



Blockley C of E Primary School

Special Educational Needs and Disabilities Policy (SEND Policy)

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SEND Governor: Mrs H Thornburgh

Designated Safeguarding Lead (DSL): Mr M Pudifoot.

Deputy Designated Safeguarding Lead (Deputy DSL): Mrs L Dodgson Hatto, Mrs S White

1. Principles of this Policy

The aims and objectives of implementing this policy are that every teacher, supported by senior leadership team, the governing body and support staff, is a teacher of every child including those with Special Educational Needs and Disability. In our whole school approach we will:

- Create an environment and high quality provision that meets the special educational needs of each child;
- Ensure that the special educational needs of children are identified, assessed and provided for;
- Focus on inclusive practice and removing barriers to learning;
- Work collaboratively with all agencies (education, health and social care) involved with the child;
- Enable all children to have full access to all elements of the school curriculum;
- Enable and ensure that parents and carers participate as fully as possible in decision-making and supporting their child's education;
- Ensure that our children's views, wishes and feelings and those of their families are taken into consideration;
- Have high expectations and aspirations for children and young people with SEND;
- Ensure that our children reach their full potential and become confident individuals living fulfilling lives and successfully prepare them for adulthood.

Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child at school age 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, 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 or mainstream post 16 institutions (*p.16 Code of Practice 2014*)

Identifying SEND

The benefits of early identification are widely recognised, where need is identified and then effective provision made at the earliest point. This improves long-term outcomes for the child.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Some children and young people need educational provision that is additional to or different from this.

Pupils' current skills and levels of attainment are assessed on entry, building on information from previous settings and key stages where appropriate. All pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Our school provides a focus on outcomes for our children; this does not always equate to hours of provision or support.

Disabled children and young people

Some 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The role of the SENDCo

Our SENDCo has an important role to play with the Senior Leadership Team and governing body, in determining the strategic development of SEN policy and provision in the school.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND and advising on the graduated approach for SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents/carers of pupils with SEND and the class teacher;
- 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/carers are informed about options and a smooth transition is planned;
- working with the Senior Management Team 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.

How are we going to do it?

Identifying and providing for pupils who have special educational needs and/or additional needs

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early. We listen, value and understand when parents/carers express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Where there are concerns, we assess 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 may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more complex intervention at a later stage.

We are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children whose first language is not English (EAL) requires particular care. Difficulties related solely to limitations in English as an additional language are not SEND.

When reviewing and managing special educational provision the **broad areas of need** and support outlined below are taken into account, and we review how well-equipped we are to provide support across these areas. These four broad areas give an overview of the range of needs. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. Children often have needs that cut across all these areas and their needs may change over time. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment.

Broad Areas of Need

Communication and interaction.

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have 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.

Children with ASD (Autistic Spectrum Disorder), 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.

Support for learning difficulties may be required when children 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), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. 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.

Children 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 may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or physical needs.

Some children 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What is **NOT SEND** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (this is a underlying response to one of the four broad areas of need)

SEND support in our school

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 or young people of the same age by

mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). (p.16 COP).

All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Our school:

- does its best to ensure that the necessary provision is made for any pupil who has special educational needs - this means doing everything it can to meet children and young people's SEND - determining the policy and establishing the appropriate staffing and funding arrangements;
- makes sure all reasonable adjustments are made to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have SEND;
- designates a teacher to be responsible for co-ordinating SEND provision; the SEND co-ordinator (SENDCo);
- ensures parents/carers and the pupil are informed and involved when the school is making special educational provision for their children;
- and makes arrangements for the admission of disabled children.

Mrs H Thornburgh from our Governing body has specific oversight of the school's arrangements for SEN and disability. The Governors, Head and SENDCo regularly review how SEND expertise and resources are used to build the quality of whole-school provision as part of our approach to school improvement.

School leaders and teaching staff, including the SENDCo, identify any patterns in the identification of SEND, both within the school and in comparison with National data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

SEND Support

Our teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

In deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside National data and expectations of progress.

This information gathering includes an early discussion with the pupil and their parents/carers'. These early discussions are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents'/carers concerns, the agreed outcomes sought for the child and the next steps. This helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

A date for reviewing progress is agreed and the parent/carer, pupil and teaching staff are clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents are formally informed that SEND Support is being made. Our arrangements for supporting children who are Looked After by the Local Authority and have SEND follow this policy and the LA's policy for Children Looked After.

This SEND support will 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

In identifying a child as needing SEN support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's/teaching assistant's assessment and experience of the pupil, his or her previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and National data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent/carer. These should be recorded and compared to our own assessment and information on how the pupil is developing.

In some cases, outside professionals from Health or Social Services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, the parents/carers **will** be formally notified, although parents/carers will have already been involved in forming the assessment of needs. The teacher and the SENDCO will agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of his or her needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on a My Plan and an Individual Intervention Record.

Parents/carers will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher will remain 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 will 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 SENDCO will support the teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. Our school will co-operate with the Local Authority in the review process and, as part of the review.

Transition

SEND Support includes planning and preparation for the transitions between phases of education. To support transition, the school shares information and plans arrangements for supporting children in moving between phases of education. We engage with local pre-schools and secondary schools to help plan for these transitions.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school considers involving specialists. We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible. Gloucestershire's Local Offer sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the Local Authority to agree the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- Educational Psychologists;
- Children and Young People Services (CYPS – formally known as CAMHS);
- specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability;
- therapists (including speech and language therapists, occupational therapists and physiotherapists).

The SENDCO and class teacher, together with the specialists, and the pupil's parents,/carers consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Involving parents/carers and pupils in planning and reviewing progress

We provide a written Annual Report for parents/carers on their child's progress for all children in school, in addition to two smaller mid-year reports. Where a pupil is receiving SEN Support, we talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. This information is reflected on the My Plan, which is updated regularly. We offer meetings to all parents/carers formally at least three times each year, through a mixture of Parents' Evenings and arranged My Plan meetings. The My Plan discussions are led by the class teacher, supported by the SENCO where appropriate. It provides an opportunity for the parent/carer to share their thoughts and, together with the class teacher, agree their aspirations for the pupil. The views of the pupil are included in these discussions.

A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff. A copy of this is given to the pupil's parents/carers.

If it is agreed by the school, parents/carers and any agencies working with the pupil, that the pupil is now working in line with their peers and their learning can be met by high quality first teaching suitably differentiated and personalised, then the pupil can be removed from SEND Support records.

My Assessment and My Plan+

If it becomes clear, following the review and adjustment of My Plan, that it is not meeting the needs of the child, a My Assessment will be completed by the SENDCo in consultation with the child's parent/carer and class teacher. The SENDCo, with permission from the parent/carer may seek additional support from other practitioners. (See '*Involving Specialists*' above). Each specialist involved will recommend outcomes and actions for the child, and these will be integrated to form a holistic overview of the child's needs in one form – the My Plan+, and agreed at a Team Around the Child meeting. The My Plan+ will be reviewed with the parent/carer and other agencies at regular intervals, and new outcomes and actions set to take account of the child's developing needs.

Requesting an Education, Health and Care needs assessment

SEND support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND Support. An Education, Health and Care (EHC) Plan is requested where the child's additional needs can no longer be met without additional resources. Details of the process of applying for an EHC Plan can be found on the Gloucestershire County Council website. (www.gloucestershire.gov.uk)

Supporting pupils at school 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 day and residential visits as well as 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 (SEND) and may have a statement, or 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. Please visit our website for our policy details.

Training and resources

Most of the funding to support children with additional needs, including pupils with SEN and disabilities, is determined by the local authority's funding formula. This notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of all pupils with SEND, at all but the most exceptional levels of need. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEND, as outlined in this policy. The Local Authority may need to provide additional top up funding in specific cases.

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 SENDCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. The school's SENDCO regularly attends cluster and network meetings in order to keep up to date with local and national developments in SEND.

Storing and Managing Information

Use of data and record keeping

The provision made for pupils with SEND is recorded accurately and kept up to date. This includes details of additional or different provision made under SEN support. All details are confidential and will only be shared with the relevant practitioners in our school; there may be occasions where we feel it would be beneficial for outside agencies to have access to the records but we will always seek permission from the child's parent/carer first.

We ensure that we have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. Our information systems monitor the progress and development of all pupils.

As outlined in 'Involving parents and pupils in planning and reviewing progress', the school shares this information with parents/carers. We share tracking data showing the pupil's progress and My Plan that enables parents/carers to see the support that has been provided.

In addition, our class Provision Maps show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of our provision maps help the SENDCO to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention, evaluating their impact on pupil progress, and adapting interventions or meeting training needs where needed. This ensures the most effective approaches are adopted widely across the school.

Accessibility

Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce Accessibility Plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. We also have Personal Evacuation Plans for any member of our school who has accessibility needs; these can be seen on request by the parent/carer of that child.

Compliments and Complaints

Complaints relating to the provision for pupils with SEND will be dealt with, in the first instance, by the Headteacher. The SEND Governor and/or the Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Parents/carers will be informed of the complaints procedure and support will be given, if required, to help them through the process.

Bullying and SEND

Please visit the website to view our school's Anti-Bullying policy.

Other policies and documents that should be read in conjunction with this SEND Policy are:

- Pupils with Medical Conditions Policy
- Behaviour Policy 2015
- Accessibility Plan 2016

Review

The SEND Governor, the Headteacher and SENDCo will liaise to ensure optimum use of resources, will monitor the policy by the examination of children's progress, and ensure that this policy is reviewed annually.

Date of Next Review: November 2017

Agreed by Governors 14.11.16