

STANWAY PRIMARY SCHOOL



Special Educational Needs and Disability

Policy adopted by: Full Governing Body

Review Date: Autumn 2027

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 years (January 2015), with reference to the Children and Families Act 2014, SEND Regulations 2014 and Equality Act 2010 and has been written with reference to our school's SEND information Report (see school website). It has been shared and agreed with staff, governors and parents.

SECTION 1/2 – School/setting beliefs and values and aims around SEND

At Stanway Primary School we believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum. In line with county policy we are committed to being an inclusive school.

We have a positive, whole school approach to all children. We focus on what each child can do, rather than what cannot be done. However, we are aware that some children have greater needs in some areas. We understand that problems with learning can be influenced by academic, emotional, social, physical and behavioural difficulties and therefore respond to learners in ways which take account of their varied life experiences and needs.

At Stanway Primary School we aim to identify these needs as they arise and provide teaching and learning which enables every child to make the best possible progress. We believe that early intervention is key in tackling educational disadvantage and work in partnership with the child, parents and, where appropriate, other relevant professionals to support the needs of each child within the school's available facilities and resources.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Stanway Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

Stanway Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents and the community.

The Inclusion and SEND Coordinators are Mrs Hannah Watson who is also the Deputy Headteacher and Mrs Natasha Pook. The SEND Governor is Paula Simmons. Mrs Pook, Mrs Watson and Mrs Simmons can be contacted via the school office on 01206 574819.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work with the guidance provided in the SEND code of practice 2015 and Essex provision guidance toolkit.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND policy.
5. To provide support and advice for all staff working with pupils with special educational needs or additional needs.

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The code of practice describes the 4 broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

An area, or multiple areas of need may be identified and the appropriate action considered. We identify the needs of pupils by considering the whole child which will not just include SEND requirements. This process of identification is multi-dimensional, for example:

- When concerns are raised by parents, teachers or the child.
- When limited progress is being made in accordance with age related expectations
- If there is a change in the pupil's behaviour or progress
- When concerns are raised by external agencies (e.g. GP or school nurse)
- If information is provided from the previous setting (e.g. pre-school)

We are aware that other factors may impact upon progress and attainment, such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of pupil premium grant
- Being a Looked After Child
- Being a child of a serviceman/woman

Please refer to policies covering these areas for further information.

When deciding whether special educational provision is required, we will start by gathering initial information. In addition to the initial information listed below, the school will employ further screening, where appropriate.

Initial information required:

- Outcomes of school based and standardised assessments
- Class teacher assessment
- Individual records
- Parental observations
- SENCO observations
- Consultation with previous school or teacher
- Information from external agencies

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcome sort for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

SECTION 4a - A GRADUATED APPROACH TO SEND SUPPORT

The method of identification and provision follows a graduated approach (see School Information Report).

Each pupil's education will be planned for by the class teacher as part of high-quality teaching. It will be differentiated according to the pupil's individual needs. This may include additional general support by the teacher or learning support assistants in class. The school maintains an overview of its ordinarily available provision, which forms the foundation of support available to all pupils before additional SEND provision is considered.

Class 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of under achievement.

This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils.

In Class Support

If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, mathematics or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning assistant. The length of time of the intervention will run may vary according to need, but will be monitored regularly. Interventions will be reviewed by the SENCo to ascertain the effectiveness of the provision and to inform future planning. Pupils requiring extra in-class support may have a One Page Profile. See *appendix one* for the Assessment and Intervention Pyramid for Maths and Literacy.

A child may also be experiencing difficulties with their social, emotional and mental health, which is having an impact on their attainment and/or emotional wellbeing at school and/or at home. This could be categorised in one or more of the following areas:

- Resilience
- Self-regulation
- Relationships
- Attachment

See *appendix two* for the Assessment and Intervention Pyramid for SEMH.

If the pupil is still experiencing difficulties a concern form should be completed, and advice from the SENCo should be sought. The SENCo will then make specific recommendations or complete any relevant screening tests to support next steps. Concern forms should have a clear review date, that is followed up by the SENCo and carefully tracked.

One Planning and Placement on the SEND Register

If the gap is continuing to widen, despite whole class and small group intervention, and support needs to be increased, this may result in the creation of a 'One Plan' and placing the child on the SEND register. The 'one planning process' involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved. One Plans will be reviewed termly. Wherever appropriate, planning for pupils with SEND will promote increasing independence, communication, self-advocacy and preparation for future learning and life. Outcomes will support pupils to develop the skills and confidence needed to participate fully in school and the wider community.

Applying for an EHCP

As a next step, when a pupil's needs are more complex, an assessment of education, health and care needs may be undertaken by the authority and an EHC plan developed. This is developed in collaboration with the family, child, and as appropriate, other relevant professionals. Parents can request an EHC needs assessment or the school may request one where, despite relevant and purposeful graduated support, the pupil is not making expected

progress.

An application for an EHCP by the school may be considered if:

- A pupil has had a high level of individual support, including involvement from outside professionals such as: Educational Psychologist, Occupational Therapist, Speech and Language and CAMHS.
- It is felt by all involved that a high level of support will continue to be needed in the long term for the pupil to make progress academically and personally.
- A pupil has high medical needs.

If an EHCP is agreed by the Local Authority the school will continue to work on the outcomes in this legal document which will be formally reviewed on an annual basis.

The school will use its best endeavours to ensure that pupils with SEN receive the provision they require. Where the school is named in an EHCP, staff will have arrangements in place to meet the pupil's needs, deliver and monitor the provision specified in the plan, and cooperate with the local authority's annual review process.

A temporary part-time timetable will be used only in very exceptional circumstances where it is in the pupil's best interests. It will require parental agreement, a clear rationale, appropriate safeguarding and risk assessment, specified attendance arrangements, regular reviews and a proposed end date as part of a wider support or reintegration plan. It will not be used to manage behaviour or as a substitute for making appropriate SEND provision. Where the pupil has an EHCP, the local authority will be consulted.

SECTION 4b -MANAGING PUPILS NEEDS ON THE REGISTER

Class teachers, parents, pupils and the SENCo work together to create a person-centred One Plan. This has clear outcomes to be achieved within an agreed time frame. The class teacher with support from the SENCo is responsible for maintaining and updating the plan. It is the teacher's responsibility to evidence progress according to the outcomes described in the plan.

Plans are reviewed every term, and feed directly into pupil progress meetings. Our school uses the Essex Provision Guidance Toolkit to determine the level of provision required. Where the pupil requires further support we will consult with external agencies and follow their referral pathways in consultation with parents and pupils.

SECTION 5 - CRITERIA FOR EXITING THE SEND REGISTER/RECORD

A pupil will cease to receive SEN support only where evidence gathered through the assess-plan-do-review cycle shows that they no longer require special educational provision additional to or different from that normally available. The decision will be made with the

pupil and parents and will not be based solely on attainment or a fixed measure of the gap from age-related expectations.

It may be considered if one or more of the following is noted:

- Needs are now able to be met at whole class / small group intervention level.
- Analysis of pupil data shows a positive and consistent trajectory of good progress and whether the pupil continues to need provision additional to or different from that ordinarily available.
- If needs related to SEMH outcomes set out in the One Plan have been met and 'soft data' suggests the child is managing their SEMH needs with class-based support.

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

Support for pupils and families may include the following;

- The class teacher may suggest ways of how parents can support their child alongside set homework activities.
- The SENCo, Mrs Natasha Pook, may meet with parents to discuss how to support their child with strategies to use specific to their child's needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided by them that can be used at home.
- The school website can be used to access resources, curriculum policies and links that will provide further support.
- Through 'Meet the Teacher' sessions at the start of the school year.
- Through workshops focusing on specific topics such as phonics.
- Parents evenings and review meetings.
- Where a pupil's individual needs indicate that additional support is required during an educational visit, parents may be invited to accompany their child to ensure safety, comfort, and full participation. The school will also consider reasonable adjustments, staffing and an individual risk assessment.

Transition arrangements

Reception staff will meet with staff from pre-school settings prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after these meetings. Where necessary the SENCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENCo will telephone to further discuss the child's needs. Children transferring from Stanway Primary School to other schools will provide a record of particular needs and additional provision made by the school. The SENCo will discuss these children with other schools and where possible extra transition visits will be arranged to support pupils and liaise with the new SENCo and support staff.

Following a school or self referral parents and pupils can also receive support from the following agencies:

- Children's Therapy Team (Speech and Language/Occupational Therapy)
- School Nurse/Doctor
- Social Services
- School Improvement Partner
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Family Solutions
- Educational Welfare Service
- Educational Psychology Service

This provision is in line with school's SEND Information Report which is available on the school website. Parents can also access additional information from the Essex Local Offer which can be found on the Local Offer website www.essexlocaloffer.org.uk

SECTION 7 – SUPPORTING PUPIL AT SCHOOL WITH MEDICAL CONDITIONS

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

Some pupils may also have Special Educational Needs and an Education, Health and Care Plan. This brings together health and social care needs, as well as their special educational provision following the SEND code of practice (2015).

Where appropriate our school creates a care plan in collaboration with parents and relevant professionals this is in line with Supporting Pupils at School with Medical Conditions guidance (DfE, 2015).

The school provides staff training to support the medical needs of its pupils and regularly shares and updates information relating to medical needs with all relevant staff.

Please refer to the school's 'Supporting Pupils at School with Medical Conditions and Administering Medication' policy for further information.

The school recognises that persistent mental health difficulties may constitute SEND where they have a long-term impact on a pupil's access to learning.

SECTION 8 – NURTURE ROOM ENHANCED PROVISION

At Stanway Primary School, we have 3 nurture room enhanced provision. The Nurture Cabin in EYFS, The Hive in Key Stage 1 and The Nest in Key Stage 2. Children identified for the

nurture group may have an EHCP or require additional support due to complex needs. Children may present difficulties in any of the following areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical Development.

Our Nurture Provisions have been developed to provide a different type of support where pupils can develop skills, including Cherry Garden Framework for Pre-Key-Stage-One, Primary National Curriculum, Zones of Regulation and Core Strengths that will enable them to form successful relationships with peers and join in class-based learning.

The effectiveness of the nurture provision will be reviewed at least termly. Evaluation will consider pupils' progress towards individual and EHCP outcomes, curriculum access, attendance, emotional regulation, engagement, independence, participation in their mainstream class and successful transitions between provision and class-based learning.

Placement in nurture provision will be based on assessed need and clearly identified outcomes. It will not automatically replace access to high-quality subject teaching or the provision specified in an EHCP. The SENCO and class teacher will remain responsible for ensuring that provision is integrated with the pupil's wider curriculum and school experience.

SECTION 9- MONITORING AND EVALUATION OF SEND PROVISION

The school will evaluate the quality, implementation and impact of its SEND provision through a combination of quantitative and qualitative evidence. The SENCO, senior leaders and governing body will use this evidence to identify strengths, address concerns and inform future provision, staff development and allocation of resources.

The evidence considered will include:

- progress and attainment from individual starting points;
- progress towards One Plan and EHCP outcomes;
- intervention entry and exit information, including evidence of impact;
- attendance, persistent and severe absence, suspensions, permanent exclusions and internal removals involving pupils with SEND;
- the number, purpose and duration of any part-time timetables;
- pupils' access to the curriculum, enrichment activities, educational visits and wider school life;
- pupil and parent views;
- lesson visits, learning walks, work scrutiny and discussions with teachers and support staff;
- the effectiveness of reasonable adjustments and ordinarily available provision;

- the effectiveness of external professional advice and commissioned services;
- staff knowledge, confidence and training needs; and
- the deployment and impact of SEND funding and staffing.

The SENCO will maintain oversight of the provision specified in each pupil's EHCP. Provision will be mapped against Section F of the plan, with responsibility, frequency, duration and delivery arrangements clearly recorded. Delivery will be monitored through One Plans, discussions with staff, pupil and parent feedback and reviews of progress towards outcomes.

Any difficulty in delivering specified provision will be raised immediately with the Headteacher and the local authority. The school will not wait until the annual review to address missing or unsuitable provision.

Attendance, suspensions and exclusions for pupils with SEND will be analysed at individual and cohort level. Leaders will consider whether absence or behaviour may indicate an unmet need, unsuitable provision or a required reasonable adjustment.

The SENCO will be involved in planning and reviewing any part-time timetable involving a pupil with SEND. Its purpose, agreed attendance arrangements, support, safeguarding arrangements, review dates and proposed end date will be recorded. The governing body will receive anonymised information about the number, duration and impact of any part-time timetables.

The school will gather the views and experiences of pupils with SEND and their parents through One Plan and EHCP reviews, questionnaires, pupil interviews, parent meetings and other accessible methods. Leaders will identify themes arising from this feedback, record actions taken and communicate relevant changes to pupils, parents, staff and governors. Communication methods will be adapted where necessary so that pupils with communication, interaction or sensory needs can express their views meaningfully.

The SEND Governor has responsibility to monitor and challenge the provision for pupils with SEND and additional needs. This is achieved through the following:

- Pupil Interviews
- Data Analysis
- Observations
- Discussions with the SENCo

All of the above form part of the ongoing 'Assess - Plan - Do - Review' cycle.

SECTION 10 – TRAINING AND RESOURCES

Staff knowledge and training

The SENCO will assess staff knowledge, confidence and training needs through an annual SEND audit, staff questionnaires, discussions, monitoring activities, analysis of pupil needs and evaluation of provision.

A SEND professional-development plan will be produced and reviewed during the year. Training will reflect the needs of the current pupil cohort and will include support for teachers in adapting teaching, implementing reasonable adjustments, using the graduated approach and delivering provision specified in EHCPs.

The impact of training will be evaluated through changes in classroom practice, staff confidence and pupils' access, participation, progress and wellbeing.

The school's SENCo attends the termly SENCo update meetings as well as half termly consortium cluster meetings in order to keep up to date with local and national updates in SEND.

As part of the Tiptree and Stanway Consortium all members have access to update and relevant training related to SEND in order to support the needs of our pupils. All staff have access to the Essex Provision Guidance Toolkit and the Essex Local Offer.

Funding and resources

The Headteacher, SENCO and School Business Manager will maintain oversight of the resources available for SEND, including the school's delegated and notional SEND funding, additional top-up funding and any other relevant funding streams.

Decisions about deployment will be informed by assessed needs, statutory provision, the school's provision map and evidence of effectiveness. Expenditure will be reviewed to determine whether it has improved pupils' access, participation, progress and wellbeing.

The SENCO will report to governors on the strategic use and impact of SEND resources. Information will be anonymised and will not identify individual pupils.

SECTION 11 – ROLES AND RESPONSIBILITIES

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of its pupils with SEND, following the requirements of the SEND Code of Practice 2015.

- SEND Governor – Mrs Paula Simmons
- Designated Safeguarding Leaders are Mrs Loader (Headteacher), Mrs Watson, Mr Godwin, Mrs Poulter and Mrs Joslin (after-school care).
- The Senior Leadership Team has responsibility for managing the Pupil Premium Grant and the Looked after Children funding.
- The Headteacher, SENCo and School Business Manager are responsible for managing the medical needs of pupils.

SENCO:

The Special Educational Needs Coordinator (SENCO) will:

- Work with the Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- maintain an overview of provision and outcomes for pupils receiving SEN support and those with EHCPs;
- monitor whether provision specified in Section F of each EHCP is being delivered;

- analyse SEND attendance, suspensions, exclusions and part-time timetables;
- evaluate intervention and nurture provision;
- gather and respond to pupil and parent experience;
- assess staff training needs and evaluate the impact of training;
- advise leaders and governors on the deployment and impact of SEND resources;
- coordinate the annual review of the SEN Information Report; and contribute to the Accessibility Plan and the school's Inclusion Strategy.

Governor for SEND

The governor for SEND will:

- Help raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the head of school and SENCO to determine the strategic development of the SEN policy and provision in the school

The SEND Governor will provide constructive support and challenge by reviewing anonymised evidence about SEND outcomes, attendance, exclusions, EHCP provision, pupil and parent experience, staff development and the impact of resources. The governor will report their findings to the governing body.

Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
 - Have overall responsibility for the provision and progress of learners with SEND
- Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupils' progress and development and decide on any changes to provision
- Provide the opportunity for parents/carers of pupils who are on the school SEND register to meet termly through One Planning or Annual Review
- Ensuring they follow the SEND policy

SECTION 12 – STORING AND MANAGING INFORMATION

SEND records will be stored, transferred, retained and securely disposed of in accordance with the school's data-retention schedule, the Education (Pupil Information) (England) Regulations 2005, UK GDPR, the Data Protection Act 2018 and safeguarding requirements. Records will not automatically be deleted when a pupil leaves the school.

SECTION 13 – REVIEWING THE POLICY

This policy will be reviewed annually.

SECTION 14 – STATUTORY SEND AND ACCESSIBILITY INFORMATION

The governing body will ensure that the school publishes an accurate and accessible SEN Information Report and reviews it at least annually. Changes arising during the year will be published as soon as reasonably practicable.

The school will publish and regularly review an Accessibility Plan covering:

- increased access to the curriculum;
- improvements to the physical environment; and
- improved availability of accessible information.

The implementation and impact of the Accessibility Plan will be monitored by senior leaders and governors.

The SEND policy, SEN Information Report, Accessibility Plan and Inclusion Strategy will be available on the school website and documents can be made available on request in alternative and accessible formats, including large print and electronic formats.

SECTION 15 – DEALING WITH COMPLAINTS

If a parent has any concerns relating to the school's provision for their child regarding SEND they can talk to the SENCo or Headteacher. The school aims to resolve any concerns the parent has in person, to arrive at a mutual understanding and agree the best way to support

their child together. Please see our *Complaints Policy* for further information, Essex SENDIASS or the Essex Local Offer.

SECTION 16 – BULLYING

Our school takes all possible steps to mitigate the risk of bullying to all vulnerable learners. Please see the school's *Anti Bullying Policy and Behaviour Policy*.

SECTION 17 – APPENDICES

The policies referred to throughout this document and the school SEND Information Report are referenced on the school website or through the school office.