



Potley Hill Primary School Special Educational Needs & Disabilities Policy

INTRODUCTION

At Potley Hill Primary School our vision is to Dream Big, Aim High and Make a Difference, and this vision is paramount when working with children who are identified with Special Educational Needs and Disabilities (SEND). It is our vision to work alongside children, parents and carers to ensure any barriers to learning are identified, supported or removed, to ensure every child can enjoy learning, participate in every aspect of school life and achieve their dreams!

COMPLIANCE WITH LEGISLATION AND GUIDANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (revised July 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

DEFINITION OF SPECIAL EDUCATIONAL AND/OR DISABILITIES

A child is identified with SEND if they have:

- A learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age,
- Or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The Special Educational Needs Code of Practice (2015) sets out four areas of special educational needs into which most areas of need are categorised, including:

- Cognition and learning, for example, dyslexia, dyspraxia.

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. The school uses our own proforma to maintain information about the identification, assessment and provision for each pupil – this is called a Personal Plan.

Where concern is expressed that a pupil may have a special educational need, a cause for concern form is completed and shared with the SENCo. The class teacher takes early action to assess and address the difficulties and key descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place at least three times a year between parents/carers and class teachers. For pupils with Education, Health & Care plans, an annual review meeting is held in addition to this. Personal Plans are used to record additional provision for pupils on the SEND register.

A GRADUATED APPROACH TO SEND SUPPORT

At Potley Hill Primary School, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- carefully planned lessons with focused objectives matched to the pupil's needs and next steps
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through oracy with regular opportunities to talk in a variety of situations
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

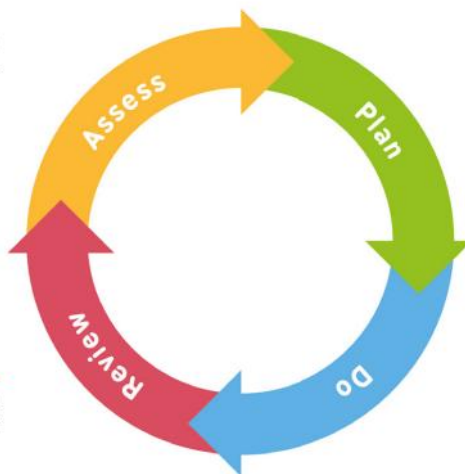
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS

In very few cases, it may be necessary for the school to consider, in consultation with parents/carers and any outside agencies involved, whether an Education, Health and Care Plan is necessary. This will only be considered after a period of purposeful intervention has taken place. We will use Local Authority criteria to support this decision. At all stages of the Education, Health and Care Needs Assessment process the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to become fully engaged in helping with their child's educational needs.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

A register is kept of pupils identified with SEND called a SEND Register.

All children on the SEND Register will have a Personal Plan, which details important information about the pupil, including their areas of strengths and weakness, targets, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the pupil. Class teachers, parents, pupils and other professionals will all contribute to the Personal Plan. The Personal Plan is designed to be a working document which is updated to reflect the current needs of the pupil.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the Personal Plan. These are then shared with everyone involved with the pupil. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

CRITERIA FOR EXITING THE SEND REGISTER/RECORD

If it is felt that pupils are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and/or disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils with Medical Conditions, which can be found under the "Policies" tab on the school website.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

The school's SENCO regularly attends the local SENCo Circle network meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues

- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **Special Educational Needs Co-ordinator (SENCo)** is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems in conjunction with class teachers and LSAs
- supporting class teachers in devising strategies, drawing up Personal Plans (PPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/ records, end of year standardised tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCo in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEND moderation

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

LSAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.
- work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Personal Plans and monitoring progress.

Parent and Child Partnership:

Partnership with parents/carers

- Parents/carers are notified as soon as possible if we have any concerns and there is always a willingness to listen to issues brought forward for discussion
- We share information with parents/carers in informal conversations and individual meetings
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home, normally as part of parent evenings
- We promote a culture of co-operation between parents, schools, LAs and other professionals. This is important in enabling any child with SEND to achieve their full potential
- We respect the differing needs of parents/carers, such as a disability or communication and linguistic barrier
- Parents/carers voice is captured when discussing their child's Personalised Plan

The voice of the child

- Children participate, where possible, in decision making processes, including setting targets, where appropriate.
- Their voice is captured in their Personalised Plan reviews and during Pupil conferencing.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the SENCo office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves Potley Hill Primary School. The school has a Confidentiality policy which applies to all written pupil records.

ACCESSIBILITY

The Disability Discrimination Act 1995, as amended by the SEND and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Potley Hill's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the 'Policies' tab.

MONITORING AND EVALUATING THE POLICY

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Assistant Headteacher and SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor, Kathryn Stillwell
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

COMPLAINTS

Parents and carers are welcome to question decisions made by the school through discussion with the relevant class teacher or SENCO.

If a parent is not satisfied with the response they receive, the Governing Body recommends that complaints from parents of children identified with SEND concerning the provision made should be directed to the Head Teacher who will use the criteria contained in the school's complaints policy to deal with the matter.

COVID

As far as possible, the school undertakes to meet all of the procedures outlined in this policy. Minor adjustments may be required, for short periods of time, to comply with other legal guidance from Public Health England.

LINKED POLICIES/DOCUMENTS

- Accessibility Plan & Policy
- Behaviour and Anti-bullying Policy
- Complaints procedure
- Confidentiality Policy
- Data Protection GDPR Policy
- Equalities Policy and Objectives
- Inclusion Policy
- Restrictive Physical Intervention Policy
- Supporting Pupils with Medical Conditions
- SEND information Report

Reviewed: November 2024

Next Review: November 2025