



Special Educational Needs and Disability Policy

May 2023

Reviewed by	Approved by	Date Approved	Next Review Date
Headteacher / FGB	Headteacher / FGB		

Signed:

Chair of Governors

Signed:

Headteachers

Special Educational Needs and Disability Policy

Acting Special Educational Needs Co-ordinator (SENCo) – Nargis Miah

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Introduction

This policy is based upon the principles and requirements set out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 Years (2015) and KSCIE 2021.

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational Needs (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 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.

SCHOOL VISION

Albourne C E School Community is committed to providing high quality education through a broad, balanced and ambitious curriculum, which is accessible to all pupils. All pupils are included in every aspect of school life, in an environment where pupils and adults are equally valued and respected so that everyone can live life in all its fullness.

Every teacher is a teacher of every child, including those with SEND and they ensure that they plan for each child to achieve the best possible outcomes.

AIMS

To provide every child with access to a broad, balanced and ambitious education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 0-25 September 2014.

- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure full access and entitlement to a high quality education for pupils with SEND that is broad, balanced and relevant and enables each child to reach their full potential and enhance their self-esteem.
- To identify and assess pupils with SEND as early and thoroughly as is possible and to fully involve pupils, parents and staff through a graduated approach of 'assess, plan, do and review'.
- To strive for close co-operation between all agencies concerned and to use a multi-disciplinary approach.
- To meet the needs of all pupils who have SEND by offering consistent and appropriate forms of educational provision through the most effective use of all available resources.

OBJECTIVES

- To identify and provide for pupils who have SEND and additional needs.
- To work within the guidance of the SEND Code of Practice 0-25 Years (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- To provide a Special Educational Needs Coordinator (SENCo) who will monitor and ensure the delivery of the SEND Policy.
- To provide support and advice for all staff working with pupils with SEND.

IDENTIFYING SPECIAL EDUCATION NEEDS

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age, or have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age.

The purpose of identifying pupils SEND is to assess and plan what action the school needs to take, rather than to fit a child into a category. At Albourne Primary School our aim is to identify the needs of an individual pupil by considering the needs of the whole child, not just their SEND.

The SEN Code of Practice clearly states four broad areas of need:

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or that they do not understand or use social rules of communication.

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour.

- **Sensory/physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

Other needs

The following is not considered to fall under the category of Special Educational Need, however it may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

A GRADUATED APPROACH TO SEN SUPPORT

We provide a graduated approach to SEND support:

- High quality first teaching, differentiated for individual pupils who have or may have SEND in order to overcome barriers to learning.
- Regular termly pupil progress meetings to monitor achievement and progress including those at risk of underachievement.
- For children identified with a higher level of need, specialist assessments can be made and appropriate outcomes for the child are identified in partnership with parents and any relevant outside agencies through SEN support. Individual children who are either on the SEN register or at risk of underachievement have specific targets planned for and recorded on Individual Provision Maps. Progress is monitored through a cycle of ASSESS – PLAN – DO - REVIEW.
- A Child with significant needs may be assessed for an Education, Health Care Plan (EHCP).

MANAGING PUPILS NEEDS

All children who have SEND are identified on the school's SEND register and have provision planned for them on individual provision maps, where targets and desired outcomes are shown for individuals in detail. These provision maps are reviewed by class teachers and the SENCo termly, and are discussed and shared with the children and parents regularly. A child that has an EHC plan will have an Individual Learning Plan (ILP). The SENCo will support teachers and will monitor the quality of class provision maps and ILPs across the school.

Through the school's assessment and monitoring cycle pupil progress is regularly addressed in consultation with class teachers, SENCo, parents and pupils. The school records to support children with SEND include:

- Teacher's planning differentiated according to need
- Individual Provision Maps
- Pupil Progress meeting records
- Individual Learning Plans (ILPs) for those children with an EHCP.

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. The effectiveness of any different or additional support or intervention is measured based upon progress towards short and long term targets. This will then form the basis of further discussions between the SENCo, the teacher and the Senior Leadership Team in reviewing additional provision.

The ASSESS – PLAN – DO – REVIEW cycle is on-going to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. It enables class teachers and the SENCo to accurately plan next steps for pupils.

Liaison with outside agencies

The school seeks advice and support, when necessary, from a wide range of external specialist services, including:

- Educational Psychology Service (EP)
- Special Educational Needs Assessment Team (SENAT)
- Learning and Behaviour Team (LBAT)
- Sensory Support Team
- Speech and Language Therapy Service (SLT)
- Occupational Therapy Service (OT)
- Social Services
- School Nursing Team
- CAMHS
- Integrated Provision and Earliest Help Plans

Education, Health and Care Plans

If a child has lifelong or significant difficulties then an EHC (Education, Health and Care) assessment may be requested. An EHC Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHCPs identify educational, health and social needs and set out the additional support to meet those needs.

If the decision is made to request an assessment for an EHCP then the application will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo/ SLT
- Social Care
- Health Professionals
- Education Professionals

Information will be gathered relating to the current provision provided, actions that have already been taken, and the outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether or not the child is eligible for an EHC plan.

Further information about EHC plans can be found on the West Sussex local offer website:
<https://westsussex.local-offer.org/>

WORKING IN PARTNERSHIP WITH PARENTS

The school operates an 'open door' policy for parents and they are welcome to contact the class teacher and SENCo about any concerns. Parents are encouraged to work with their children at home and guidance is provided so they are equipped to do this.

In addition, the SENCo and the class teachers:

- Keep parents informed of the SEN provision being made for their child.
- Discuss targets with parents.

- Regularly invite parents to discuss progress.
- Consult parents before advice is sought from external services.

Parents are encouraged:

- To recognise their responsibilities and play an active role in their child's education.
- To understand their child's entitlement through the SEND Code of Practice 0-25 Years (2015).
- To make their views known about how their child is educated.
- To ask for information and advice at all stages.

Local Offer

The West Sussex Local Offer contains information about services relating to special educational needs, disabilities, education and more for children, young people and families. This can be found at: <https://westsussex.local-offer.org/>

The Albourne Primary School Local Offer supports parents by outlining the school's vision, aims and provision for children with SEND and can be found on the school website. You can also find the link to the West Sussex Local Offer on the school website.

TRAINING AND RESOURCES

We aim to keep all staff up to date with training and developments in relation to needs of pupils with SEND. The SENCo has passed the Award for SEN Co-ordination and attends relevant SEND courses, information is then cascaded to relevant staff. The SENCo and Senior Leadership Team (SLT) signpost SEND focused external training opportunities for staff. The SLT, with the SENCo, will ensure that the training opportunities match the School Development Plan. We are committed to whole school inclusion and will seek specialist SEND provision and training from external services where necessary.

ROLES AND RESPONSIBILITIES

The Governing Body

School Governors have a duty imposed by law to ensure that:

- Special provision is made;
- All who are likely to come into contact with the child are aware of his/ her needs;
- Teachers are aware of the importance of identifying and providing for pupil who have Special Educational Needs.

The named responsible governor is Louise Whitmore

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Head Teacher

The Head teacher, Ms Fiona Keeling, has responsibility for:

- Ensuring that the SEND Policy is implemented.
- Ensuring statutory procedures are properly followed.
- Attending interviews with parents as necessary.

The Special Needs Co-ordinator

The Special Educational Needs Provision is Co-ordinated by Ms Nargis Miah

The Special Educational Needs Co-ordinator has responsibility for:

- The day-to-day operation of the school's SEND policy.
- Working closely with the Head teacher in the management of SEND provision.
- Overseeing the records of all children who have special educational needs.
- Organise annual reviews for children with Statements of SEND or EHCPs.
- Giving support to teachers using guidance from the SEND Code of Practice 0-25 Years (2015)
- Attending training courses and disseminating information to relevant staff through meetings and in-service training.
- Keeping staff informed of new developments in SEND provision.
- Liaising with the SEND Governor.
- Work with the Head Teacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Reporting to the Governing body on request.
- Liaising with parents of children with SEND.
- Liaising with SENCOs in early years provision, other infant and primary schools and secondary schools.
- Liaising with external agencies including the Educational Psychology Service and other support agencies.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Class Teachers

Class teachers have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas
- Writing, implementing and reviewing targets on Individual and Class Provision Maps and IEPs and informing the SENCo of individual pupil's progress against these targets.

Targets are set by the class teachers in collaboration with the SENCo and/or an outside agency.

- Keeping accurate and detailed records of the child's performance.
- Keeping parents informed of their child's progress, any concerns, and action to be taken.
- Informing the SENCo of any concerns or changes to a child's progress.

Once a term, Pupil Progress Meetings are attended by the Class teacher, SENCo and Senior Leadership Team. These meetings provide an opportunity for children's progress and attainment to be scrutinised. The effectiveness of SEND provision is also evaluated at these meetings and future provision planned for.

ADMISSIONS ARRANGEMENTS

Please refer to the information contained on our school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with EHC plans and those without. Places are allocated by West Sussex CC.

'Before applying for your child's school place you must read the Information for parents booklet for your area' (available via the West Sussex CC website). 'It provides all the information you need to know about the application and allocation process.'

West Sussex link: <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/primary-infant-and-junior-school-places/>

This policy should be read in conjunction with the following policies/plans:

- Accessibility plan
- Behaviour policy
- Equality information and objectives policy
- Supporting pupils with medical conditions policy
- Keeping Children Safe in Education 2024

Our Accessibility Plan is reviewed regularly to ensure it is in line with the SEN and Disability Act 2001. The Accessibility Plan and our SEN Information Report can be accessed via the school website or a paper copy can be requested via the School Office.

This policy is to be reviewed annually. It will also be updated if any changes to the information are made during the year.