



## **Special Educational Needs and Disabilities Policy**

### **September 2021**

#### **Our Vision**

At Staverton, we want to ensure that every child receives a high-quality education with appropriate support and provision. At Staverton, we are a school community that:

- Has no walls. Children and adults should be open, honest and vulnerable, knowing that they are accepted for who they are and that God turns our weaknesses into his opportunities. There should be open lines of communication between parents, the wider community and the school. Those who belong to Staverton should feel safe and therefore able to be themselves and accepted for who they are.
- Has no ceilings. We shouldn't put a limit on what we expect from people and we should encourage all to reach their full potential and beyond. This means that children and adults should be challenged in their learning, to move from good to great.
- Has no boundaries. We should be constantly seeking ways to provide experiences and learning that children and adults will remember for the rest of their lives. We should encourage all to explore their ambitions and aspirations for the future.

We want every child to be challenged so they can reach their full potential by ensuring that we provide the highest standards of teaching and learning underpinned by Christian values. We want to ensure that children are valued as individuals and nurtured in a safe, happy and caring environment. To achieve this, we want children's voices to be heard and listened to. Children's individual needs should be met through high quality teaching. The learning should encourage independence and differentiated to meet needs and ensure progress of every child. We want to celebrate all progress no matter how small. We want to ensure that we nurture the physical, mental and spiritual wellbeing of children. We want every child to be able to express and deal with their emotions safely.

#### **Aims**

##### **Our SEN policy and information report aims to:**

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Staverton, we aim to:

- Ensure that SEND are identified as early as possible.
- Enable all children to have full access to all aspects of school life and to create an environment that meets the needs of every child.
- Be clear about children's learning needs and plan for their progress.
- Make clear the expectations of all partners (parents, children, school) throughout a child's learning journey.
- Ensure that children and their families have a voice throughout the SEND process and to raise the aspirations and expectations for all children with SEND.
- Focus on bespoke outcomes for children so that they can achieve their full potential.

The information Report is available on the School website

## Objectives

Objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that the appropriate provision can be made and their attainment raised;
- To include all children with Special Educational Needs as fully as possible in all aspects of school life;
- To work in close partnership with parents/carers of children who have special educational needs and to ensure that 'parent voice' is heard and valued;
- To encourage 'pupil voice' when making decisions about their own education;
- To continually monitor and review progress and provision for children with SEN in order to best adapt provision to meet the specific needs of the children in our school;

## Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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 SEN information report 3. Definitions

## Identification of Special Educational Needs and Disabilities

In line with the statutory *Special Educational Needs and Disability Code of Practice (Code of Practice)*, all teachers are responsible for identifying pupils with SEND. As defined in the Code of Practice, a child has special educational needs if he or she has a learning difficulty or disability which calls for special provision to be made for them. In collaboration with the SENCO, class teachers will ensure that pupils requiring provision that is **different from or additional to** the mainstream differentiated curriculum are identified at an early stage.

A child has a learning difficulty if he or she:

*'Has significantly greater difficulty in learning than the majority of others of the same age or has 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.'*

The Code of Practice defines four broad areas of need for children with SEND. Some children will have needs in more than one area and children's needs may change over time. The four categories of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or physical difficulties

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as SEND.

Pupils will only be identified as SEND if they do not make adequate progress over time, once they have had interventions and differentiation through Quality First Teaching. As stated in the Code of Practice, the term progress includes areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social needs.

## **The Graduated Response to SEND (APDR)**

If pupils continue to make inadequate progress, despite high quality teaching and appropriate universal and inclusive provision, targeted at their area of needs, the class teacher and SENCO should assess whether the child requires SEN Support, using the cycle of:

- Assess
- Plan
- Do
- Review

### **Assess**

The decision to make SEN provision involves the teacher initially. The class teacher will gather a clear understanding of the child's needs. They will collect views from the child and the parents/carers. If the class teacher believes that a child may have SEN they will complete the SENCO referral form (appendix 1) and the GRSS, Wiltshire Graduated support to SEND Support, which is a toolkit to help teachers identify need. Then, both the teacher and the SENCO will consider all the information gathered from within the school over time about the pupil's progress. The SENCO will observe the child in class and decide alongside the class teacher and parents if the child has a SEN need. Parents will be given a letter explaining why their child is on the SEN register. Where SEN is not identified but concerns about the child's progress remains, the process will be recorded on Provision Map which is an online SEN record keeping system. Class teachers will continue monitor the progress and will inform parents of any changes.

### **Plan**

If your child has been identified as having SEN, they will be added to the SEN register under the heading SEN support. At this stage, class teachers will complete a Pupil Passport with the parents and the child and any other stakeholders involved with the child's education. If your child has been seen by an outside agency e.g. Behaviour Support, SENS, Ed Psych they may move onto a My Support Plan. The SENCO will decide if your child needs a My Support Plan. Class teachers, in collaboration with the SENCO and parents/carers will plan that support. The support will be targeted to the areas of need which have been identified. Pupil Passports, My Support Plans and EHCP targets which support progress toward outcomes will be recorded on Provision Map. The SENCO will monitor these the targets and the provision throughout year and will report to the Headteacher.

### **Do**

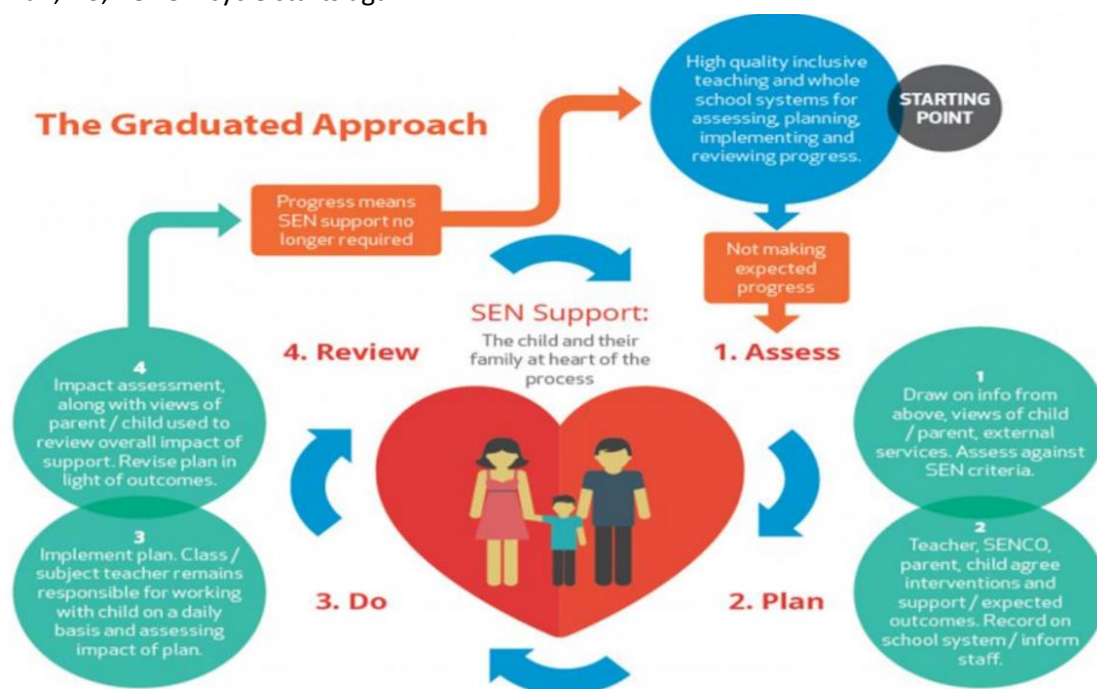
Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Class teachers are responsible for working with the pupil on a daily basis and are accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Class teachers will ensure that the appropriate provision is available for your child as stated in the plan stage. This may include additional help and support by the class teacher or teaching assistant as part of a differentiated curriculum, specific in-class support with TA assistance, periods of withdrawal to work with the class teacher or TA outside the classroom, completing bespoke programmes, following advice from specialists e.g. the SENS team within class or as part of a withdrawal programme. Targeted special educational provision will be for 6 weeks and progress will be monitored.

### **Review**

Class teachers continually monitor the progress of every child in their class. Class teachers will review the impact of any intervention inside or outside the classroom. Teachers will reflect and make necessary adaptations to teaching and learning approaches and provision. If the provision for your child is not working, then class teachers will change it. Where, despite all of our best efforts, your child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum levels significantly below those of his/her peers. Then we may refer for external agency support.

All Pupil Passports, My Support Plans and EHCP targets will be reviewed at least three times a year. EHCP annual reviews will happen once a year for children in Year 1 – 6. For children under the age of 5 the review will be held every six months. Targets are changed or amended following discussion with all parties involved with the child's education.

The Assess, Plan, Do, Review cycle starts again.



## EHCP

If progress is still not achieved after 4 cycles of the Graduated Response, the child may be assessed as needing a request for an Education and Health Care Plan (EHCP) assessment. We will discuss with the parents/carers and the child the need for us to approach the Local Authority to request a statutory assessment for an EHCP. This request can be made by the school or the parents/carers. An EHCP is based on funding which will be used on provision to help the child reach their full potential. EHCP annual reviews will happen once a year for children in Year 1 – 6. For children under the age of 5 the review will be held every six months.

## Managing pupils' needs on the SEND Register

The school keeps a SEN Register, which has three categories: Concern, SEN Support and EHCPs. The SENCO is responsible for keeping the register up to date. Pupils on the SEN register will have either a Pupil Passport, My Support Plan or EHCP.

## Reasonable Adjustments

Under the Equality Act schools are required to make 'reasonable adjustments' so that all children can access their facilities and services. The Equality Act 2010 (section 6) says that 'a pupil has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.' 'Mental impairments' include autism.

At Staverton, we ensure that pupils with additional needs can fully participate in the education provided, and that they can enjoy the other benefits, facilities and services that we provide. Class teachers make sure that reasonable adjustments are made. See appendix 1 for examples of reasonable adjustments that are made.

## Behaviour

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.*

When dealing with pupils who display regularly low-level behaviours or more challenging behaviour class teachers with support from the SENCO and/or Pastoral Manager will create a plan and regularly review. This may include reasonable adjustment to the behaviour system which will be personalised to the pupil and based upon regular assessment.

As a school we take care to avoid using a generic set of adjustments for pupils with more challenging behaviour. For some pupils, a de-escalation plan/ individual behaviour plan will be created and shared with all staff and parents. Class teachers will invite parents in to complete or update de-escalation plans or individual behaviour plans. The plan will show potential triggers and strategies to support the child.

We have a number of staff trained in positive handling and use this as a last resort if the safety of the child or others is at risk.

For more information please see our behaviour policy

## **Roles and Responsibilities**

### **Head teacher**

The Head teacher, Mr Powe, has responsibility for the day-to-day management of all aspects of the school's work, including a strategic oversight of the provision for pupils with SEND. The Head teacher has responsibility for appointing a SENCO and ensures that the SENCO performs their duties. The Head teacher works with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school. The Head teacher works closely with the SENCO to oversee the management of the SEND Policy and allocates funding for staffing and resources.

The Headteacher is informed of any concerns and will liaise with the governing body to resolve issues swiftly.

### **Class teachers**

The class teacher is responsible for all pupils in his/her class, including those with SEND. Class teachers are responsible for identifying an initial concern about a child and ensuring that the curriculum is differentiated appropriately. Where possible we try to meet every child's needs within the classroom through our usual planning and teaching approaches.

The class is responsible for working with the child on a regular basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, teachers retain responsibility for the pupil. Teachers work closely with Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

The Class teacher is responsible for:

- Using the school guidelines for identifying children with SEND and implements the Graduated Response (APDR)
- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Completing accurate assessments of children's attainment and checking on the progress of children; identifying, planning and delivering any additional help a child may need (this could be targeted work, additional support, adapting resources etc)
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

- Working alongside the SENCO to deliver recommendations from all professionals
- Writing Pupil Passports possibly with the support of the SENCO, assessing and reviewing them no less than 3 times a year.
- Ensuring that class provision maps are updated and reviewed no less than 3 times a year.
- Supporting the SENCO writing referrals and My Support Plans for children in their class by completing the necessary sections.
- Liaising with parents for reviews and assessments of children's needs.
- Ensuring that the school's SEND Policy is followed in their classroom for all those pupils with SEND.

## **SENCO**

SENCO: Miss L Parsons

The SENCO (Special Needs Co-ordinator) is responsible for:

- The day to day operation of the SEN Policy.
- Coordinating all the support for children with Special Educational Needs and or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Liaising with all the other people who may be coming into school to help support their child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc.
- Complete all documentation required by outside agencies and the LA,
- Keeping the school's SEND record of need up to date
- Supporting staff to identify, assess and plan for children's Special Educational Needs
- Providing specialist support for teachers and support staff in the school so they can help pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting class teachers to write Pupil Passports that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Monitoring and evaluating the SEND policy in consultation with the governors and staff;
- Liaising, as necessary, with other schools;
- Liaising with parents when required
- Completing all the documentation required by outside agencies and the LA,
- Working 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

## **The Governing Body**

The governing body of a voluntary controlled school must:

- Do its best to ensure that the necessary provision is made for any child with special educational needs;
- Have regard to the Special Educational Needs and Disabilities Code of Practice;
- Ensure teachers are aware of the importance of identifying and providing for children with SEND;
- Ensure parents / guardians are notified by the school that SEND provision is being made for their child;
- Ensure the SEND Information Report is reviewed annually and made accessible on the school website.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs. Ensuring this is compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the other children in the class.
- Follow the guidelines set out in the Special Educational Needs Code of Practice (2015) when carrying out its duties toward all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of special educational provision in the area as a whole;

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- The quality of SEN provision is continually monitored;

The SEN policy is reported on in the school prospectus.

In addition, as part of the Special Educational Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. They must also publish a three-year plan showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats (Accessibility Strategy – Access Plans). The Act says that a responsible body for the school discriminates against a disabled child if:

- For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- It cannot show that the particular treatment is justified.

### **Admission arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. We will strive to provide education for all unless the inclusion of the young person would be incompatible with the efficient education of other children. Any variation to the above will need to be agreed by the full governing body.

### **Resources**

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, training and time allocated to SEN provision to manage the support for special educational needs and meet the objectives of this policy.

### **Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision the SENCO, with the Senior Leadership Team will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO in conjunction with the SLT, and information will be provided during the annual evaluation of the school's overall SEN provision.

### **Links and Use of outside agencies**

Close links are maintained with the Local Authority support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include Educational Psychologist, SEND team, Physical and Sensory Impairment Support Service team, Speech and Language, Behaviour Support, School Nurses etc. Any or all of these agencies may be involved in

the Provision Map and/ or construction, delivery or review of targets in order to ensure children’s outcomes are met.

**Partnership with parents / carers / children**

Parents/carers are important partners in the effective working relationship with the school in raising their child’s attainment. Parents/carers are encouraged to initially approach the class teacher if they are concerned that their child may have SEN. Parents/ carers are fully involved in the identification, assessment and decision-making process within the school. Parents’/carers’ contribution to their child’s education is highly valued by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording their views and updating targets and provision. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. At Staverton, we encourage children to participate in their learning. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

**Complaint procedure**

Parents/carers are encouraged to first consult with the class teacher. If the parent/carer feels that their complaint has not been dealt with appropriately they can then refer the complaint to Senior Leadership. If the matter remains unresolved parents/carers can contact the Governing Body. The complaint could also be taken to the Local Authority.

Further details can be found in the Complaints Policy

**Review**

The school policy will be kept under review. The evaluation and monitoring arrangements at Staverton are an active process of continual review and improvement of provision for all pupils. This policy will be reviewed annually.

Agreed by the governing body meeting on

Date .....

Signed .....

**Appendix 1**

The following are examples of reasonable steps that might be taken in different circumstances:

- Wear ear defenders or a slightly different piece of uniform to accommodate [sensory sensitivities](#)
- Start and finish lessons at slightly different times so that your child can avoid busy and crowded corridors
- Have support, or make alternative arrangements, for assemblies, school plays and sports days
- Have access to a ‘quiet’ area or separate work station
- Arrange support so your child can take part in school trips.



- Provide coloured overlays as some dyslexic learners can experience visual discomfort when they read black text on a white background which can make reading more difficult
- Provide handouts in lessons rather than asking pupils to copy text from the whiteboard or take notes
- Provide all handouts on coloured paper
- Use a sans serif font on all printed materials, such as verdana, arial or calibri and make sure the font is at least 12 point or above
- Change the background colour of a whiteboard or computer screen
- Provide highlighters so learners can track text that has been read, or highlight important pieces of information
- Provide access to assistive technology such as a computer for pupils who find it difficult to read large amounts of text or to write quickly enough in class
- Use multi-sensory ways of teaching
- Allow additional 'thinking' time
- Break information up into smaller 'chunks'

Additional support and guidance on what may be considered as a reasonable adjustment for a range of SEND can be found at the links below:

<http://www.sendgateway.org.uk/>

<https://www.autismeducationtrust.org.uk/>

<http://www.thecommunicationtrust.org.uk>

<https://www.natsip.org.uk/>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<http://www.thedyslexia-spldtrust.org.uk/>

<https://www.autism.org.uk/>