

SHEFFORD LOWER SCHOOL'S

Policy and Guidelines for Meeting Special Educational Needs and Disability



Legal Requirements

From 1st August 1995, the school's Governing Body are under a duty to make available a document stating the governors' Special Educational Needs policy. The school's policy and practice will follow the guidelines of the 2014 Special Educational Needs and Disability Code of Practice 0 to 25 years; and is underpinned by the Equality Act 2010 and the Children and Families Act 2014. This policy should be made available to existing and prospective parents, the LA, District Health Authority or the Funding Agency and is published on the school's website as part of the school's SEND information report (**PUT IN HYPERLINK**). The school prospectus contains a summary of the Special Needs Policy, procedures for early identification of any child with a special educational need and any special arrangements (e.g. disabled access, dietary needs etc. Information regarding disabled pupils can also be found in the Equal Opportunities Policy).

Terminology

Throughout this policy, "parent" refers to a pupil's parent, carer or guardian. The following abbreviations are used:

IN	Individual Needs
ISP	Individual Support Plan
LA	Local Authority
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability

The school has a Special Educational Needs and Disabilities Coordinator who manages the strategic development of SEND provision at the school.

Philosophy

We believe all children are entitled to a broad and balanced curriculum, appropriately personalised to meet individual needs, ensuring the achievement for all children. Early identification and intervention of individual needs will ensure every child makes progress and experiences success, enabling them to become confident individuals living fulfilling lives.

We value a working partnership with parents, children and external agencies which helps ensure a sharing of information, consistency of approach and the best use of professional advice. We endeavour to capture the child's views at all stages of planning support and engage in co-production throughout the plan-do-review process.

Aims

- To enable all children to reach their potential
- To allow access to the curriculum for all pupils
- To ensure high quality teaching for all pupils.
- To work in a manner that supports and enables inclusion
- To celebrate diversity and encourage acceptance and tolerance of difference
- To provide individual support programmes with resources appropriate to the needs of the child
- To facilitate independent learning
- To ensure early identification of needs
- To monitor and assess regularly the progress of each child
- To carry out an annual review of policy and practice to ensure continuing development of teaching and learning for children and staff.
- To ensure that the Governing Body is aware of and endorses the school's policy

- To encourage a shared responsibility and partnership between school, parents, pupils and external agencies
- To encourage and develop staff awareness and skills in supporting a range of types of individual need at all levels.

Procedural Statements

The Governing Body has appointed **Michelle Hodson-Reed** to represent the Governors with special responsibility for the oversight of the school's arrangements for Individual Needs and disability. The SEND governor will hold termly meetings with the SENCo facilitating transparency and openness as well as accountability. These meetings will focus on data analysis, provision and progress made for pupils on the SEND register.

This policy is reviewed annually by staff and governors.

Miss L Robinson is the Special Educational Needs and Disabilities (SEND) Co-Ordinator

Miss Robinson can be contacted via:

- The school's office
- Telephone - 01462 629123
- Email - sheffield@cbc.beds.sch.uk

The SENCo should undertake the following duties: -

- overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with Early Years' Providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Identification

A child has a SEND if they have a learning difficulty or disability which means they have a significantly greater difficulty in learning that cannot be met within the scope of usual class differentiation. A child may also have a learning difficulty or disability if this prevents or hinders him or her from making use of the facilities generally provided for others of the same age.

These needs come under four broad areas of need, which are:

- Cognition and Learning
- Social, emotional and mental health difficulties
- Communication and interaction
- Sensory and/or physical needs

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...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'.

However, it should be noted that not all pupils who have disabilities have special educational needs and not all pupils who have special educational needs have a disability.

Within nursery and reception, children are assessed against the Development Matters Statements. Particular consideration is made to the information gained in the Prime Areas of Learning. This continues throughout the foundation stage and at the end of it each child's Early Years Foundation Stage Profile is completed. The process of observation required to complete these profiles, offers opportunities to help identify and assess children with Special Educational Needs and Early Years Staff work closely with the SENCo.

At any time throughout their schooling, a pupil's Special Educational Need may be identified by a member of the school's staff, through the ongoing work and monitoring of a child's progress and development, or through parent and/or external agencies. The key indicator is when a child fails to make expected progress in spite of appropriate differentiation.

A child may start nursery or school with identified Special Needs. Every effort is made to ensure suitable provision is in place and staff receive necessary training and information prior to the child starting.

When a Special Educational Need is identified, the class teacher informs the SENCo and a decision is taken whether to place the child on the Special Needs register. If this decision is taken parents are informed and an Individual Support Plan (ISP) is written.

Individual Support Plans (ISPs)

In the majority of cases, an ISP is drawn up by the class teacher and the SENCo in consultation with the parent and child; enabling a clear analysis of the pupil's needs, including their wider outcomes to be undertaken. This is then implemented by the class teacher. Targets / Outcomes identified on the ISP will be specific and measurable so progress is easily identified. Support is given to individuals or small groups within the classroom. This may take the form of differentiated activities, increased adult intervention, adaptation of resources, additional adult support in groups or one-to-one. Occasionally children are taken outside the class for small group or one to one activities to take part in intervention work.

In the majority of cases, the effective management of ISP's, and the provision specified on them, will remove any barriers to learning and enable the child to make progress. The process of revisiting and adjusting support detailed within the ISP is known as a Plan-Do-Review cycle. The ISPs are reviewed and adjusted half termly in a meeting with parents.

At any time if the teacher, support staff, SENCo, parents and Headteacher agree that the pupil's needs can now be met within the scope of usual class differentiation, the child will no longer need an ISP. Their progress will continue to be closely monitored.

The Graduated Response and Its Three Stages of Assessment

- Stage 1
- Stage 2
- Educational Health and Care Plans

Further details on the local authorities graduated response can be found:

[Early Years Graduated Approach](#)

[Ages 5-16 Graduated Approach](#)

Stage 1:

This is triggered when a class teacher, parents, or others express a concern about a child whom despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area/s for development
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent social, emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- 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 the differentiated curriculum

Stage 2

This is triggered if a child, despite receiving an individualised programme and/or concentrated support under Stage 1 provision;

- Continues to make little or no progress in specific areas over a period of two ISP reviews.
- Continues working at National Curriculum areas substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has social, emotional, mental Health, or behavioural difficulties which substantially and regularly interfere 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 ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Education, Health and Care needs assessment

The decision to request an Education, Health and Care Plan (EHC Plan) will be taken jointly by class staff, SENCo, parents, Headteacher and any external agencies involved. Such a decision may be made where, despite the school having taken relevant and purposeful action to meet the needs of the pupil including gathering and implementing advice from external agencies, the pupil has been unable to make progress. See Central Bedfordshire Criteria for Statutory Education Health and Care Plan, available through Central Bedfordshire's Local Offer: [Requesting an EHCP](#)

For the purpose of making an Education, Health and Care Plan the Local Authority (LA) should seek written:

- a) Parental advice
- b) Education advice
- c) Medical advice
- d) Psychological advice
- e) Any other advice relevant to that particular case.

The Local Authority will then decide whether to draw up an EHC Plan and if extra resources and funds will be required outside the school's normal provision.

The process from applying for an EHC and receiving a plan, (if this deemed the appropriate course of action by the Local Authority) should take approximately twenty school weeks.

All needs stated in the EHC Plan are reviewed annually with all relevant bodies being invited to attend and make recommendations with regard to the child's progress and future provision. The continuation of the EHC Plan will be considered and new targets set if appropriate.

Parental Involvement

Shefford Lower School endeavours to operate all SEND provision in a transparent and open manner keeping parents fully informed and ensuring the child and parent's voice is captured in the process of designing and reviewing support. Parents are encouraged to discuss any concerns they have about their child with the relevant member of staff. Alternatively, if a member of staff has any concerns regarding a child in their class, a meeting will be arranged to discuss the concerns with the child's parents. Parents are informed of their child's SEN through discussions and the written and reviewed ISPs. Parents are also kept informed of the involvement of any external agencies, the change to provision for their child and of any request for an EHC Plan. Parents are encouraged to participate fully in meeting their child's needs and a sharing of knowledge should be facilitated. Co-operation on both sides is essential for the child's wellbeing and educational progress.

At all stages of assessment parents and children need to be involved, consulted and advised. If a parent requests formal assessment by another agency the school should pass this request to the Local Authority. Parents are also encouraged to attend the school's termly SEND coffee mornings which provide an opportunity to meet the SENCo, ask questions and sometimes to seek advice from visiting external agencies / speakers.

Parental Concerns

Any concerns should be discussed with the class teacher in the first instance. If the concerns continue, parents should arrange a meeting with the SENCo. The SENCo will inform the Headteacher of any such meeting and the outcome.

If parents, feel the concern has not been addressed to their satisfaction they should arrange to discuss the situation with the Headteacher. Following the guidelines for complaints, if parents are dissatisfied following the Headteacher's intervention, they should put their concerns in writing, addressed to the school for the attention of the Chair of Governors marked confidential.

Links With Other Agencies

Specialist services are available to assist the assessment of an individual's needs. It is our aim to liaise with whichever specialist can offer most insight into the requirements and management of special needs. Speech Therapists, Occupational Therapists, The Learning Support Services, The Service for Sensory Impairment and Physical Difficulties, Educational Psychologists, medical service, Child Bereavement, Trauma and Emotional Wellbeing Service (Chums), Child and Adolescent Mental Health Services (CAMHS), and the Emotional and Behavioural Difficulties Service are all available to assist us in our aim of enabling our children to meet their potential.

Transition

We ensure effective liaison between schools to safeguard the continuity of provision for our pupils. Transfer documents are completed for the attention of the child's next school, and meetings and/or visits are organised to facilitate a smooth transition.

Allocation of Resources

Resources are provided to enable curriculum access for all children. This may be through additional adult support, ICT and curriculum resources and learning recovery programmes.

Equal Opportunities

All children are entitled to a broad and balanced curriculum, irrespective of their age, gender, race, physical or intellectual ability. Reasonable adjustments, including the provision of auxiliary aids and services for disabled children will be made to ensure that each child will have the opportunity to develop at a level and rate appropriate to their needs. In the context of the classroom, it is the class teacher's responsibility to set high expectations for all pupils and differentiate the teaching and plan appropriately challenging learning activities to enable all children to make progress by removing barriers to achievement. Staff expectations of children are soundly based on evidence of the child's attainment and do not reflect any bias. Children's effort and work is valued equally and positive images of all individuals are promoted. For more information on the admissions for children with SEND see admissions policy: <https://www.sheffordlowschool.co.uk/parents/policies>

Monitoring

Progress towards targets identified on an ISP are reviewed on an on-going basis by the staff who teach the pupil. ISPs are reviewed at least once a half-term with the class teacher, more frequently if appropriate.

Parents are invited to attend review meetings half-termly, attended by the teacher and the SENCo where needed. The views of the pupil are gathered prior to the review to enable them to be included in the discussions. The SENCo has a termly meeting with the named governor for Special Educational Needs, who reports to the governing body.

Class teachers work closely with support staff to monitor progress and provision. The Headteacher, Deputy Head teacher and SENCo monitor the effectiveness of provision in terms of pupil progress and the meeting of pupil needs.

Date reviewed:	October 2020
Lauren Robinosn	SENCo
Polly Ross	Deputy Head teacher
Pamela Finch	Head teacher
Michelle Hodson-Reed	SEND Governor
Jo Elliot	Chair of Governors
Next review Due:	October 2022