets and planned provision to ensure progress. (Reviewed termly).
- To ensure that appropriate staffing and funding is in place for SEND pupils.
- Developing a complementary and consistent Disability Equality Scheme that reflects the legal duty of the governing body to promote equality of opportunity.
- Ensure that all governors, in particular the SEND Governor, are fully involved in the development and monitoring of the SEND policy.
- To ensure that all parents have access to information regarding the SEND policy and the school's offer, via the school website.
- To develop strong partnerships with parents and carers and involve them in the assessment and decision making at every stage.
- To include the children themselves in the decision-making process through discussion and self evaluation, enabling them to be actively involved in their own learning using person centred tools.
- To promote the inclusion of all children in all school activities and into the wider local community.

### **Objectives:**

- To identify children with special educational needs using evidence from recorded information, baseline assessments, observations, curriculum-based assessment tasks and the views of parents/carers and other professionals.
- To have clear, laid out procedures for involving parents/carers when initial concerns are raised within school and guarantee parental/ carer involvement at all stages of decision making and prioritise areas of concern.
- To match teaching methods, content and style to the specific needs of the child.
- To use the appropriate local authority documentation to record concerns, targets, reviews and advice.
- To keep accurate records of support for each child.
- To ensure quality first teaching with effective differentiation and the effective use of support staff.

### **The SEND Governor:**

Miss Kelly Davies, is the appointed governor for Special Educational Needs and Disability at Sundridge School. She plays a vital role in ensuring that SEND stays on the governing body agenda to ensure that every effort is made to meet the needs of the pupils with SEND and monitors the practical implementation of the policy and highlighting and following up any actions that may need to be taken.

### **Management of Special Educational Needs:**

The overall management responsibility for Special Educational Needs and Disability within the school lies with the Head Teacher Mrs Brudenell.

Mrs Croome the Special Educational Needs and Disability Co-ordinator (SENDCO) takes responsibility for:

- The day to day operation of provision made by the school for pupils with special educational needs and disability.
- Identifying the needs of the children and to support staff who are working with these pupils in school, using assessments to develop strategies enabling them to make the best possible progress.
- The strategic development of SEND provision within the school, seeking to develop effective ways of overcoming barriers to learning.

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Policy reviewed Annually

- Ensuring that all staff involved with the children have the information necessary to secure improvements in teaching and learning through continuous discussion with class teachers and teaching assistants.
- Working with outside agencies to access advice and support to identify the appropriate level of intervention and provision.
- Consulting parents/ carers regularly, offering help and advice, ensuring that they are fully informed about their child's progress at every stage.
- Maintaining ongoing school records, reviews and documentation.
- Ensuring staff keep accurate records of interventions used to support individuals.
- To work alongside class teachers to ensure quality first teaching and the deployment of and planning for teaching assistants.
- Regular meetings to discuss progress and to monitor provision.
- Liaise with nurseries and secondary schools to ensure smooth transition between settings and the transfer of records.
- Liaison with the SEND Governor.
- Bringing together all professionals involved with a child to maintain effective dialogue and information sharing in a multi- disciplinary approach.
- Initiating and leading Early Help if necessary.
- To contribute to the in-service training of staff.

**Class Teachers are responsible for:**

- High quality teaching, adapted and personalised for individual pupils as the first step in responding to pupils who have, or may have a special educational need and/or disability.
- Using assessments and Toolkits to identify children who need additional support for learning via individual targets and support plans.
- Teachers will be asked to complete baseline assessments and provide rigorous evidence to support their judgements. (SEND Toolkits).
- Teachers are responsible for writing termly SEND Needs Based Plan targets and ensuring support is appropriate to ensure progress. Appropriate differentiation/ personalised learning to meet the needs of identified children must be reflected in class teacher's planning.
- Teachers will input data to show termly attainment and progress.
- Ensuring that everyone working to support children has access to the information about a child's needs.
- To provide evidence of progress to parents/ carers, as part of consultation meetings.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class, even when pupils access support from teaching assistants or specialist staff.
- Ensure support staff are timetabled to work with identified pupils.

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- Reviewing progress of interventions each half term and showing individual pupil progress on English and Maths Toolkits and Provision Maps.

### **Staff Development:**

- We recognise that, to improve the education for children with special educational needs and to maximise their achievements, we need to develop the knowledge and skills of all educational professionals in our school. This includes all staff working with children.
- Ongoing opportunities are provided for all staff to attend relevant training and are informed of new policies and procedures as they arise.

### **A graduated Approach: SEND Support:**

High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have, or may have SEND.

The quality of teaching for pupils with SEND and the progress they make is central to the school's performance management arrangements, including its approach to the professional development for all teaching and support staff. Teachers must set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Parents/ carers are involved in all decisions and informed throughout.

- The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.
- Class teachers and subject leaders, supported by the SENDCO, or Leadership Team, make regular assessments of progress for all pupils. Where pupils are making less than expected progress they will be given additional support.
- Where a pupil does not make adequate progress, despite high quality teaching targeted at the child's area of difficulty, the class teacher, working with the SENDCO, will complete an initial concerns document and assess whether the child has a learning difficulty. Where this is the case, the SEND support that is required is agreed and a plan is put in place.
- Once a potential special educational need is identified, four types of action for effective support are put in place – Assess, Plan, Do and Review. This is the graduated approach called SEND Support.
- Where a child continues to make little or no progress, despite well founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.
- Where a pupil is receiving SEND Support, school will meet with parents/ carers on a termly basis (or more often if necessary) to set clear goals,

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- discuss the activities and support that will help the child achieve them, review progress and identify the responsibilities of the parent/ carer, the pupil and the school.
- The school accurately records the provision made for pupils and measures impacts of interventions.

### **Pupil Participation:**

SMART targets are written by class teachers as part of individual Needs Based Plans.

The plans are used daily in the classroom.

Children are involved in the review of their plan, discussing how they feel about their learning and progress.

Special arrangements are made for Annual Reviews of Education, Health and Care Plans (EHCPs), to involve recording of pupil views in a child centred way that is appropriate to the age and understanding of the child, using person centred tools.

Each SEND pupil will complete a one-page profile with their Teacher or Teaching Assistant. The profile encourages a personalised and individualised approach to each pupil's learning within school.

### **The Role of Parents/ Carers:**

Sundridge Primary School has an open-door policy and welcomes parents/ carers into the school at any time to discuss their child's progress. Concerns about progress are shared with parents/ carers as soon as they are identified. Reviews of targets and Needs Based Plans are held each term, or more often if needed, and parents/ carers are invited to attend. If parents/ carers are not able to attend reviews, the school welcomes written comments to assist with the review process.

Parental/ carer support is highly valued at Sundridge Primary School and there is ongoing consultation with members of staff who support the children to ensure strong home-school links are maintained.

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### **The Statutory Assessment Process and Education Health and Care Plans:**

The SEND Code of Practice (2014) states that the majority of children and young people with SEND will have their needs met within local mainstream early years' provider, school or colleges.

However, for some children with complex needs, a higher level of support may be required to meet their needs.

The school, working closely with the child, parent/ carer and all agencies involved, may request an Education Health and Care Plan (EHCP) from the local authority. Parents/ carers and children are involved at all stages of planning and decision making, taking account of their wishes and aspirations, using a person-centred approach. Education, health and social care providers meet and work together with the child and family for positive outcomes. Once an EHCP is in place, it will be reviewed at least annually.

### **Assessments and Education, Health and Care Plans:**

- The local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHC Plan) when it considers that it may be necessary for special educational provision to be made for the child or young person.
- Following a request for an assessment, the local authority must determine whether an EHCP is necessary, deciding and communicating this decision to the parent/ carer.
- Children, young people and families should experience a well co-ordinated assessment and planning leading to timely, well informed decisions.
- The assessment and planning process from the request to when the EHCP is issued must take no more than 20 weeks.
- When making an EHCP assessment, local authorities must consult the child or young person and his or her parent/ carer and consider their views, feelings and wishes. They must also consider any information provided by the child, young person, parent/ carer, at their request.
- Local authorities must also gather evidence from relevant professionals.

**Access:**

We promote the development of an inclusive educational system at Sundridge Primary School. There is wheelchair access to the building and to an accessible toilet. The school makes every effort to make reasonable adjustments to the environment in order to include everyone. (See Accessibility Plan).

**Admissions Policy:**

Admission arrangements are the same for all children with priority given to children with Education, Health and Care Plans. For those pupils with special educational needs and/ or disabilities, school makes every effort to liaise with other settings and professionals to ensure that information is passed on. Working with parents/carers at this early stage is an essential part of the admissions process.

**Complaints Procedure:**

In the event of a complaint arising from the SEND provision offered/ provided to a pupil at Sundridge School, parents/ carers are advised to speak directly to Mrs Croome (SENDCO) or Mrs Brudenell (Head teacher). A copy of the school's complaints procedure is available to view online or a paper copy can be obtained from the school office.

Policy to be reviewed annually.