



## Somerford Primary School

### Special Educational Needs and Disability Policy

Updated: June 2020

Review: June 2021

#### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (May 2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (May 2015)
- Schools SEN Information Report Regulations (2014)

#### SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Head Teacher has overall responsibility for Special Educational Needs and Disability in Somerford Primary School. The designated teacher responsible for coordinating SEND provision for children/young people is Mr. Luke Thorne. This person is a member of the Extended Leadership Team. The person co-ordinating the day to day SEND and disability provision for children/young people at Somerford Primary School is Mr Luke Thorne.

#### Our Mission Statement: 'Enjoy, Aspire, Achieve'

Somerford Primary School has high aspirations for all children identified as having SEND in our school. We aim to promote the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND). We are committed to providing an inclusive curriculum that ensures good progress for all of our pupils irrespective of need or ability. We strive to ensure that all children achieve their best, so that they can become confident individuals leading fulfilling lives. We focus on clear outcomes for children and identifying how these can be most successfully achieved.

This policy was developed by the school in conjunction with school governors.

#### AIMS AND OBJECTIVES

##### Aims

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop the self-esteem of all learners.
- To provide access to and progression within the National Curriculum.

- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that enables them to support children with special educational needs and disability effectively.

### **Objectives**

- To identify the needs of pupils with SEND as early as possible.
- To monitor the progress of all pupils, in order to aid the identification of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Coordinator (SENCO) who will work to continuously develop an inclusive learning environment.
- To refer to outside agencies when the pupils' needs cannot be met by the school alone and specialist support is required.
- To provide support and advice to all staff who work with children with special educational needs.

### **ROLES AND RESPONSIBILITIES**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Somerford Primary School's arrangements to support children with disability and medical conditions will make certain that they are treated equally within the school. Equality and SEND information pertinent to this SEND Policy will be published on the school's website. The SENCO has overall responsibility for the inclusion of vulnerable pupils. The SENCO liaises closely with the Head of School who retains overall responsibility for Safeguarding and the achievement of Pupil Premium children.

### **ADMISSION ARRANGEMENTS**

Somerford Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Somerford Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Somerford Primary School liaises with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. For more information see the Local Offer information held on BCP's website:

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/home.page>

### **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

Somerford Primary School has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

Somerford Primary School has a range of specialist SEND facilities in place. These include:

- A specially adapted Sensory Room.
- An acoustic adapted room for meeting the needs of hearing impaired pupils which also enables individual and small group speech and language work.

- A Play Psycho Therapist and School Counsellor who have a designated therapy room.
- The SENCO is a Thrive Licensed Practitioner and supports Linwood Teaching School to deliver the Autism Education Trust's training for schools within BCP Council.

### **SEN INFORMATION AND LOCAL OFFER**

Somerford Primary School website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at <https://www.bcpfamillyinformationdirectory.com/kb5/poole/fis/localoffer.page> using the search engine to find our school or other BCP schools. The local offer website holds a directory of facilities and resources available from many providers across BCP.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (May 2015) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements. Somerford Primary School is committed to early identification of special educational needs and adopts a "graduated response" to meeting needs in line with the Code of Practice (2015). High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. A range of evidence is collected through assessment and monitoring activities. Class Teachers raise pupils of concern with the school's SENCO at half termly pupil progress meetings, or sooner by completing observations of challenges and implementing Wave 1 and Wave 2 interventions. Should these not help the child catch up to make expected, then the SENCO then observes and gives advice for Quality First Teaching strategies.

Parents/carers are involved early in the process and their views of how their child is progressing is recorded at an initial meeting arranged by the SENCO. The SENCO then consults with other agencies as appropriate, for example Speech and Language, the Educational Psychologist or BCP Outreach Service. Parents/carers may be invited to an initial meeting with the Class Teacher, SENCO and Educational Psychologist so that a short-term plan can be developed to support the child's identified needs. A review date is set at this meeting so that the impact of this plan can be assessed and further support put in place as necessary. If a child has a diagnosis of medical needs, the school will develop a Health Care Plan or Intimate Care Plan detailing specific medical support, following consultation with health professionals. If these needs impact on the child's ability to access learning then parents/carers and the Educational Psychologist will be involved in developing a support plan as above.

The class teacher monitors the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Other factors which may affect progress include:

- Attendance and punctuality
- Physical health and emotional wellbeing.
- English as an Additional Language
- Being a Pupil Premium child.
- Social Care and Welfare issues.
- Being a Looked After Child.
- Being a Service Child.
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

## **MANAGING CHILDREN'S SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) IN SOMERFORD PRIMARY SCHOOL**

Where a child is identified as having a special need and or a disability, Somerford Primary School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children themselves to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Where it is decided that a child does have a SEND, the decision will be recorded in the school records and the child's parents / carers will be informed in writing that special educational provision is being made.

A child's learning needs are managed either by identifying their needs on the class provision map, or identifying the additional support required in an Individual Education Plan (IEP). A child may also have an Education, Health & Care Plan (EHCP). The recommendations from professionals in these are broken down into smaller steps which are detailed in the child's IEP.

The majority of children with special education needs or disability will have their needs met by the school. IEPs may include specialist support from outside agencies e.g. The Behaviour Support Service. The SENCO will draw on the advice of other agencies, including the Education Psychologist, in order to determine the level of provision made. Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. Pupils are reviewed and discussed by the SENCO with the Head of School each half term at pupil progress meetings. The SENCO uses the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND. The child's progress against their IEP, through the small step targets identified by the Class Teacher every term, could be more frequent if it is necessary. These small step targets are adjusted as necessary by the Class Teacher to more effectively support the child's needs. IEPs are formally reviewed on a termly basis and shared with parents/carers.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

Class teachers review IEPs at least termly. Targets are revisited and revised accordingly. Children's progress is shared with parents at Parent's Evening and future targets are agreed. The tracking and monitoring of the progress of children with SEND is completed by the SENCO. The results are shared with the Head of School, The Executive Head Teacher and SEND Governor. Areas of strength and focus areas for intervention are identified and addressed.

## **COMING OFF THE SEND RECORD**

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority when a child no longer requires the special education provision as specified in the EHC Plan. However, a child's progress will continue to be monitored through the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Somerford Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Somerford Primary School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the School policy on "Supporting children at school with medical conditions".)

## **TRANSITION ARRANGEMENTS**

Somerford Primary School is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school; with year to year pupil progression and at the point of exit or transition to the next school. Staff will discuss these arrangements with parents/carers in advance and agree the information that should be passed to the next place or phase of education. For children with a current Statement of Special Educational Need, the local authority aim to transfer paperwork from Statements to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE – May 2015) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need for staff and children, as and when required. The SENCO will provide information on specific needs for new staff, as well as ensuring current staff are kept up-to-date with new developments and training opportunities. The SENCO will network with the Local Authority and SENCO Cluster for personal training and updates. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

## **SEN INFORMATION**

Somerford Primary School presents its SEND information in three ways:

1. by information placed on the school website which can be found at <http://www.somerford.dorset.sch.uk>
2. by following the link from the school website to the local authority's Local Offer website; <https://www.bcpfamillyinformationdirectory.com/kb5/poole/fis/localoffer.page>
3. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

## **ACCESSIBILITY**

Somerford Primary School publishes its Accessibility Plan on the school website; this information can be found at <http://www.somerford.dorset.sch.uk>. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found <https://www.bcpfamillyinformationdirectory.com/kb5/poole/fis/localoffer.page>

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the school's SENCO. Somerford Primary School publishes its Complaints Policy on the school website; this information can be found <http://www.somerford.dorset.sch.uk>.

## **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually. The school governors will ratify the policy and it will be shared with parents via the school website.

## **OTHER RELATED POLICIES ON THE SCHOOL WEBSITE**

<http://www.somerford.dorset.sch.uk/>

- Supporting children at school with medical conditions
- Accessibility Policy
- Equality Objectives
- Positive Behaviour Policy
- Child Protection Policy 2016
- Anti-bullying Policy