



Special Educational Needs & Disabilities (SEND) Policy

2020—2021



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Context

<p>This policy has been developed in consultation with parents/carers, governors, staff and pupils of the school community and pays due regard to:</p> <ul style="list-style-type: none"> • The SEND Code of Practice: 0 to 25 years, July 2014 • Part 3 of the Children and Families Act 2014 and associated regulations • Equality Act 2010: advice for schools DfE February 2013 	
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Special Educational Needs and Disability (SEND) Policy

This policy is in line with our Curriculum Policy and Equalities Policy and aims to support inclusion for all of our children. The Governing Body, Headteacher and the SENCO will work together closely to ensure that this policy is working effectively.

Southville Primary School is committed to providing an appropriate and high-quality education that is differentiated to meet the needs of pupils. Some pupils will need something **additional to and different from** what is provided for the majority of pupils; this is special educational provision and we will do our best to ensure that provision is made for those who need it.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where children flourish and feel safe. We will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of Southville Primary will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils.

Southville Primary School operates a 'whole pupil, whole school policy' whereby teaching and supporting pupils with SEND is a whole-school responsibility requiring a whole-school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority, school, parents/carers, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high-quality, needs-led provision. This is to ensure all of our pupils are able to access learning and social development, achieve good progress, fulfilling their potential and promoting their mental health and well-being.

Objectives

The SEND Policy of Southville Primary School reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are:

- To meet the duties of the Equality Act 2010 for pupils with disabilities
- To work within the guidance provided in the SEND Code of Practice (2014) for the identification, assessment, support and review of special educational needs
- To enable pupils with special educational needs to have their needs met
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- To take into account the views of the pupils with special educational needs,
- To facilitate full access to a broad and balanced academic and social curriculum for pupils with special educational needs
- To make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process
- Develop a culture of inclusion and remove barriers to learning
- To value high-quality teaching for all learners, with teachers using a range of effective differentiation methods
- Encourage a collaborative approach with learners with a special educational needs or disability, their families, staff within school, other external agencies including those from Health and Social Care
- Share expertise and good practice across the school and local learning community
- Make efficient and effective use of school resources

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her, provision **which is additional to or different from** that normally available in a differentiated curriculum.

Southville Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Southville Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. The purpose of identification is to work out what action the school needs to take, rather than to fit the pupil into a category. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014, pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Children with such learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or because of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Social, Emotional and Mental Health Difficulties include:

- ADHD
- Attachment Disorder

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Others such as self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained need to be considered. These behaviours may reflect underlying mental health difficulties such as anxiety or depression.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder (including that previously known as ADD) or attachment disorder.

Communication and Interaction needs

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome) (ASD)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

Sensory and/or Physical needs

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI - a combination of vision and hearing difficulties) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high-quality inclusive teaching and learning opportunities differentiated for individual pupils. Where a pupil is not making expected progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Where pupils continue not to make expected progress despite high-quality inclusive teaching and support, the class teacher will work with the school's Special Educational Needs Coordinator (SENCO) to assess if a pupil needs additional or different provision.

In some cases it may be necessary to seek assessment by or advice from an external professional such as an educational psychologist, a speech and language therapist or primary mental health specialist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies
- 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 an appropriate differentiated curriculum
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-stage cycle of **assess, plan, do** and **review** as part of **the graduated approach**.

For pupils with low-level special educational needs the cycle of **assess, plan, do** and **review** will fit into the regular assessment and planning cycle for all pupils. For those pupils with more complex

needs or for whom a more frequent cycle needs to be employed additional reviews will be arranged.

Graduated Response

Assess	<ul style="list-style-type: none">• In identifying a pupil as needing SEND support the class teacher and SENCO, will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil and their progress and attainment.• The pupil's development in comparison to their peers and national data will be considered along with the parents' views and experiences, the pupil's views and, if relevant, advice from external support services. The school and parents/carers will meet, where appropriate, with other agencies.• More in-depth assessment may be carried out by the SENCO and SEND Team.
Plan	<ul style="list-style-type: none">• Parents/carers and child will meet with the class teacher and SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A Pupil Profile or Individual Educational Plan (IEP) may be developed. For more complex cases A Bristol Support Plan may be developed.• Discussion will identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required.• The support and intervention will be provided by staff with appropriate skills and knowledge.• Where appropriate, the IEP and Individual Provision Map will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
Do	<ul style="list-style-type: none">• The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any LSAs or specialist staff involved to plan and assess the impact of support and interventions and link them to classroom teaching.• The SENCO will support the class teacher in the further assessment of the pupil's needs.
Review	<ul style="list-style-type: none">• There will be regular progress reviews. This review will evaluate the impact of the support and interventions and include the views of the pupil and their parents/carers.• Where appropriate, other agencies will be asked to contribute to this review.• This review will feed back into the analysis of the pupil's needs, then the class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the family and the pupil.• In successive cycles, more targeted or specialised provision may be called upon. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high-quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the schools SEND register.

Statutory Assessment of Needs (EHC)

Where pupils have received ongoing additional support over a period of time, yet continue to make less than expected progress, consideration should be given to requesting an assessment for an

EHC plan. The SENCO will work with parents/carers and the Local Authority to initiate assessment.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate; Southville Primary School will hold annual review meetings and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff and support staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked and where pupils are not making expected progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We prioritise effective partnership working with parents. We aim to ensure parents have a strong voice in the SEND system and we make every effort to work in full co-operation with parents/carers, recognising and respecting their expertise, roles and responsibilities. We encourage families to work with the school and other professionals to ensure that their child's needs are identified properly and barriers to learning are removed.

The systems established within Southville Primary should help to empower parents to be involved in all aspects of the Assess, Plan, Do and Review cycle for SEND support. This includes:

- Providing information and feedback to the school about their child and their needs
- Identifying long-term outcomes for their child
- Setting and reviewing targets
- Agreeing provision
- Reviewing and reporting progress
- Deciding appropriate ways of supporting the child at home
- Involving the child in making decisions about provision and targets.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENCO formally and informally. The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible.

We encourage parents/carers to seek help and advice from independent information advice and support services, including Supportive Parents. They are able to provide impartial and independent advice, support and information on special educational needs and disabilities. Parents/carers are also encouraged to visit the Bristol County Council Local Offer website. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families.

www.bristol.gov.uk/web/bristol-local-offer

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of children with SEND's annual review and at the end of a targeted intervention.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams, for example:

- Education Welfare
- Social services
- School nurse
- Educational Psychologist
- Community Paediatrician
- Speech Therapist
- Physiotherapists
- Occupational Therapists
- Sensory Impairment team
- Bristol Autism Team
- Learning Support Services

We will actively seek advice to meet the need of the pupils where required. Parents will be consulted if any outside agency is involved with their child.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

When pupils move from KS2 to KS3, representatives from secondary school are invited to attend annual reviews for all vulnerable pupils. Additional visits to secondary schools will be arranged wherever possible and supported by school staff.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as outlined previously
- We map our provision to show how we allocate resources; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes
- This support may take the form of high-quality, inclusive teaching
- For those working below age-related expectations this may include support from a Learning Support Assistant in focused intervention groups
- For those pupils who are working significantly below age-related expectations, many of whom may have identified learning difficulties, it may include 1:1 support from a Learning Support Assistant
- Specialist equipment, IT, books or other resources that may help the pupil are purchased as required
- Support and assessment from specialised external agencies is sought when required.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in regular training sessions
- Regular CPD is provided in specific aspects to meet the needs of all pupils, especially those with SEND
- The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary
- Learning Support Assistants are engaged in ongoing training whereby their role is developed
- External trainers are brought in to address more specialist training needs such as VI strategies or to train staff in the use of specific interventions
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEND in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for High Needs Band Top Up funding. Requests can currently be made three times a year in November, February and May. Early years funding panel meet monthly.

The school needs to be able to clearly demonstrate individual needs, the impact of provision and the cost in order to apply for High Needs Band Top Up funding.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Roles and Responsibilities

Southville Primary School is an inclusive school where pupils with special educational needs are a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENCO, all members of the school community have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014).

Southville Primary School's Governing Body appoints a named governor to take the lead responsibility for ensuring we fulfil the statutory responsibilities for pupils with SEND. The SEND Governor has a key role to play in monitoring the provision for pupils with SEND and, alongside the SENCO, acts as a champion for these pupils. This means they should

- Be involved in the appointment of the SENCO
- Be involved in SEND policy development and review
- Keep up to date with local and national SEND legislation and developments
- Have an understanding of the views of parents and pupils about provision
- Monitor the school's SEND budget and spend to ensure value for money
- Be kept informed of the progress and attainment of pupils with SEND
- Contribute to the school's self-evaluation of SEND provision and outcomes.

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

SENCO:

In collaboration with the Headteacher and Governing Body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Applying for funding and EHC assessments
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Coordinating relevant SEND CPD for all staff

- Contributing to the in-service training of staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Being a point of contact with external agencies, writing referrals and liaising with staff and parents/carers
- Liaising with the Local Authority SEND team and other relevant teams
- Liaising with potential future providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- Working with the Headteacher and the Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high-quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support pupils.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as progress and attainment.
- Learning Support Assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Please see the school's Supporting Pupils with Medical Conditions Policy in conjunction with this policy.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using Pupil Profiles, IEPs and Bristol Support Plans. For those pupils with an Education, Health and Care (EHC) plan, this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school.

Some children with medical conditions may warrant disabled status and where this is the case the school will comply with its duties under the Equality Act 2010. Children will be assessed to ensure all necessary equipment is suitably adapted.

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Accountability

Accessibility

Southville Primary School is compliant with the Equality Act 2010 and Accessibility legislation. We work hard to develop our accessibility and the school as an up-to-date Accessibility Plan.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for schools” (February 2014)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

Responding to Complaints

If a parent wishes to complain about the provision or the policy, they should in the first instance raise it with the SENCO who will try to resolve the situation. If there continues to be disagreement the parent can submit a formal complaint to the Headteacher in writing or any other accessible format.

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.