
Special Educational Needs and Disability Policy 25/26

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Local Offer (www.nottshelpyourself.org.uk) is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

Mission statement

At Asquith Primary School we believe that all children are special and that they should feel valued. They should feel able to make mistakes or succeed in a safe and supportive environment so that they can learn to use their mistakes as an enabling experience and achieve success and build their self esteem.

Children who have a significantly greater difficulty in learning than the majority of children in their class, or are achieving at a much higher level, those whose physical needs prevent or hinders them from participating in activities and pupils who have emotional or communication difficulties may be considered to have special needs.

All teachers are teachers of children with Special Educational Needs and Disabilities. This is a whole school responsibility.

At Asquith Primary School, we are committed to ensuring quality of education and opportunity for all children, staff, parents and carers accessing services from school irrespective of race, gender, disability, faith or religion or socioeconomic background. We aim to develop a culture of inclusion and diversity in which all those connected with the school are proud of their identity and are able to fully participate in school life.

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- Ensure that all pupils experience a broad and balanced curriculum at a level appropriate and relevant to their needs.
- Identify and assess each individual pupil's needs, in order to plan and put into practice programmes, in or out of classroom, which meet the full range of each pupil's requirements and fully utilise the pupil's abilities
- To set children challenging achievable targets
- Ensure that all parents of children with SEND are aware that provision is being made for their child.
- To support the parents of children with SEND by holding meetings and informed discussions, on a one to one basis and ensuring parents are aware of the support that is available to them.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services involved with the pupil.
Monitor the progress of all pupils All pupils are monitored through assessments and regular progress meetings.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the Headteacher, with liaison to the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education.
- **Work with outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** We provide a range of opportunities for pupil's opinions to be heard and taken into account. All pupils are encouraged to participate fully in the life of the school.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Susie Graham Headteacher
- The person co-ordinating the day to day provision of education for pupils with SEND is Helen Jackowska SENDCo
- School has links with a variety of outside agencies detailed in the section Links to support services

Arrangements for coordinating SEND provision

SEND records are stored on the school server and in the child's Main file in KS1 office. Information may also be uploaded onto our CPOMs system.

All staff can access:

- The SEND Policy;
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, relevant staff members will have complete and up-to-date information about pupils with special needs and their requirements which will enable them to provide for their individual needs.

Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. At Asquith we admit pupils based on the Nottinghamshire County Council Admissions Procedure.

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEND, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from and any external agencies who are providing existing support. Parents are involved in transition discussions so that the needs of the child and any particular concerns are shared. All pupils starting at Nursery are invited to attend Ready for Nursery meeting with the Nursery staff. Pupils moving from F1 to F2 have transition days during the Summer term and the start of Autumn term is a gradual transition into full days.

Facilities for pupils with SEND

Please refer to the School Accessibility Plan/Policy

At Asquith reasonable adjustments have been made to improve accessibility. Our school site is wheelchair accessible with 4 disabled toilets large enough to accommodate changing and one with a wheelchair accessible shower. We also have a TA who is employed to support the needs of children who join us with English as an additional language (EAL.) We employ a Pastoral TA to support emotional and behavioural needs in children and a SLT TA to support speech and language development for specific children.

We endeavour to make facilities accessible to all pupils, and resources may be sourced from outside agencies to enable access for particular pupils.

Identification of pupils needs

Identification

All pupils are monitored through observation, progress meetings and assessments. Any concerns regarding progress, behaviour, communication or social will be brought to the attention of the SENDCo by the classteacher, other members of staff, parents or the pupil themselves.

Parents will be informed of schools concerns and invited to informal meetings after school to keep them informed.

Asquith will have 2 registers

SEND register – all pupils who have additional support from outside agencies, are supported 1:1 in class due to their specific need and those receiving a short term intervention for a specific need.

Monitoring Register – these are pupils with a medical need or diagnosis but no specific educational need or support in place and pupils who have been raised as a concern and are being monitored.

A graduated approach:

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators or a pupil who is displaying behaviours which are outside of the expected norm will be monitored
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The class teacher will also look at adaptations to environment and systems in place to support the needs of children struggling in this respect.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Decisions will be made in consultation with parents and the child may be put on the monitoring register
- Pupil progress meetings are used to monitor and assess the progress being made by the child

SEND Support

Where it is determined that a pupil does have SEND, this will be discussed with the parents and with parental consent the pupil's name added to the school SEND register. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and reduce barriers to learning and enable the pupil to make progress. The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions and targets which are the most effective in supporting the pupil to achieve good progress and outcomes.

A meeting will be held which may involve class teacher, parents, SENDCO the pupil where appropriate and outside agencies where available. This meeting will discuss the needs of the child and parents and set outcomes for a year and identify the smaller steps to achieve these targets.

During the year review meetings will be held to discuss progress towards the outcomes and set new ones if appropriate.

See Assess, Plan, Do, Review sheet. Appendix 1

Referral for an Education, Health and Care Plan

If a child has complex needs requiring complex arrangements they may undergo a Statutory Assessment Process which can be requested by the school, parent or other professionals. This will occur where the complexity and severity of need or additional clarification around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the local whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

contacting the Integrated Children's Disability Service **0115 8041740**

or by contacting Ask Us Nottinghamshire Service on: **08001217772**

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Allocation of resources for pupils with SEND

All pupils with SEN are funded through Element 1 and 2 of a school's budget. Schools may access additional funding for some named pupils with SEN. This additional funding (AFN) is from a budget which is devolved to and moderated by the Family of Schools. (Our Family of Schools comprises of Samworth Church Academy and its 5 feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. The SENDCO may refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for the highest level of funding (HLN).

Resources are regularly reviewed and allocated according to need.

Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers. The SENDCO will consult with the child's parents and reasonable adjustments will be made to ensure pupils with SEND have access to a broad and balanced curriculum. This may be through the provision of additional support and /or equipment sourced from outside agencies or acquired as needed.

Inclusion of pupils with SEND

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all staff to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, and SAP (Sherwood Area Partnership –behaviour support)

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year, through parents evenings, review meetings and school reports

Pupil progress for those on the SEND register will be monitored on a regular basis at review meetings with parental involvement

There is a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by relevant staff and information is gathered from different sources. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected may help inform school development and improvement planning.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO. The complaints procedure may be found on the school website.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school participates the following training programmes as needed:

Safe Handling

CRB Training

NQT/Induction courses

SLT

Courses related to specific needs e.g Visual Impairment, Hearing impairment, Autism, ADHD

We will also access courses for a specific need as it arises.

The SENDCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

Twilight and Staff meetings may be organised to enable training for as many staff as possible to access.

We recognise the need to train *all* our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services and outside agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

Educational Psychologist – Ed Psyc

Health Team – school nurse, Occupational Therapist (OT), Physiotherapists (PT), Paediatric nurses,
Emotional Health and Well Being Team (EHWB), CAMHS
Specialist Inclusion Services- SIS
Personal, social and emotional team – SAP
Speech and Language Team - SALT

In cases where a child is under observation or a cause for concern, focused meetings or consultations will be arranged with the appropriate agency.

Working in partnerships with parents

Asquith Primary believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted through the school office, in relation to SEND matters.

Links with other schools

The school is a member of The Samworth Family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

In addition to the standard, transition arrangements for pupils with SEND to their allocated Secondary school will be formulated on an individual basis to meet individual needs.

This policy will be reviewed annually.

Appendix 1 Assess Plan Do Review

The pupil's needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.

Review of the child's progress will take place at review meetings/parents evenings and will take account of the impact and quality of support and interventions, the pupil's and parents views. Where necessary and appropriate, in conjunction with the SENDCO, support/interventions will be revised based on the pupil's progress and development.



Teacher, SENDCO, parent and child (if appropriate) agree on interventions and support to be put in place. Expected impact and review are discussed. Staff who work with the child are informed of needs, support and teaching approaches/strategies required.

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the