

Policy	<b>SEND</b>
Last review	22 November 2021
Next Review	September 2022
Reviewed by	Michelle Stack



Astwood Bank Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. We have the same high expectations for our educational aims for children with special educational needs and/or disabilities as we do for all children in school.

### **What are Special Educational Needs (SEN)?**

Astwood Bank Primary School adopts the definition of special educational needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, January 2015). Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- 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.

Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.

### **What does Special educational provision mean [SEND Code of Practice (DfE, January 2015):**

- for children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age.
- for children under two, special educational provision of any kind.
- Within school, pupils with SEND are identified on the school SEND register as needing 'SEN Support' so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

### **What is a disability?**

Astwood Bank Primary School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal, day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision, they will be covered by the SEND definition.

### **Our Special Educational Needs and Disabilities policy objectives:**

At Astwood Bank Primary we know precisely where children and young people with SEND are in their learning and development. We ensure that:

- pupil progress is regularly monitored towards these goals.
- every child has access to a broad and balanced curriculum, including the National Curriculum.
- decisions are informed by the insights of parents and those of children and young people themselves.
- high ambitions and stretching targets are set for all pupils.
- additional or different provision is regularly reviewed.

- positive outcomes in the wider areas of personal and social development are promoted.
- the approaches used are based on the best possible evidence and are having the required impact on progress.
- links are maintained with other schools and external agencies.
- the SEND policy is evaluated and monitored by staff and governors on an annual basis.
- staff, governors and parents are aware of the school's SEND and Inclusion policies

### **Arrangements for co-ordinating special educational needs provision**

Astwood Bank Primary School is a mainstream school with experience of supporting pupils with a range of differing needs. The four areas of special educational needs include:

**1. Communication and Interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction.

**2. Cognition and Learning** - Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

**3. Social, Emotional and Mental Health** - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

**4. Sensory and/or Physical** - Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

These areas give an overview of the range of needs. Individual children often have needs across all of these areas and their needs may change over time. All the teachers and teaching assistants in our school are teachers of children with special educational needs and therefore at Astwood Bank Primary School we adopt a 'whole school approach' which involves all staff adhering to a model of exemplary practice. The staff are committed to providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole. Due to the high level of Quality First Teaching that is ordinarily available to all our pupils, it is likely that fewer pupils will require SEN Support provision.

### **Stages of accessing the SEND register**

#### **Step 1 - Cause for concern/ongoing monitoring**

This is an informal stage when class teachers or teaching assistants identify a concern about the educational needs, and/or academic progress of a pupil. Areas of concern will be identified along with the current interventions being used. New targets and strategies will be set and discussed with the Special Educational Needs Co-ordinator (SENCO), class teacher and parents. Pupils may be flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings. These pupils may not be considered to have SEND but may require specific targets in order to make progress using varying interventions and strategies.

## **Step 2- SEND Support**

This means they will be placed on the schools SEND register

Where a child is identified as having SEND, we work in partnership with the parents to establish the support the child needs. Where a child is identified as needing SEND provision, we take action to remove any barriers to learning and adopt a graduated approach with four stages of action which is also in line with Worcestershire's local offer:



**Assess**-When a child has been identified as needing SEND Support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent.

**Plan** - Where it is decided to provide a pupil with SEND Support, parents will already be fully involved in the process. Through meetings, the teacher and SENCO will agree with the pupil and parents any interventions and support which will be put in place in order for the pupil to make progress. This will be documented on the child's Signs of Success meeting document (which acts as our Individual Education Plan or IEP) this outlines personalised targets and any teaching strategies or approaches that will be required to support the child to make progress throughout the term.

**Do**- The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching 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 SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**Review**- The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly Signs of success meetings. Pupil and parent views will feed into these meetings and will contribute to the planning and setting of new targets for the following term.

## **Education, Health and Care Plan (EHCP)**

An EHCP brings together the health, education and care needs for children and young people aged 0 – 25 years and sets out the provision that they need from education, health and care to meet their individual needs. If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment to the Local Authority. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies, we ask that parents contact us to discuss any concerns. Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHCP for a child or young person from the age of 0 – 25 years. Where an EHC

assessment is not successful children with special educational needs will have their needs met through the ordinarily available provision in school. EHC Plans should be used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed by the school, parents and Local Authority at a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

### **Outside Agency Provision**

Links with external agencies External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. We will refer pupils with special educational needs and/or disabilities to Chadsgrove School Support services who are our main provider of support in a wide variety of areas. We also refer to Child & Adolescent Mental Health Services (CAMHS) or other relevant external agencies, as appropriate, using the individual referral criteria for each agency. Such referrals will always be first agreed with parents/carers. The School Nurse is available over the phone or via email to offer advice, information or support for any medical or health needs. Children's Services become involved if a referral is made to them with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

### **SEN in-service training**

Annually, teachers' and teaching assistants' inset needs are identified, and they are encouraged to attend organised internal/external courses and conferences. Additionally, consultants and experienced professionals, including the LA advisory service, educational psychologist, speech and language therapists, Children's Services or other special needs practitioners, may be invited in to school to deliver any necessary training to meet staff needs. Workshops are organised by the Inclusion team focusing on varying areas of need which both parents and staff are invited to attend.

### **Partnership with parents**

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem-solving approach can be implemented. The SENDCO or class teacher will contact parents to discuss referrals to outside agencies, such as the Learning Support Team, Speech and Language Therapy, the Behaviour Support Team, Educational Psychology etc. Parental permission is always sought before any referral is made. We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher or the SENDCO.

We have an SEND and Mental Health and well-being page on the school website which provides further information and support for parents.

### **Assessment**

The school has a clear and detailed assessment policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area. Information and assessment from Nursery and the Early Years Foundation Stage profile in Reception will help to identify children who need help early and these children are then targeted for extra support.

### **The Engagement Model**

For the very small number of pupils in school who are working below the level of the national curriculum and who are not engaged in subject-specific study, the STA engagement model assessment tool will be used to support these pupils. The 5 areas of engagement are exploration, realisation, anticipation, persistence and initiation. This is a formative and summative assessment approach, following the continuous 'assess – plan – do – review' cycle to enable the child's achievements and progress to be measured over time. This model is a pupil-centred approach and parents, school and external agencies will work together to encourage the enrichment of the pupil's personalised curriculum.

### **Links with other schools and transition**

We recognise the importance of maintaining close links with all our Pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes. Links are also maintained with local schools and secondary schools, particularly with the SENCO for those children with SEND who transfer at Year 6 or any point in their school career. Information and records are given to primary schools or link secondary schools about pupils with additional needs. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

### **Behaviour**

At Astwood Bank Primary School we have high expectations for behaviour from all of our pupils. There is a clear and detailed behaviour policy, which outlines the school's philosophy and practice towards establishing a positive learning environment in which all children are expected to have high standards of behaviour. A child with social, emotional and mental health difficulties may have an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) to help to address these difficulties. It will contain clear objectives for improvement, strategies and procedures. It is the school policy to keep parents informed of all incidents in which behaviour is a problem.

### **Success Criteria**

We strive at Astwood Bank Primary School to meet the needs of all children including those with special educational needs and/or disabilities so that they make the best possible academic and personal progress.

### **The Special Educational Needs Co-ordinator (SENDCO) - Mrs Michelle Stack**

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND register. He or she will co-ordinate provision for pupils with SEND, monitor the provision mapping and liaise with parents, staff and external agencies.

### **SEND Governor- Mrs Alison Gregory**

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

This policy is due to be reviewed in September 2022.