



# St Nicholas' Primary School Special Educational Needs and Disabilities (SEND) Policy

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## Section 1:

### Mission statement

St Nicholas' Primary School is proud to provide a safe, stimulating and inclusive learning environment which encourages all learners to strive to excel. We are passionate about learning and enable our pupils to develop their knowledge, skills and understanding to flourish both in school and in life. We work together as a team appreciating ourselves, each other and the wider world.

### Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND code of Practice (January 2015). This states:

**SEN:** A child or young person (CYP) has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a CYP has significantly greater difficulty in learning than the majority of CYPs of the same age in Oxfordshire schools.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 'that is a mental or physical impairment which has a long term and substantial adverse effects on their ability to carry out normal day- to- day tasks'.

**Special Educational Provision:** This is provision that is additional to or otherwise different from that which is made generally for CYPs of the same age in other schools maintained by the local authority (Education Act 1996).

### Aims and Objectives

At St Nicholas' Primary School, we believe that each CYP has individual and unique needs and we recognise that some individual needs become Special Educational Needs. In order to identify and meet these Special Educational Needs, we work closely with parents and follow the guidelines set out in the SEND Code of Practice 2015. We aim to provide every CYP with strategies for dealing with their needs in a supportive environment, so they are equipped to cope to the best of their ability with the challenges of the next steps in their learning.

As a school we aim to:

- ❖ Identify the needs of pupils with SEND as early as possible. This is most effectively done through gathering information from parents, education, health and social care services. We will also gather evidence from Early Year settings prior to the child's entry into the school.
- ❖ Regularly monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and the SENCo will ensure that they meet their full potential.

- ❖ To ensure that the CYP with SEND is central to the process of personalised target setting and discussions about what helps them learn. To encourage individuals to take part in all aspects of the school's provision, including extra- curricular clubs and activities.
- ❖ Make appropriate provision to overcome all barriers to learning and ensure all pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and the Headteacher and will be carefully monitored and reviewed to ensure that individuals targets are being met and all pupils' needs are catered for.
- ❖ Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, whilst also providing regular feedback on their child's progress.
- ❖ Work with and in support of outside agencies when the pupil's needs cannot be met by the school alone. Some of these services include Physiotherapists, Educational Psychologists (EP), Speech and Language Therapy (SALT), Children and Adult Mental Health service (CAMHS), Special Educational Needs Support Services (SENS) which include advisory teachers for hearing impairments, visual impairments, language and communication and complex needs.
- ❖ Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through the school by wider opportunities such as school councils, lunchtime clubs, residential visits, school plays, sports teams and buddies in the playground.

### **Admissions arrangements**

St Nicholas' School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account of in the process of development. All children are welcome, including those with SEND, in accordance with the Local Authority (LA) admissions policy. If a parent wishes to have mainstream provision for their child with a statement or EHCP, the LA must provide a place unless this is incompatible with the efficient education of CYPs, and there are no reasonable steps that can be taken to prevent incompatibility. Admissions to the school's Communication and Interaction Resource Base are handled by the Local Authority.

### **Partnership with Parents**

The staff at St Nicholas' Primary School believes that a close working relationship with parents is vital in order to ensure:

- ❖ Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- ❖ Continuing social and academic progress of children with SEND
- ❖ Personal and academic targets are set and met effectively.

Parents are involved from the onset and encouraged to discuss concerns with class teachers as they arise. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents will receive accurate information when they meet with teachers and external agencies, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. Termly reviews and target setting meetings are planned to coincide with parent's evenings where possible but will also be arranged based on the individual pupils needs.

Parents and Carers are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records. The SENCO may also signpost parents of pupils with SEND to the local authority SENDIASS team (formerly Parent partnership) where specific advice, guidance and support may be required.

Parents of pupils with a Statement or EHCP, will be invited to attend an annual review to share the child's achievements of the year and plan for their aspirations for the future.

### **The Voice of the Child**

We recognise that all pupils have the right to be involved in making decisions and that their views should be listened to (SEND code of practice). Where appropriate, all pupils are involved in reviewing and celebrating their achievements, and planning for their next steps.

At St Nicholas' Primary School we encourage CYPs to participate in their learning by talking to teachers and TA's about their preferred methods of learning and areas of difficulty. The CYP will be at the centre of decisions made for interventions to be put in place and resources to be used.

## **Section 2:**

### **Key roles and responsibilities**

**SENCo:** The day to day management of SEND is the responsibility of the SENCo. This includes the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those children who have EHC plans. The SENCo will communicate with outside agencies and liaise closely with parents of CYPs with SEND. The SENCo at St Nicholas' Primary School is Miss Danielle Ford. She may be contacted via the school office or by email: [Danielle.ford@stNicholas'primaryschool.org.uk](mailto:Danielle.ford@stNicholas'primaryschool.org.uk) Telephone: 01865 242838

**SEN Governors:** The school governors with responsibility for SEND are Shilpa Bhatt and John Batey. Skye Denno is the link Governor for the CIRB. They have the responsibility for

monitoring policy implementation and they will regularly meet with the SENCo and report back to the full governing body.

**Designated Safeguarding Lead (DSL):** The Headteacher, Julie Holland, has a specific responsibility for safeguarding and is the DSL. At St Nicholas' we also have three deputy designated safeguarding leads; Sarah Dorling (deputy headteacher), Danielle Ford (SENCo) and Steph Best (Home School Link Worker).

### **Duties and responsibilities of all teachers**

Class teachers are responsible and accountable for the progress of their pupils. They differentiate work to ensure pupils of all abilities are challenged as they work towards ambitious targets. Class teachers work with the SENCo to implement strategies which support the learning of pupils with SEN.

### **Duties and responsibilities of all teaching assistants/lunchtime Supervisor**

Teaching Assistants (TAs) are deployed to support the learning in school. They work alongside the class teacher and their work is planned and directed by the class teacher. Teaching Assistants work with pupils of all abilities and are trained to run interventions for SEN pupils.

Lunch Time Supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCo to discuss particular support strategies and other issues for particular pupils.

### **Duties and responsibilities of Governors**

The Governing Body has a legal responsibility for determining the policy and provision for pupils with special educational needs and have regard to the requirements of the Code of Practice for Special Educational Needs (2014) – The SEND governors and the appointed committee will take particular interest.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs.
- Parents are kept informed about SEND provision for their children.
- They set up appropriate staffing, funding arrangements and training required by staff.

Governors play a major part in school self-review. In relation to SEND, they will ensure that:

- They are involved in the development and monitoring of the school's SEND Policy, and along with the school staff
- SEND provision is an integral part of the School's Development Plan.
- The quality of SEND provision is regularly monitored.

### **Training and CPD**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. This is either shared through good practice from within the school or through the use of external training courses which are relevant to the needs of the current cohort. Staff are also encouraged to identify their own training needs in advance of receiving child or group of children with SEND.

The SENCo regularly attends inclusion briefings in order to keep up to date with local and national updates in SEND.

### **Section 3:**

#### **Identification of Special Educational Needs**

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Where unacceptable or unusual behaviour is concerned we will investigate the underlying causes of the child's actions to discover the reason for their behaviour. Behaviour is not identified as a Special Educational Needs but is likely to be a response or 'covering up' a need.

The Code of Practice (2015) refers to four broad areas of need:

**Communication and Interaction (C&I):** Speech, language and communication underpin everything we do – making our needs known, expressing our likes and dislikes, interacting with others and building relationships. Many children who struggle to communicate have speech, language and communication needs (SLCN). CYP with speech, language and communication needs (SLCN) have difficulty in communicating with others. This is likely to be a response to; difficulty saying what they want to, understanding what is being said to

them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

CYPs with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning (C&L):** Support for learning difficulties may be required when CYPs learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) through to profound and multiple learning difficulties (PMLD)

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health difficulties (SEMH):** CYPs may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or Physical Needs (S&P):** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Many factors can have an impact on a pupil's ability to learn but do not necessarily constitute SEN. These include attendance at school, health, English as an additional language (EAL) and being a looked after child. These children would be considered as vulnerable learners and their progress will also be monitored carefully.

### **SEND Provision**

At St Nicholas' Primary, CYPs are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a rich curriculum which can be accessed by all CYPs with appropriate scaffolds when needed, to ensure access at all levels.

Any CYP with particular needs are included as fully as possible into the normal classroom environment and the curriculum is adjusted as appropriate. We employ a graduated approach to our inclusive practise and SEND provision:

**Quality First Teaching** To ensure that effective inclusion is taking place, teachers at St Nicholas' Primary School provide pupils with high- quality everyday personalised teaching. Teachers will use a variety of interactive teaching styles to make maximum use of visual, kinaesthetic and auditory learning. Resources will be differentiated and tailored to the children needs. Quality first teaching benefits all learners, especially those with SEND.

**SEND Support** When it is determined that a child has SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and barriers are removed to their learning. The support provided for children with SEND consists of a four- part ongoing process:

**Assess:** The teacher will use their ongoing assessment to identify gaps in the pupils learning. This will be completed through individual lessons, feedback from teaching assistants who have worked with the pupil in lessons and termly assessments.

**Plan:** A plan of provision or intervention will involve a discussion between the class teacher and the SENCo. This will also be fed into by interests, feelings and needs of the child and also the child's parents. Parents will be advised of ways to support their child at home and a Pupil Profile will be shared with everyone. Outside agencies may be called in to assess a child and create a programme which either can be followed in school, or termly visits may be arranged.

**Do:** The class teacher is responsible for the daily teaching and learning of the child. Interventions may have been put in place and could be run by the teacher, teaching assistants or SEND teaching assistants. These could be either individually as a 1:1 basis with an adult or as part of a small group. Regular recording will be made to adjust or revisit elements of an intervention. Personalised programmes from outside agencies such as occupational therapy or physiotherapy may also be implemented during the week. Children will often have a personalised timetable to ensure that all provision is in place.

**Review:** At the end of an intervention period the pupil's progress will be assessed. Involvement from external agencies will also feed into this review period. Based on this the teacher and SENCo will review the Pupil Profile and meet with the parents and child to plan the next steps.

### **Educational, Health and Care Plans (EHCP)**

"Education, Health and Care Plan" for children and young people with the most complex needs. EHC **plans** identify educational, **health** and social needs and sets out the additional support & emphasises the importance of the child's needs of all services. The creation and delivery of an ECHP will be led by the Local Authority, with schools developing and reviewing plans and provision with parents.

Where a pupil has an EHCP, the local authority must review the plan as a minimum every twelve months. These meetings will normally take place in the school setting with the class teacher, parents, SENCo and representative of the SEN inclusion and assessment team. Any outside agencies who are involved with the child will also be invited to attend or send a report outlining the progress made and next steps.

### **The SEN register - placement and exiting process**

The Code of Practice advocates a graduated response to a meeting pupil's needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, then the SENCo will add the pupil to the SEN register. The teacher will remain responsible for the progress of the CYP but the SENCo will ensure that the child has access to personalised interventions and resources.

Once a child has reached and maintained the level of attainment appropriate for their age they will be removed from the SEN register. If outside agencies have supported the pupil, their advice will be sought before removing a child from the register. Parents/ carers will be informed that their child is no longer on the SEN register. The pupil will be closely monitored by the class teacher to ensure they continue to make acceptable progress by accessing high quality first teaching.

### **Working with outside agencies, involving specialists**

The school has access to a wide range of Education, Health and Social Care services and professionals in Oxfordshire. Where pupils have a higher level of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychologist (a private service which we buy into)
- Special Educational Needs Support Service (SENS). This includes the Physical Disability Team, Visual Impairment Team, Hearing Impairment Team, Communication and Interaction Team.
- The Integrated Therapies Team. This includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.
- SEN ICT. An Augmentative and Alternative Communication Team.
- School Health Nurse
- PCAMHS (Primary Child and Adolescent Mental Health Service)
- LCSS (Locality and community support services) and Early Help teams (Early Intervention team / social services)
- Home school link worker

If the support needed can be provided by adapting the school's core offer than a child might not be considered SEN or placed on the SEN register.

### **Links with other schools and transfer arrangements**

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils have visits to their new class before transfer if needed.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Children with SEN who may benefit are offered a transition package of activities led by the receiving school during the last term. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health and Care Plans, the child's EHCP should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements, needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with Education, Health and Care Plans where the particular school has been named.

### **Support for pupils with medical conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of a disability, the school will comply with its duties under the Equality Act 2010.

Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany the child on school trips/ residential.

Specific staff have training to support particular needs, e.g. technical knowledge to maintain and ensure the correct use of auditory aids and equipment. The school secretary is responsible for the administration of medicines and health care plans/ protocols.

(See 'Supporting pupils with medical needs' policy for further information)

### **Support for EAL pupils (English as an Additional Language)**

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an Additional Language, including those Bilingual Learners who may have Special Educational Needs. (Equality action Plan)

## Section 4:

### Funding and the Local Offer

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into three parts:

**Element 1 funding:** This is also known as mainstream funding which all schools receive to fund a place at school. This usually equates to £3,000.

**Element 2 funding:** Schools are expected to pay the first £6,000 to meet the additional needs of pupils who are on the SEN register.

**Element 3 funding:** This is also known as additional funding or top- up funding. If a child is still not making adequate progress with element 1 and 2 funding then the SENCO may apply for additional funding from the local authority up to the sum of £10,000. Those children with a statement or EHCP will be entitled to additional funding to access additional resources or agencies as identified in their statement or EHCP.

St Nicholas' Primary School has a continuing commitment to purchase appropriate resources for CYP with SEND. We follow local authority advice, as given in the SEN guidance for Early Years and Primary Schools, to ensure that the needs of all CYP with SEN are appropriately met. Details of how resources are allocated are included in the Governors' Annual Report to Parents.

Both the school and parents/carers can access a wider array of services by searching through the Local Authority's Local Offer. Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

### Information storage and management

Pupils records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness, and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave St Nicholas'.

### Monitoring and evaluation of SEND

The progress of pupils with SEN is closely monitored by teachers on a regular basis as part of the planning, teaching and assessing cycle. Feedback from parents and at parent - teacher consultation and review meetings, discussion with pupils and with teachers and teaching assistants will be part of this. Formative assessments are used at the end of each term and results are scrutinised by the Senior Leadership Team (SLT) and class teachers through pupil progress meetings.

The SENCo maps provision and costing of interventions for individual children on the SEN register and across year groups. The school aims to use interventions which have proven outcomes and are evidence based. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them.

Monitoring meetings for CIRB provision by Special Educational Needs Support Service (SENS), at which governors, SENCo & head teacher will be present. Any recommendations recommendation will form part of the SEND plan. The Governing Body will monitor through committee meetings, link SEND governor visits and SEND report. The Governors agree with the LA admissions criteria which does not discriminate against pupils with SEN or disabilities, and its Admission Policy has due regard for the guidance in the Code of Practice.

## **Section 5:**

### **Complaints procedure**

We urge parents/ carers with any concerns regarding the SEN policy or the provision made for your child at St Nicholas' to speak to us as soon as possible. In the first instance, please speak to the class teacher. Anyone who feels unable to speak to the class teacher, or feels unsatisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need more time to explore fully, we ask you to make an appointment rather than rushing the discussion after school. This can be arranged directly with the class teacher or via the office. If arranging an appointment via the office please give an indication of your concern so the teacher or SENCo can look into the problem prior to the meeting. Meetings are also not to be scheduled on Friday after school at St Nicholas' Primary School.

In the event of a formal complaint, parents are advised to contact the Headteacher or a governor, if they prefer. Special Educational Needs and Disabilities Advice and Support Services (SENDIASS) are available to offer impartial advice at:

<https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire-formerly-parent-partnership>

### **Related school policies**

This policy has been written to comply with Special Educational Needs and Disability Code of Practice 2015. If you require further information about the provision for SEND in the school, or required this policy in an alternative format, please contact the SENCo, Danielle Ford, via the school office.

This policy has been written with the knowledge and collaboration of the whole school staff and links with the following school policies:

- Accessibility Plan
- Admissions policy
- Anti- bullying (Behaviour) policy
- Children with Health Needs who cannot attend School
- Complaints Policy
- Equal Opportunities policy & action Plan
- Looked After Children policy
- Pupil Premium policy
- Supporting pupils with medical needs policy
- Safeguarding (Child Protection) policy