

SARRATT CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs and Disabilities

Section 1

Compliance

Early identification of Special Educational Needs (SEN) is both an essential and positive process, resulting in prompt action to address individual difficulties. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)

The SEN Co-ordinator (SENCo) at Sarratt Church of England Primary School is a member of the Senior Leadership team and is responsible for leading provision for children with SEND at Sarratt Church of England Primary School.

The SENCo is Miss E Byrne and can be contacted on the school email address and telephone number.

Introduction

Sarratt Church of England Primary School is committed to providing all children with the greatest possible access to a broad and balanced education and giving each child the greatest opportunity to fulfil their potential. We do this by taking account of pupils' varied life experiences and needs and by having high expectations for all children. The needs, progress, achievements, self esteem, attitudes and well-being of all our children matter.

Every teacher is responsible for leading the provision for all children in their class including those with SEND. Meeting this commitment involves planning inclusively and making personalised, but not necessarily separate, provision for children.

Section 2

Aims and objectives

This is an inclusive school and we ensure that all pupils are included in every aspect of school life. We aim to encourage all children, regardless of their Special Educational Needs and Disabilities, to make the best possible progress and we seek to remove the barriers to learning and participation that can hinder and exclude individual pupils, or groups of pupils. At Sarratt Church of England Primary School we believe learning should be a rewarding and enjoyable experience for everyone. Our teaching aims to equip children with the knowledge, skills and understanding necessary to make informed choices about the important things in their lives and to take responsibility for their own learning.

Our objectives are:

- To identify and provide for pupils who have SEND and additional needs.
- To ensure that all pupils are valued equally and make progress.
- To enable the child to participate in the planning of their support.
- To ensure pupils' needs are met as soon as is practicable with reasonable adjustments made so that all children have access to a relevant, broad and balanced Curriculum.
- To work in partnership with parents and families, listening to their feelings and wishes and taking on board their knowledge, views, and experience as these are vital to the effectiveness of our provision.
- To provide a Special Educational Needs Co-ordinator who will lead the implementation of support for meeting children's SEND needs;
- To provide support and advice for all staff working with pupils with SEND.
- To work within the guidance provided in the SEND Code of Practice 0 – 25 (September 2014).

Admission Arrangements

As part of our Admissions Policy, children will be admitted to the school without reference to ability or aptitude and in accordance with equal opportunities.

A child entering the school with a previously identified special need is added to the SEN Register and provision made according to his/her needs. Every effort is made to ensure continuity during such changes and to obtain information from previous schools.

Identifying Special Educational Needs

The Code of Practice 2014 definition of special educational needs and disability:

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 of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has 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.*

All teachers strive to deliver Quality first teaching that is the effective inclusion of all pupils in high-quality every day teaching and learning. They are also responsible and accountable for the progress and development of all the children in their class, including where children access support from teaching assistants or specialist staff.
Class teachers make regular assessments of progress for all pupils and identify those making less than expected progress given their age and individual needs and circumstances. Where progress continues to be less than expected, despite quality first teaching targeted to match their needs, the class teacher will work with the family and the SENCo to determine whether their child has SEN. The school will then, in consultation with the child and their parents/family, gather information and evidence whilst continuing to put in place precisely designed and regularly monitored interventions that target areas of difficulty and secure better progress. These can also include specialist resources and software where appropriate.

We believe that early identification is both an essential and positive process, resulting in prompt action to make effective provision based on a full understanding of individual strengths and needs and that will improve long term outcomes. For some children, SEN can be identified at an early age but for others it only becomes evident as they develop. Slow progress and low attainment do not necessarily mean that a child has SEN and the school monitors all children closely to ensure that it tracks all aspects of children's performance to establish a clear picture of the whole child.

The four broad areas of need and support defined in the SEND Code of Practice (September 2014) are as follows:

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

In addition, the school considers other factors which may impact on progress and attainment such as: disability, attendance and punctuality, health and welfare, English as an Additional Language, being entitled to Pupil Premium Funding , being a looked after child, being the child of a member of the forces. The school aims to have a full understanding of the whole child in order to identify and plan appropriate provision matched to their needs.

Children can be identified as having SEN in a number of ways:

- Through a referral from a GP, a Health Visitor, a paediatrician, the Educational Psychology service or other specialist advisors;
- Through health assessments carried out by the School Nurse;
- By class teachers and other school staff who identify pupils who are not making good progress in their learning;
- By parents and carers raising a concern with the teaching staff about their child's behaviour or progress;
- By your child making adults aware that they are experiencing difficulties or need further support;

If you have a concern about your child you should speak to the class teacher as soon as possible.

The school assesses each pupil's skills and levels of attainment on entry, building on information from previous settings. We also consider evidence that a pupil may have a disability under the Single Equalities Scheme and, if so, what reasonable adjustments may need to be made for them.

Section 4

Graduated approach to SEN Support

High quality teaching, differentiated for individual children, is the first step in responding to children who have SEND. The National Curriculum is our starting point for planning a broad and balanced curriculum that meets the needs of individuals and groups of children. We meet these needs through:

- Integration into the class.
- Endeavouring to provide support in accordance with their individual needs, making reasonable adjustments. Endeavouring to remove or overcome potential barriers to learning;
- Regular assessment for individuals and groups of pupils;
- Planning for personalised learning matched to needs;
- Working together with parents and families to support their child's needs.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils are supported by other teaching staff such as teaching assistants. Where appropriate the school will draw on more specialised assessment from external agencies and professionals. High quality teaching, differentiated for individual pupils and groups is the first step in responding to pupils who have or may have SEN. The Senior Leadership Team (including the SENCo) regularly review the quality of teaching for all pupils. This includes reviewing teachers' understanding of the most frequent SEN needs encountered and ensuring they have the support, training and development in place to equip them to plan for and support a range of needs.

Sarratt School implements the four stage 'graduated response' cycle in order to understand individual pupil's needs and what supports them to make progress and secure good outcomes:

ASSESS: Regular and rigorous assessment of progress and needs by the class teacher, including information discussed with the child's family about progress, barriers to learning or other needs, will enable identification of learning opportunities and interventions in order to meet individual needs. The pupil's progress is considered alongside expectations for their age and stage of development. Assessment and information from external specialists working with the child are also part of the whole picture of their needs.
If it is decided the child does not required SEN support their progress will be monitored (MON) and reviewed at the next Pupil Progress Meeting (PPM).

PLAN: The overall view of the child's needs including the assessment information is used to ensure that planning for support and intervention is precisely designed to match needs.
For pupils with SEN support, including those children with the greatest need (an EHCP for which the school has involved external specialists for advice and further support), the class teacher will discuss the needs and proposed provision with the parents and the pupil. This is recorded on the child's Individual Provision Map.

The class teacher will ensure that the expected impact on progress, development or other barriers to learning are explained clearly, that parents are asked to sign the record and that they set a clear date for review. Parents can also expect the class teacher to explain how they can further support their child's progress at home.

DO: The class teacher is responsible and accountable for the progress of pupils in their class, even where interventions and support are delivered away from the main class. The class teaching team, including the teaching assistants and other specialist support staff, work closely together to ensure that links are made between the work done as an interventions and the main class teaching and continually monitor, revise and review their arrangements to ensure that they are well matched to the child's needs and are having an impact on progress.

REVIEW: Regular and rigorous review of the impact of support and interventions on the progress and needs of the child is used to further revisit and refine plans for further support. Progress is reviewed regularly with the child and the family, so that they have a full understanding of the impact of the provision and are involved in the decisions about next steps. Reviews are held as needed and always by the review date on the PLR or IAP. Any changes to the provision are agreed with parents and adjustments made to the PLR or IAP where necessary.
This stage can be triggered both by the school's concerns or the family expressing their concern to the school. In either case, it is essential that concerns are discussed openly with the family and that their information forms part of the overall assessment of needs.

Managing Pupils' needs on the SEN Register

Class Provision Map
The class teacher leads the provision for all children in their class and will follow the school's procedures for monitoring progress, identifying needs and co-ordinating precisely designed provision to meet those needs. A systematic approach of assessing, planning, implementing and reviewing is integral to the process of precisely meeting the needs of children with SEND.
The teacher will work closely to plan, monitor progress and review and revisit the provision made to ensure that it is meeting your child's needs. An overview of all the provision in place for a class is recorded on a class Provision Map which is constantly reviewed and updated by the class teacher and used as a working document to ensure that it reflects the current support in place.
The class teacher and the SENCo work closely together to review the class provision to ensure that it is matched to need, barriers to learning are identified and tackled and the impact of the interventions is maximised.

SEN Register
The SENCo maintains the school SEN Register which is a list of the children placed in the following categories: Cause for Concern, SEN Support, EHCP, Families First Assessment (formally CAF). The register is updated once per term as a result of reviews by the class teachers with the Senior Leadership Team including the SENCo.

Pupil Progress Meetings
Once per term, the class teacher meets with a member of the Senior Leadership Team to review each child in their class individually. This is the opportunity to discuss and review the support in place for the whole child including any concerns about progress, barriers to learning or other needs.

Monitoring Register
If a concern is raised by the teacher, the parents or the child about a child's progress or needs, the class teacher will discuss this with parents as soon as possible to gather further information in order to gain a full understanding of the child's needs. If these concerns persist despite high quality teaching differentiated to meet the needs of the child, the class teacher will place the child's name on the SEN Register for monitoring and will continue to monitor their progress very closely. For some children at this stage, the additional differentiation is sufficient to aid their progress.

SEN Support
The school will place a child in the category of SEN Support when 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. They will have an Individual Provision Map (IPM) which will record the support and provision in place for them; the outcomes expected and the date for review. These documents will be reviewed and updated regularly and at

least once per term. The class teacher is responsible for writing and maintaining these documents and discussing them with parents and children.

Individual Provision Map
Children receiving SEN support or who have a statement/EHCP in place will have an Individual Provision Map which details the provisions in place. The class teacher will discuss this with the family, explaining the expected outcomes and timescale for review; the class teacher will keep parents informed of progress or continued concerns. Parents can also expect the class teacher to explain how they can further support their child's progress at home.
The class teacher will ensure that the expected impact on progress, development or other barriers to learning are explained clearly, that parents are asked to sign the record and that they set a clear date for review.

Parents will always be consulted and their consent obtained before the school involves an external specialist such as the Speech and Language service or the Educational Psychology service.

Education and Health Care Plan (EHCP)
Where despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child and the child has not made expected progress, we will in consultation with parents request an Education, Health and Care Plan (EHCP) needs assessment through the local authority. This assessment will help decide if the child requires an EHC Plan. The purpose of an EHCP is to make special educational provision to meet the needs of the child, to secure the best possible outcomes across education, health and social care and as they get older, prepare them for adulthood.
Information from the assessment is used to:

- Establish and record the views, interests and aspirations of the child and parents.
- Provide a full description of the child's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child's needs.
- Specify the provision required and how services will work together to meet the child's needs and support them to meet the agreed outcomes.

Exceptional Needs Funding (ENF)
For children in the SEN Support or EHCP categories for whom significant extra support or funding is required, the school can make an application for Exceptional Needs Funding from Hertfordshire County Council. An application for this funding can only be made after discussion with parents' who will be asked to sign the application form. This additional funding may contribute towards specific resources or additional adult support.

Section 5

Criteria for Exiting the SEN Register
The SEN Register is updated once per term as a result of reviews by the class teachers with the Senior Leadership Team, including the SENCo. If these reviews result in the SEN category for a child being stepped down from SEN Support, such a decision will be based on information from the review of progress against the outcomes defined in the PLR or IAP and their impact on the needs of the whole child. The teacher will discuss this review with parent and agree the child's exit from the SEN Register as necessary. In some cases the child may remain at Cause for Concern before leaving the Register completely.

Section 6

Supporting Pupils and Families

The Hertfordshire Local Offer for children with SEND can be found online at:
http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/

The Sarratt Church of England SEND Information Report can be found on the school website. Admission arrangements can also be on the school website.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Section 7

Supporting Pupils at school with Medical needs

Sarratt Church of England Primary School recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as their special educational provision. In this case, the provisions of the SEND Code of Practice (September 2014) are followed.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' (April 2014) and all medication is kept in a secure place and is only administered by designated people. If your child has medical needs, an individual care plan (ICP) will be written jointly with you to ensure that the school has a full understanding of your child's needs and that they are planned for. This plan is reviewed at least annually. All staff including at break and lunch time and in clubs are made aware of children's needs that will inform their provision.

Section 8

Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision it offers for all pupils. This is an active process of continual review and improvement of provision and includes the following:

- Constant monitoring of the quality of teaching and support
- Regular and rigorous review of the impact of support and interventions
- Senior Leadership Team reviews of pupil progress at Pupil Progress Meetings and at the end of term
- Parent Consultation evenings where parents review provision for their child with the class teaching teams
- Parent review of PLRs and IAPs with class teachers to discuss progress against outcomes
- Head and Parents meetings where the Head Teacher seeks feedback from parents about the school's provision
- School Council meetings encourage pupils to have a voice about their activities in school
- Parent and pupil surveys which seek feedback about the school's provision

Section 9

Training and resources

Within its overall budget the school has an amount identified as the National SEND budget. The school ensures that it has the most effective level of support available to meet children's needs including teachers, Teaching Assistants, specialist equipment and books. The budget is also used to provide any professional development or specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold, additional top-up finding can be applied for through the local authority (Exceptional Needs Funding).

All staff joining the school have a comprehensive induction programme which include an introduction to SEND delivered by the SENCo to explain the provision and processes at the school.

We ensure that all members of our teaching teams receive the CPD they need in order to provide high quality teaching and learning. The weekly staff meetings are always focussed on an area of Continuous Professional Development (CPD) and we identify further training and development needs via the annual Performance Management process. Training is refreshed regularly and training opportunities planned so that staff have an up to date working knowledge to meet the needs of the children they are supporting.
All staff receive Safeguarding training which is updated regularly and the Headteacher and the Deputy are the Designated Senior Person (DSP) and the Deputy DSP for Safeguarding concerns. There are a number of trained first aiders and an established set of procedures for managing medical needs which are reviewed regularly.

Section 10

Roles and Responsibilities
Head of School: Mrs Nicola O'Hare (Designated Senior Person for safeguarding and leader on Pupil Premium Grant)
SLT: Mrs Mo Serby (Deputy Designated Senior Person for Safeguarding)
SENCo: Mrs Elizabeth Byrne
SEN Governor: Mrs Julie Disdale and Mr Robert Garvey
Teaching Assistants are managed by the class teacher they work with and their training and development is overseen by the SENCo.

Section 11

Storing and Managing information

Refer to GDPR Guidance Policies

Section 12

Reviewing the policy

This policy will be reviewed annually

Section 13

Accessibility

We make every effort to provide for children's differing needs and abilities and are careful to ensure that all children have the opportunity to do their best.

- We provide special diets for children who need them
- Translators and readers are available for adults and children

If you or your child requires any special arrangements, please discuss these with us.

Section 14

Dealing with complaints (refer to Complaints Policy)

Sarratt Church of England Primary School works hard to build positive relationships between all members of its school communities and for its values to be reflected in every aspect of its work.

It is acknowledged that sometimes a complaint will need to be made and the Complaints policy sets out the procedure which should be followed in such circumstances. This policy is available on the school website and a form for written complaints is available at the school entrance desk.

Section 15

Bullying

Complaints that children are being bullied are always taken seriously, whether the complaint is made by the victim or by someone else on their behalf.

All members of staff recognise that bullying is very distressing for everyone involved - every effort is made to handle complaints promptly, fairly and with sensitivity. **The School Anti-Bullying Policy is available on the school website.**

Review date - January 2023