



# Special Education Needs and Disability (SEND) Policy

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## *Reviewed Annually*

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## Compliance

This policy complies with statutory requirement laid out in the SEND code of practice 0-25 (2014) and has been written in reference to the following guidance and documents:

- The Equality Act 2010
- The SEND Code of Practice 0-25 (2014)
- Schools SEN information reports regulations (2014)
- Children and Families Act 2014
- School accessibility plan
- School Information Report (SEND)
- School Medical Policy
- School Admission Policy
- School Behaviour Policy

## Definition of Special Educational Needs and Disability

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs which cover a range of difficulties. This policy aims to outline the school's procedures to address the needs of these pupils.

Although there are acknowledged links in some instances with pupils who have English as Additional Language needs (EAL), this is a separate area of provision and is accordingly addressed in the relevant policy document. Children with EAL should not be regarded as having SEND, although children with EAL may also have SEND.

Through the policies, practices and outlook outlined in our prospectus and 'Local Offer', we aim to minimise any specific barriers children with SEND may have to learning. Central to this process are the views and aspirations of the children and their parents/carers.

## The Special Educational Needs (SEND) Code of Practice (COP), 2014

This document provides guidance on the duties of schools, local authorities and others working with children who have SEND. The Code sets out four areas of SEND:

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

All staff use Quality First Teaching to meet the needs of all children. If there is a concern, a structured, differentiated and well-documented teaching programme originating in the classroom and based on our Learning and Teaching Policy should precede a formal referral to the SENCo and any subsequent assessment which may take place. We fully support the Somerset Local Authority policy for inclusion.

<https://www.somerset.gov.uk/social-care-and-health/children-with-disabilities-service/#Community-Inclusion-and-Activity-Team>

Under the SEN Code of Practice (2014), children are deemed to have a Special Educational Need/Disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the local education authority.

And Special Educational Provision is defined as:

‘...educational or training provision that is additional 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. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services. As part of using its ‘best endeavours’, an education setting should have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the setting or by drawing on support from outside services.’

## Vision and Aims

At St Cuthbert’s Junior School it is our mission to provide a whole school inclusive approach to children with SEND. We aim to ensure that every child, no matter their ability or need, receives the best provision possible in order for them, to not only access the curriculum to its fullest, but to also find enjoyment in their learning and discovery. In order to achieve this, we aim to remove the barriers to learning and allow every child to feel valued and part of the school’s family. Alongside this, we also have high expectations for all our children and we strive to give them the best possible outcomes. We respect that all children are individual and learn in different ways and as a result we provide a range of different strategies in order to ensure that children have the best possible experiences whilst at St Cuthbert’s C of E Junior school.

At St Cuthbert’s C of E Junior School, with regard to the SEN Code of Practice (2014), Somerset Local Authority guidelines and in line with our ethos, we aim to:

- provide a whole school approach to children with SEND
- be a school where all teachers are teachers of SEND demonstrating 'Quality First' teaching in the classroom
- provide equal opportunities for all children
- provide for individual needs, including emotional and social needs, to enable every child to advance and succeed
- make reasonable adjustments in line with Equality Act (2010) to include children deemed to have SEND in all school activities wherever it is possible to do so to help alleviate any substantial disadvantage they experience because of their disability
- enhance self-esteem through a personalised curriculum
- consult with parent/carer at all stages and take their views into account when devising our response to needs
- discuss provision with the child at a level appropriate to their understanding
- identify and assess children with SEND as early as possible
- ensure that all adults working with children deemed to have SEND are aware of their child's needs
- consult with outside agencies and partner schools when appropriate

## Identification of Special Educational Needs:

### **SEND Support**

St Cuthbert's C of E Junior School applies a graduated response approach for the identification and assessment of children with special educational needs. We aim to identify children with special educational needs as early as possible.

If a parent/carer has a concern about a child, these concerns will be discussed in the first instance with the class teacher. In collaboration with the SENCo, progress will be monitored and strategies put in place. In addition, the SENCo may suggest reasonable adjustments or offer ideas for changes to classroom practice to accommodate the child's observed difficulties or differences.

If a class teacher still considers a child may have a potential Special Educational Need after accommodations and taking account of their observations and monitoring, the SENCo is formally notified using the appropriate referral form.

The trigger for referral and intervention is often the combination of staff concern and evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness and sustained over time.

- Shows significant signs of difficulty in developing literacy and mathematics skills, which result in reduced attainment in some curriculum areas.
- Presents persistent social, emotional or mental health needs.
- Has sensory or physical needs, and continues to make little or no progress despite the provision of specialist equipment or has a persistent communication and/or interaction need.

In conjunction with the class teacher, a decision is made by the SENCo regarding assessment and whether the child needs to go on the SEND register. Throughout the process the SENCo will communicate with parents/carers regarding their views and the provision for their child. If a child's needs are not of a degree to warrant inclusion on the SEND register, they will be added to an 'On Alert' list.

The school aims to provide well-matched provision for all our children's needs (including pupil premium children), using a selection of approaches shown to have impact in primary schools: early targeted intervention, building independence, developing communication skills and parental engagement, delivered through an assess, plan, do, review system.

When a child has been identified, they will be placed on the school SEND Register. Children at this stage should be offered extra support from within the school's resources and this will be recorded through termly Personal Learning Passport meetings/reviews.

## **Higher Needs Children**

To support some pupils, it may be necessary to consult external support services, both those provided by the Local Authority and by outside agencies. They can advise teachers on targets and provide accompanying strategies. Some outside agencies will maintain their contact with children and sometimes parents/carers over time. Funding for support for these pupils stems from the school's own SEND budget.

The triggers for Higher Needs category can be:

- Continues to make little or no progress in specific areas over a long period. (Therefore, conclusion reached that child does not have the capacity to catch up through e.g. booster groups).
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or social need, which substantially and regularly interferes 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 additional specialist equipment or regular advice or visits by a specialist service.

- Has on-going communication or interaction needs that impede the development of social relationships and cause substantial barriers to learning.
- Interventions put in place that have had little or no impact on learning or progress.

### Progression to Education Health Care Plan (EHCP):

If, after advice from external support services, the school and parents consider that help is needed from outside the school's resources, an EHC plan can be applied for. Requests are submitted to the Local Authority through the SEND Portal, who will decide whether to proceed with a Statutory Assessment. If an EHC plan is issued this must be formally reviewed at least annually.

### Personal Learning Passports:

All pupils on the SEND register or who have an Educational Health Care (EHC) plan must have a Personal Learning Passport (PLP).

These PLPs must be reviewed with the parent and the child at least three times a year (if it is appropriate to include the child). This can be done at Parents' Evenings or at a separate time.

If a pupil is making good progress or the targets have been fully met, the PLP can be reviewed to consider whether it would be appropriate to remove a child from the SEND register to the 'On Alert' list. The decision to change a child's SEND status is made jointly by the SENCo and class teacher. Alternatively, if targets have not been met and all the required support has been in place, then targets and support should be thoroughly reviewed with the SENCO before considering a new cycle of Assess Plan Do Review, or later moving the pupil to the next step on the register, for example from SEND Support to a request for EHCP.

There must be clear evidence of when PLPs have been reviewed and the outcome of that review, including which targets have been met and new targets which have been set or carried forward. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to request for an Educational Health Care (EHC) plan.

### Annual Reviews of EHC plans:

If a child has an EHC plan it must be reviewed annually. The Annual Review will be chaired by the SENCo. Reports will be submitted by the Class teacher, Teaching Assistant and anyone else working with the child. If there are concerns about the progress or changed needs of a pupil, then an Annual Review can be held at any time



during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the EHC plan.

## Admission arrangements

No child will be refused admission to the school or given a lower priority than other applicants solely on the grounds of Special Educational Need and/or Disability. If St Cuthbert's C of E Junior School is deemed to have appropriate provision, any child, including a child with an Education Health Care (EHC) plan, will be treated fairly on the basis of the school's published admissions procedures: [St Cuthbert's C of E Junior School Wells - Admissions Process \(stcuthbertsjuniorswells.co.uk\)](http://stcuthbertsjuniorswells.co.uk)

## Transitions

St Cuthbert's C of E Junior School takes the majority of its pupils from St Cuthbert's C of E Infants School. In the summer term, prior to pupils from Year 2 joining the school, the SENCo will liaise with the Infant school to establish which of the pupils who are progressing to the Year 3 classes are on the SEND register or have caused concern over time. This information will be collated by the St Cuthbert's C of E Junior School SENCo in order to draw up the SEND register and 'On Alert' list for the Year 3 classes. This process is currently very fluid, as both schools currently employ the same SENCO. As pupils on the SEND register progress to secondary school, the SENCo will liaise with the various receiving schools. This will include inviting the SENCo from the relevant secondary schools to Year 5 and Year 6 Annual Reviews, where appropriate, and arranging additional visits for pupils and parents to look at prospective schools. This may include specialist provision in the case of some pupils with Education Health Care (EHC) plans. All relevant information will be passed on to the receiving school.

## Facilities for SEND pupils

- The school has wheelchair access to all areas. Further details can be found on the school's accessibility plan.
- We have a range of technology in all classrooms to facilitate work undertaken by all pupils including those with SEND.
- We have specialised equipment and resources available for use by pupils with SEND including specialist support programmes a specific reading scheme, games and physical aids.
- The governors have undertaken to cater for the needs of any new child with SEND requirements.
- The school has a disabled toilet.

## Roles and Responsibilities

Inclusion is led by the SENCo in collaboration with the headteacher. St Cuthbert's C of E Junior School recognises that provision for children with Special Education Needs is a matter for the school as a whole. Specific roles and responsibilities for SEND are designated in the following way:

### **Headteacher:**

- Allocate roles, responsibilities and resources to staff to ensure that special needs are met within the school.
- To liaise with staff, SENCo, support services, parents and children.
- To report to governors on the needs of the SEND children in their care.
- To delegate the organisation of review meetings to the SENCo and ensure that they take place at the appropriate time.
- To have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The Headteacher is Helen Mullinger

### **Special Educational Needs coordinator (SENCo):**

- Gathering the views and aspirations of parents/carers and children and liaising with parents/carers.
- Continuing to put children and parents/carers at the centre of decision making, making sure parents are fully informed and involved with how pupils are progressing.
- To play a key role in delivering the strategic development of the SEND policy and provision, including an action plan updated annually.
- To organise the annual review of EHC plans.
- To ensure relevant tracking and Plan, Do, Review documentation is completed.
- Contribute to the performance management of the Teaching Assistants alongside the head teacher.
- To ensure that provision for children with SEND is mapped.
- To co-ordinate the assessment of pupils identified as having difficulties.
- To ensure that the impact of SEND interventions is monitored and assessed for each child.
- To meet regularly with the Head teacher to discuss individual children, resources and use of time and to evaluate if the interventions in place are good value and an appropriate use of staff and resources, including Pupil Premium children.
- To ensure that the school's SEND register & provision map is up to date.
- To lead the annual review of the Special Educational Needs Policy.

- To be the point of contact for external agencies, especially the local authority and its support services.
- To meet with parents and children to discuss and support needs and progress as appropriate.
- To report to governors as requested by the Head teacher.
- To oversee the management of Teaching Assistants in relation to SEND.
- To lead INSET on SEND in school as appropriate.
- To keep their own skills and knowledge of common educational needs up to-date.

The SENCo is Lisa McLaurie – contactable via the school office

### **Class teachers:**

- To deliver Quality First Teaching in order to support all children within the class.
- To identify children who may have a special need and know the appropriate process to follow.
- To know which pupils in their class or teaching group are on the SEND Register or are monitored, and to be aware of the learning profiles of all focus children.
- To write personal Learning Passport plans termly for pupils on the SEND register, including those with an EHC plan.
- To ensure that the plans are reviewed with the parents and child at least three times a year.
- To maintain, through regular annotation, SEND Documentation for their class reflecting all SEND information including copies of all relevant Individual Personal Learning Passports and an evaluation of progress or change, however small, for each individual child.
- To keep a record of interventions delivered and measure the effectiveness of those interventions via individual child's Individual Personal Learning Passport and teacher assessments along with whole school performance monitoring systems.
- To ensure that TAs are supporting children in their class as directed.
- To ensure that the Head teacher and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child (see also learning and teaching policy).
- To attend appropriate INSET and training courses.

### **Teaching Assistants:**

Under the guidance of the class teacher:

- To work collaboratively with the class teacher and SENCo to plan and carry out activities and learning programmes, informed by available information.

- To keep records of this work, contributing to the annotation of Personal learning Passports and other documentation as appropriate.
- To support children in class or by withdrawing individuals and small groups under the supervision of the class teacher.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

### **Governors:**

- A named governor to have responsibility for the implementation of the SEND policy. The identified governor is Rachel Jarrett.
- To be fully involved in developing and monitoring the SEND policy
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To have up to date knowledge about the school's SEND provision and funding.
- To ensure that SEND provision is an integral part of the School Improvement Plan.
- To monitor school's response to the Equality Act, ensuring that the school will make reasonable adjustments to include the pupil in activities wherever deemed possible.
- To ensure that financial resources are available to carry out the SEND policy.
- To know how equipment and personnel resources are deployed.
- To ensure the quality of SEND provision is continually monitored.
- To liaise with the Headteacher, SENCo and staff.
- To report annually to parents on the implementation of the SEND policy, use of pupil premium and any changes during the last school year.

The named SEN link Governor is Rachel Jarrett

### **Policy Development and Implementation**

This policy has been developed through; liaising with other schools and SENCos, sharing good practices and also working parties between Head teacher, SENCo, and SEND Governor. In addition, pupil and staff questionnaires were completed to inform the SEND Policy and to gain a deeper understanding of the school community's perception of SEND. The SENCo and Head teacher are responsible for the development and implementation of this policy.

### **Staff Training**

The SENCo attends termly SENCo local area meetings to undertake training delivered by the Somerset SEND team and to liaise with external professionals from the health, education and care sectors.

Teachers and Teaching Assistants attend bespoke training delivered by SENCo and/or external professionals in school. In addition, staff attend training offered by the Local Authority or other agencies when required to meet specific pupils' needs.

## Monitoring and Evaluating

- The SENCo monitors the needs and provision of children with SEND in the school.
- The SENCo provides staff and the SEND Governor with regular summaries of the impact of SEND provision.
- The policy is reviewed annually and ratified by the governing body whom consider any amendments in light of the above monitoring.
- The SEND Governor, and if necessary the SENCo, reports the outcome of the SEND Report to the full governing body.

## Special Educational Need Information Report

For further information regarding the implementation of the school's SEND policy see the SEND Information Report: [SEND Information Report](#)

## Complaints procedures

If parents are concerned about the provision for their child they should discuss this with the class teacher and/or SENCo. If the complaint is not resolved, then parents should refer to the school's complaints policy: [Complaints policy](#)

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| Special Educational Needs Co-ordinator (SENCo):                          | Miss Lisa McLaurie                           |
| SEND Governor  | Rachel Jarrett                               |
| Contact:   | 01749 678066<br>School.office@scjwells.co.uk |
| Dedicated SEND Time:   | SENCO 2 days per week (Monday and Tuesday)   |
| Link to: <a href="#">The Somerset Local Offer</a>                        |  |
| Link to: <a href="#">The local offer for St Cuthbert's Junior School</a> |  |