

Spalding St Paul's Primary



Special Educational Needs & Disability (SEND) Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Interim Leadership Board
September 2024	No later than one year following publication of the policy	Mrs Katie Gray (SENDCo)	September 2024	October 2024

Statement of intent

Spalding St Paul's Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- CIT Admissions Policy
- CIT Data Protection and Privacy Notice
- CIT Supporting Pupils with Medical Conditions Policy
- Confidentiality Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Behaviour Policy

Identifying SEND and the Graduated Approach

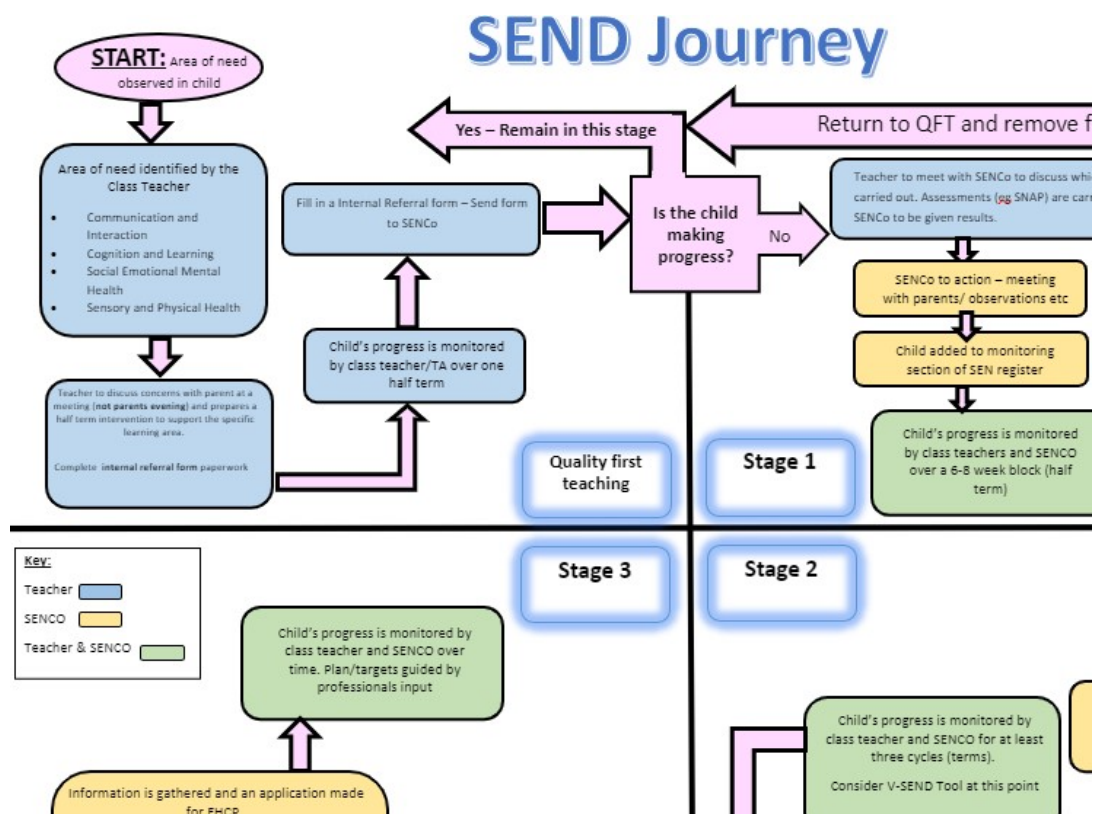
The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

Pupils are currently identified at Pupil Progress Meeting and via teacher concerns using an Internal Referral Form. This follows the SEND Journey Flow Chart. This will ensure that we are correctly identifying children with SEND and following the relevant pathways for each of them.

When a child is identified, the Assess, Plan, Do, Review process begins. The class teacher will add the child to the class provision map and begin extra support for the child. This will be monitored by the Class Teacher and the SENCo and next steps discussed.

Once a child has been identified as needing to be on the SEN Register parents/carers will be informed.

The school has a SEND Register and SEND Tracker. These are reviewed and updated by the SENCo on a regular basis.



Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

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

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

Pupils with learning difficulties may require support – the school will offer one-to-one learning support where necessary.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple

learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) 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 (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

Objectives

The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- to work in partnership with children and their families at every stage of the SEND process;
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

Educational Inclusion

We respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

Roles and responsibilities

The Headteacher and Interim Leadership Board determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEN in their own class and liaise with the SENCO, who co-ordinates SEND within the school. The SENCO in turn keeps the Interim Leadership Board fully aware of SEND issues. In this school, the appointed SENCO is Mrs Katie Gray.

The Interim Leadership Board (ILB) will be responsible for:

- Ensuring children with special educational needs will be admitted to the school in line with the county agreed admissions policy
- Kept informed of the provision available to children with SEND from the Headteacher.
- It is the Headteacher and SENCO's responsibility to liaise with the ILB to ensure that the needs of all the children within the school are met including those with SEND:-
 - In the first instance through quality first teaching provision
 - Through enhanced provision as identified by the class teacher and the SENCO

The Headteacher will be responsible for:

- Communicating with pupils with SEND and their parents when reviewing policies that affect them.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Appointing an individual ILB member to oversee the school's arrangements for SEND.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the ILB in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health. on a regular basis.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

The SENCO will be responsible for:

- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Ensuring arrangements are in place to support pupils at school with medical conditions.
- Preparing the SEND information report and publishing it on the website.
- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the ILB on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Collaborating with the ILB and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.

- Working with the ILB and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities,
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

The Class Teacher with support from Teaching Assistants will be responsible for:

- Drawing up a Pupil Profile of a pupil with SEND.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made through the use of Internal Referral Forms and PLPs.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to access a full curriculum adapted to their needs.
- Keep SLT up-to-date with any changes in behaviour, academic developments and causes of concern.

The Designated Safeguarding Lead (DSL) will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Monitoring and evaluation

- The SENCO monitors the movement of children within the SEN system in school.
- The SENCO provides staff and the ILB with regular summaries of the impact of the policy on the practice of the school.
- The SENCO is involved in supporting teachers involved in drawing up the Class Provision Maps and PLP's for children.
- The ILB is kept informed of developments.
- The ILB reviews implementation of the policy regularly.

- The SENCo will produce and maintain a tracker which monitors and evaluates the progress of children with SEND.

Involving pupils and parents in decision-making

Parents of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher will meet with pupils and their parents three times a year at PLP meetings to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Our SEND Information Report can be found on the school website.

Staff Development

We are committed to maintaining the highest standards of teaching and learning across the school, including for those children with SEN.

In line with the SEN Code of Practice (2014) the SENCO is a qualified teacher, who has completed the National Award in Special Educational Needs Co-Ordination

In addition, the SENCO attends local SEND Network Group meetings, and other training or briefing meetings provided by the Local Authority.

Where a particular need is identified, suitable training is sought for any staff working with children with SEN, either within the school's Professional Development Programme or provided elsewhere.

Education and Health Care Plans (EHCPs)

There are currently pupils at Spalding St Paul's Primary School with more complex needs who have an Education Health Care Plan in place. These students may need additional provision, which is set out in an Education Health Care Plan.

Requesting EHCP needs assessment

Most pupils with special educational needs or disabilities can be supported by the school. Education and health care assessments are for young people with more complex needs. School adheres to the local authority's guidance on requesting an EHCP.

https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_10_1

Who can ask for an assessment?

You can make a request for an EHCP assessment if you're:

- The child's parent. Download the form from the website above.
- A young person over the aged 16 to 25.
- Someone acting on behalf of a school or post-16 institution.

Pupils with Education, Health and Care Plans

Our team aims to provide specialist support for all students who have special educational needs and/or disabilities. This is a whole school shared vision and responsibility in line with the Code of Practice where, 'Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the ILB, the school's head teacher, SENDCO and learning support team, and all other members of staff have important operational responsibilities.'

We have students with a wide range of needs:

- Cognition and learning needs,
- Social, emotional and mental health needs,
- Speech, language and communication needs,
- Physical disability,
- Sensory impairment.

Pupils may be supported in a number of ways, depending on the severity of their needs. We offer support in lessons from Teaching Assistants and also 1:1 or small group work to improve literacy, communication and social skills.

We also have specialist teaching assistances who deliver interventions 1:1 or in smaller groups. As a team we work closely with professionals from outside school; including the

Educational Psychology Service, Working Together Team ((WTT) and Speech And Language Therapy (SALT).

Annual Review

The annual review process takes place once a year. Pupil needs are audited termly and provision mapped according to need.

The Education Health Care Plan must be reviewed at least once a year. The review considers the child's progress towards targets set by the school after the Statement was made and agrees new targets for the following year. As well as involved professionals, parents/carers are invited to the review and they may bring a friend, adviser or named person with them. The review is normally held at Spalding St Paul's Primary School. The LA decides whether it is necessary to change the child's EHCP.

Transferring between different phases of education

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and amendments will be completed by the 15th February in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are as follows:

- Early years provider to school
- Primary school to secondary school

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and the ILB will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Complaints about SEN provision

Where a parent or carer feels that the school are not adequately meeting the needs of a child with SEND then complaints about SEND provision should be made in the first instance to the child's class teacher, the SENCO or the Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Data and record keeping –

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Data Protection Policy.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Confidentiality Policy at all times.