

Special Education Needs and Disabil Policy



[Nunnery Wood Primary School]

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Date of Policy: July 2024

Member of Staff Responsible: Polly Anderson **Date of review:** July 2026

NUNNERY WOOD PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Aims and purpose

All children are entitled to a primary school education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition to the next stage of their education. In order to do so, some children require special educational provision additional to that generally made for all children. This policy outlines the school's responsibilities and strategic approach to the making of special educational provision. Our aim, in line with the requirements of the Act, is to ensure that children receive educational provision, and where necessary special educational provision, in order to "achieve the best possible educational and other outcomes."

Key Documents

- The Children and Families Act 2014 ("the Act")
- Special educational needs and disability code of practice: 0 – 25 years – statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities, June 2014 ("the Code of Practice")

Definitions

The Act defines when children have special educational needs (SEN). This is when they have either a learning difficulty or a disability and they need special educational provision to be made for them. A child 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 school facilities of a kind generally provided for others of the same age.

Special educational provision is defined as any education that is additional to or different from that generally made for others of the same age in mainstream schools.

Four broad areas of need

Four broad areas of need (see Appendix) are laid out in the Code of Practice; we ensure that we review how well equipped the school is to provide support across these areas. The purpose of identification is to work out what action the school needs to take, not to categorise children. In practice, individual children often have needs that cut across a number of these areas, and their needs may change over time. A detailed assessment of a child's needs ensures that the full range of needs is identified, not simply the primary need. The support provided for a child is always based on a full understanding of particular strengths and needs, seeking to address them all using well-evidenced interventions targeted at their areas of difficulty.

School responsibilities

In line with statutory requirements laid down in the Code of Practice, this school:

- uses its best endeavours to make sure that all children with SEN get the support they need, doing all we can to meet their SEN ensures that children with SEN engage in school activities alongside children who do not have SEN

- designates a member of the school leadership team to be responsible for co-ordinating SEN provision – the SEN co-ordinator (SENCo) informs parents when making special educational needs provision for their child
- prepares an SEN information report, including the school’s core offer in respect to special educational provision, and ensures that this is kept up to date
- provides a statement on our arrangements for the admission of disabled children, the steps being taken to prevent such children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children, and our accessibility plan showing how we plan to improve access progressively over time

Roles and responsibilities

In respect to SEN policy and practice at this school, key roles are played by the following individual staff or groups of staff:

- Class teachers and Learning Support Assistants
- The SENCo
- The SEND manager
- The school leadership team
- The governing body

The roles and responsibilities of the above are laid out in the Appendix to this policy.

The SEND register

All children at the school who are identified as having SEN under the above definitions are on the school’s SEND register. They remain on this register unless something changes for them individually which means that they no longer need special educational provision. Parents are involved as part of the process of identification, and notified when a child is placed on the register or removed from it.

Identification of SEND

The identification of SEND is built into the school’s overall approach to monitoring the progress and development of all children. We recognise the benefits of early identification; identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. Therefore, we assess each child’s current skills and levels of attainment on entry, building on information available from previous settings. Class teachers, supported by school leaders, make regular assessments of progress for all children. These seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly lower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress fails to close the attainment gap between the child and their peers
- widens the attainment gap

Slow progress and low attainment do not necessarily mean that a child has SEN but may be an indicator of a range of learning difficulties or disabilities. Equally, it is never assumed that attainment in line with age related expectations means that there is no learning difficulty. We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration which may manifest as disaffection, emotional or behavioural difficulties.

Identification of SEN can also be on the basis of progress in areas other than attainment, for example with wider needs or social needs.

For some children, SEN can be identified at an early age, but for others difficulties become evident only as they develop. All staff are alert to emerging difficulties and respond early. Behaviour concerns do not necessarily indicate SEN, but require assessment in order to identify any causal factors and plan appropriate action which may include a multi-agency approach. In some cases, behaviour difficulties may stem from undiagnosed learning difficulties, mental health issues or difficulties with communication.

Staff are also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. These do not always lead to a child having SEN but can have an impact on learning and well-being, which can be severe. In such cases, we make appropriate provision for short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, SEN will be considered.

Identifying and assessing SEN for children whose first language is not English requires particular care. We look closely at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English, or if it arises from SEN or a disability. Difficulties related solely to limitations in English are not SEN. In deciding whether to make special educational provision, the teacher and SENDCo / SEND Manager consider all of the following:

- information about the child's progress, alongside national data and expectations of progress
- outcomes of high quality, accurate formative assessment using effective tools and early assessment materials
- information gathered from early discussions with the child and his/her parents

The "graduated response" to SEN support

The first response to progress concerns is high quality teaching targeted at areas of weakness. Lessons are planned to match the needs of the children within the class. This is the bedrock of our approach to teaching SEN and, when the quality of such teaching is high, fewer children require special educational provision.

Where progress continues to be less than expected, the teacher liaises with the SENCo or the SEND Manager, highlighting the provisions already in place and key areas for support, in order to assess whether the child could have a SEN. While gathering evidence (including the views of the child and their parents), teachers do not delay in putting in place additional teaching or other rigorous interventions designed to secure better progress. The child's response to this can help to identify their needs and the ways in which they learn best.

Consideration of special educational provision begins with the desired outcomes, including the expected progress and attainment, and the views and wishes of the child and his/her parents. This helps to determine the support that is needed and whether it can be provided within the school's "core offer" or whether something different or additional is required.

Once desired outcomes have been identified, and however support is provided, a clear date for reviewing progress is agreed. Teaching staff, the parents and the child should each be clear about how

they will help the child to reach the expected outcomes. The overriding purpose of this early action is to help the child to achieve the identified outcomes and remove any barriers to learning.

Where a child is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place. This support takes the form of a four part cycle (assess / plan / do / review). See the Appendix for an overview of the four part cycle.

Through successive assess / plan / do / review cycles, earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports him/her in making good progress and securing good outcomes. Over a series of such cycles, more detailed approaches will be drawn on, involving more frequent review and, where necessary, more specialist expertise in order to match interventions to the child's SEN.

For higher levels of need, the school has arrangements in place to draw on more specialist assessments and advice from external agencies and professionals (see "Involving specialists").

The involvement of parents and children

We endorse the emphasis placed in the Code of Practice on the active involvement of both the child and his/her parents in decision-making at all stages. Parents know their children best, and it is important that all professionals listen and understand when parents express concerns about a child's development.

- Where concerns arise in relation to a child's progress, early discussions with parents take place in order to develop a good understanding of the child's areas of strength and difficulty, alongside the parents' concerns, the agreed outcomes sought for the child, and the next steps. A short note of these early discussions is added to the child's records, with a copy given to parents.
- When it is decided that a child does have SEN, parents are formally informed that special educational provision is being made, and their permission sought in order that the SENDCo / SEND Manager may seek advice in relation to the child's needs with external agencies and specialists, if this becomes necessary.
- The school ensures that parents of children identified as having SEN are told about the local authority's information, advice and support service. Where a child is receiving SEN support, teachers 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 child and the school. Teachers are expected to meet parents at least three times a year.
- Our aim is that teachers' discussions with parents build confidence in the actions being taken by the school, and strengthen the impact of the SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. They can also provide essential information on the impact of SEN support outside school and any changes in the child's needs. In such discussions, parents can share their concerns and aspirations for their child.
- The views of the child will be included in these discussions, either through the child's involvement in all or part of the discussion itself, or gathering these views as part of the preparation. At this school, staff always listen to and address any concerns raised by a child.
- A record of the outcomes, action and support agreed through the discussion is kept and shared with appropriate school staff, with a copy given to parents and placed on the child's SEN file.

Involving specialists

The school involves specialists to advise on early identification of SEN and effective support and interventions, and to assist in securing high quality training and professional development for teaching and support staff. Such specialists may either be engaged by the school itself, from the local authority or from outside agencies. In cases where a child continues to make little or no progress, or where they continue to work at levels substantially below those expected of children of a similar age (despite evidence-based SEN support matched to the area of need and delivered by appropriately trained staff), the SENDCo and SEND Manager always seek to involve specialists. In such cases, we do everything possible to ensure that this takes place as quickly as possible. The child's parents are always involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child, in the same way as other SEN support.

We work closely with the local authority and other providers to secure the provision of specialist services including, but not limited to: educational psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services, including those for vision and hearing impairment, physical disabilities, and for autism spectrum difficulties, School Nurse Team, Community Paediatricians, the Umbrella Pathway Team, and therapists (including speech and language therapists, occupational therapists and physiotherapists). The SENDCo / SEND Manager and class teacher, together with the specialists, and involving the child's parents, 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.

Requesting an Education, Health and Care needs assessment

SEN 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 child's SEN, the child has not made expected progress, the school and/or parents will consider requesting the local authority to undertake an Education, Health and Care needs assessment. To inform its decision, the local authority will require evidence of the action taken by the school as part of SEN support.

Equality and inclusion

The school supports children with a wide range of SEN, and regularly reviews and evaluates the breadth of support we offer or can access locally. We recognise our statutory responsibility to cooperate with the local authority in reviewing provision available locally, and in developing the Local Offer. We collaborate with other education providers to explore how different needs can be met most effectively. In line with our statutory duties under the Equality Act 2010, we have due regard to the promotion of disability equality. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being disadvantaged.

We also recognise our wider duties to prevent discrimination, to promote equality of opportunity, and to foster good relations. We take measures to identify any barriers to a child's learning, and do all we can to reduce or remove these. As required by the Act, we make arrangements to support children with medical conditions; individual health care plans specify the type of level of support required to meet needs.

The curriculum

All children have access to a broad and balanced school curriculum that includes the National Curriculum. Teachers make effective use of assessment to identify potential areas of difficulty, and plan lessons, including adaptations where necessary, to address these and remove any barriers to learning. In almost all cases, such planning means that children with SEN and disabilities are able to study the full breadth of the curriculum provided at this school. The National Curriculum Inclusion Statement makes it clear that teachers should have high expectations for every child, whatever their prior attainment.

Transition

SEN support at this school includes planning and preparation for the transitions between phases of education. School staff liaise closely with local high schools and early years settings, particularly in respect to children with SEN. We ensure that information is sought from any previous school or other setting, and we share information with any school to which a child transfers. In doing this, we agree with the parents and children with SEN the information to be shared as part of the planning process involved in transition. As well as liaison with other schools and settings, we ensure that transition between classes and key stages within the school is planned for carefully, so that information is shared and children effectively prepared for the next stage of their journey through the school.

Use of data and record keeping

The school has developed its approach to record keeping in line with the requirements of the Data Protection Act 1998. Teachers are required to ensure that provision made for children with SEN is recorded accurately, retained on their personal SEN files, and kept up to date.

- All children identified as having SEN have a personal SEN file that contains all relevant, current and recent information in respect to the child's special educational provision.
- Teachers' recording particularly includes details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.
- The SENDCo / SEND Manager ensure that they hold accurate information to evidence the SEN support that has been provided over a child's time at the school, as well as its impact. The school readily shares information held with parents.

The SENDCo and SEND Manager make use of provision maps to show the provision that the school makes which is additional to and different from that which is offered through the curriculum. This provides an overview of programmes and interventions used with different groups of pupils. Through monitoring and evaluation of these, the school develops its use of those which are effective and removes those which are less so. It also helps the school to improve what is offered to all children, as more effective approaches are adopted more widely across the school.

Funding for SEN support

The school has an amount identified within its overall budget, the "notional SEN budget", it is for the school to provide high quality, appropriate support from within the whole of its budget. As part of normal budget planning, it is responsibility of the Headteacher, governing body and SENDCo to establish a clear picture of resources available to the school. In doing so, they consider their strategic approach to meeting SEN in the context of the total resources available, including any funding targeted at particular groups, such as the pupil premium. A clear outline of the ways in which the school uses its funding to make different types of special educational provision is

provided in the SEN information report and the school's core offer for SEN. The aim of this is to help parents and others to understand what they can normally expect the school to provide for children with SEN. Where more extensive special educational provision is needed, schools are required only to fund this up to a nationally prescribed threshold per pupil per year. The local authority is then required to provide additional top-up funding to meet the needs of the individual child.

Review of this policy

This is a statutory policy, which provides a strategic overview of the school's approach to meeting the needs of children with SEN. It will be reviewed at three yearly intervals, or sooner if there are any changes that become necessary in the interim. Those seeking more detail about provision should read the school's SEN information report and core offer. In line with statutory requirements, this policy has been approved by the full governing body.

Polly Anderson SENCo April 2022.

Approval by full governing body: June 2022

Review date: April 2025

SEND POLICY: APPENDIX 1

The Four Broad Areas of Need

Communication and interaction

Speech, language and communication needs (SLCN)

Children with SLCN have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them, or they do not understand 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.

Autism spectrum difficulties (ASD)

Children with ASD 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 adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD). Children with severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Children with profound and multiple learning difficulties (PMLD) are likely to have severe and complex learning difficulties as well as 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. 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 disorders may include attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Clear processes are needed to support such children, including how to manage the effect of any disruptive behaviour so that it does not adversely affect other children.

Sensory and/or physical needs

Some children need special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities provided. Such difficulties may 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 children with a physical disability (PD) require ongoing additional support and equipment to access all the opportunities available to their peers.

SEND POLICY: APPENDIX 2

Roles and Responsibilities

Class teachers

- are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants
- ensure that teaching (and any teaching they delegate to support staff) is matched to children's learning needs
- ensure that the classroom environment is appropriate for children with SEN
- ensure that record keeping is maintained and kept up to date in line with school policy
- have a central role in ensuring that parents are actively involved in the making of decisions in relation to their child

The SENCo

- determines, alongside the headteacher and governing body, the strategic development of SEN policy and provision in the school
- oversees and advises on the deployment of the school's delegated budget and other resources to meet children's needs
- effectively ensures that the SEN policy and the SEN information report are reviewed, published and kept up to date
- oversees the professional development of staff in order to continually improve practice and provision
- analyses data in respect to the attainment and progress of children with SEN, both within the school and in comparison with national data
- is the key point of contact with the local authority
- works 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

The access and inclusion manager (in liaison with the SENCo as necessary)

- Oversees the day to day operation of the school's SEN policy
- co-ordinates provision for children with SEN, in liaison with the SENCo
- liaises with the relevant class teacher in cases where a looked after child has SEN
- advises on the graduated approach to providing SEN support liaises with parents of children with SEN
- liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- is a key point of contact with external agencies, especially support services liaising with potential next providers of education to ensure that a child and their parents are informed about options and a smooth transition is planned
- ensures that records of all pupils with SEN are kept up to date

The leadership team regularly reviews how expertise and resources are used to address SEN in order to continually improve the quality of whole-school provision monitors and evaluates the quality of teaching across the school, and the provision made for children with SEN within this:

- ensures that the quality of teaching for children with SEN, and the progress they make, is a core part of the school's performance management arrangements
- advises and supports less experienced teachers in making effective provision for SEN, and contributes to the school's programme of continuing professional development

Governors ensure that a nominated governor with relevant background knowledge has specific oversight of the school's arrangements for SEND monitor data outcomes in respect to SEN for all year groups hold school leaders to account for such outcomes and action taken in response to it.

SEND POLICY: APPENDIX 3

The Four Part Cycle Assess / Plan / Do / Review

Where a child is identified as having SEN, teachers take action to remove barriers to learning, and ensure that effective SEN provision is put in place. SEN support takes the form of a four part cycle informed by a growing understanding of the child's needs, and what helps them to make good progress and secure good outcomes. The four part cycle, and the teacher's role in it, is laid out in the Code of Practice, and outlined below.

1. ASSESS The class teacher must:

- Take into account previous assessments and information, including consulting with previous providers (where appropriate), previous class teachers and the SENCo / access & inclusion manager. Information gathering should include an early discussion with the child. Information gathering should also include discussion with parents. These early discussions should be structured in such a way that teachers develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child, and the next steps. A short note of these early discussions is to be added to the child's SEN file, and a copy given to parents.
- Undertake his or her own high-quality, accurate formative assessments and observations promptly, regularly and frequently. This ensures that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place (and their impact) is developed. For some types of SEN, the ways in which a child responds to an intervention / form of support can be the most reliable method of developing a more accurate understanding of their needs. In cases where outside professionals are involved with a child with more complex difficulties, class teachers must ensure that they have a good understanding of the contents of any reports, and liaise fully with them as and when appropriate. The access and inclusion Manager will work with class teachers in such cases.

2. PLAN The class teacher must:

- Agree, in consultation with the child's parents (and, where SEN needs are more complex, the SENCo or access and inclusion manager), the adjustments, interventions and/or support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Ensure that any other teacher and support staff who work with the child are aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches required.
- Record the above information using the school's Individual Provision Map system, and retain this in the child's class SEN file. Select appropriate forms of support and intervention to meet the outcomes identified for the child, and ensure that this is provided by staff with sufficient skills and knowledge.
- Ensure that parents are fully aware of the support and/or intervention that is planned, and where appropriate, plans should seek parents' involvement in reinforcing and contributing to progress at home.

3. DO The class teacher must:

- Remember that he or she remains responsible for working with the child on a daily basis. Where interventions involve group or one to one working away from the main class teacher, he or she still retains responsibility for the child. 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.

- Seek the support of the SENCo and/or the access and inclusion manager, where appropriate, in the further assessment of the child's particular strengths and weaknesses, in solving problems and advising on the effective implementation of support.
- Deploy the class teaching assistant, and any additional teaching assistant support, to ensure the very best progress for lower attaining and SEND children, including facilitating the teacher's own opportunities to work with these children. Ensure that lower attaining and SEND children have opportunities to learn and work independently in every lesson, thus ensuring that they do not become over-dependent on adult support.
- Carefully consider the physical and emotional classroom environment from children's perspectives.

4. **REVIEW** The class teacher must:

- Review the impact of support and/or interventions given towards achieving next step targets, in line with the dates specified on the IPM.
- Evaluate the impact and quality of the support and/or interventions provided, along with the child's views and that of their parents. This should feed back into analysis of the child's needs. The teacher should then revise the support in the light of the child's progress and development, deciding on any changes in consultation with the child and the parents, working with the SENCo or access and inclusion manager, where necessary.

SEND POLICY: APPENDIX 4

Principles of Good Outcome / Target Setting Outcome setting:

- The Code of Practice defines an outcome as “the benefit or difference made to an individual as a result of an intervention” as a result of the special educational provision being made. The following principles should be applied to planning and target setting for all children with SEN: What is needed for the child to make a successful transition to the next phase of education (e.g. into Year 1, into Key Stage 2, to High School).
- The child’s engagement in school activities together with those who do not have SEN (where appropriate). An outcome must be personal to the child. Outcomes must be something that those involved have control and influence over. Outcomes must be specific, achievable, realistic and time bound (SMART).
- When agreeing outcomes, it is important to consider both what is important to the child (what they themselves want to achieve) and what is important for them (as judged by others with the child’s best interests at heart). A clear date for reviewing progress against the specified outcomes must be agreed. The teaching staff, parent and child must each be clear about how they will help the child to reach the specified outcomes