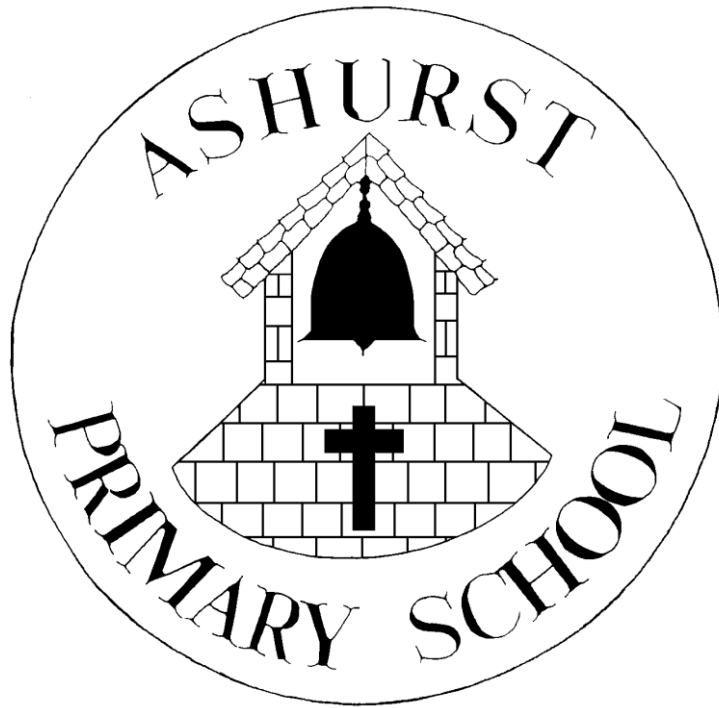


# **ASHURST CE AIDED PRIMARY SCHOOL**



## **SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY**

**Responsibility of Headteacher**

**from September 2021**

## **POLICY STATEMENT**

This policy will be reviewed in response to changing  
circumstances in school  
and in accordance with the statutory requirements of the  
LA and DfE.

From September 2021  
Mrs S Smith

ASHURST CE AIDED PRIMARY SCHOOL  
SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

**From September 2021**

**Introduction**

Ashurst CE Aided Primary School seeks to support at the highest-level pupils with Special Education Needs and Disabilities. The school works within the guidelines and inclusion policies of the Special Educational Needs and Disabilities (SEND) Code of Practice (2014), the Local Education Authority, Equality Act 2010 and other policies current within the school.

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At Ashurst Primary School we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (updated 2020):

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

**What are special educational needs and disabilities?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

We recognise that some of our pupils will show levels of progress and attainment which may fall below that of their peers for other reasons than having SEND; due to English as an Additional Language (EAL), social disadvantage, high levels of mobility or poor attendance. Ashurst CE Aided Primary School seeks to provide pupils additional support and access to intervention to help them 'close the gap' with their peers. Additional support may be offered through small group or 1:1 activities, in order to boost their skills level and confidence where appropriate.

At Ashurst Primary School we will seek to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

## **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to raise the aspirations of and expectations for all SEND pupils
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of co-production
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## **Equal Opportunities and Inclusion**

Throughout all school subjects we seek to ensure that the school meets the needs of pupils, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is of the highest importance at Ashurst Primary School that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We seek to measure and assess the impact regularly through meetings with our SEND co-ordinator and individual teachers to ensure all children have equal access to success.

Through appropriate curricular provision, 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 pupils who need help with communication, language and literacy
- planning to develop pupils' 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 and own 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

### **Identification, Assessment and Provision**

Provision for pupils with special educational needs benefits from a whole school approach at Ashurst Primary School. The governing body, the school's head teacher/SENCo and all other members of staff, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs.

The school will assess each pupil's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the pupil already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular pupil, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## **The Role of The SENCo and Provision at Ashurst CE Primary School**

The Special Educational Needs and Disabilities Co-ordinator's [SENCo] responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- Liaising with and advising with other staff members
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff, including arranging training based on the needs of individuals or groups of pupils with SEND
- liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- liaising with local pre-schools regarding transition of children with SEND into the reception unit
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- co-ordinating and developing school-based strategies for the identification and review of pupils with SEND
- ensure that appropriate strategies are employed throughout the school and that staff training is kept up to date
- coordinate or contribute to Early Help plans for children with more complex needs where a multi-disciplinary approach is required

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

#### **Adequate progress can be identified as that which:**

- prevents the attainment gap between the child and his peers from widening
- closes the attainment gap between the child and his peers
- better the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupils' behaviour or emotional wellbeing

In order to assist children with SEND, Ashurst CE Primary School adopts a graduated response. This may comprise of using specialist expertise should the school feel that interventions are not achieving a high enough level of impact on the individual. Ashurst Primary School will record the steps taken to meet the needs of individual children through the use of an ILP (Individual Learning Plan) and provision map.

The SENCo will have responsibility for ensuring that records are kept and available when needed. If the school refers a pupil for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the pupil to date. When any concern is initially noticed it is the responsibility of the class teacher in consultation with the SENCo to take steps to address the issue, recording their concerns and actions.

Parents will be consulted and intervention put in place where appropriate and monitored for a period of at least one term. If no progress is apparent the pupil may be added to the school SEND register (called SEND Support), with parental permission. The class teacher in consultation with the SENCo will then provide interventions that are additional to those provided as part of the school's differentiated curriculum, and the child will be given individual learning targets which will be applied within the classroom.

These targets will be monitored by the class teacher and reviewed termly with the parents and pupil, with support from the SENCo. Targets for a pupil will be based on desired outcomes for the individual, rather than any diagnosis or on the area of need identified under the Code of Practice.

#### **Pupils may be added to the SEND register due to the following:**

- in a child's identified area of weakness.
- the pupil shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- the pupil makes little or no progress, even when teaching approaches are targeted particularly Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist adaptations and/or equipment.
- has communication and / or interaction difficulties, and continues to make little or no progress.

#### **Co-Production**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners, and offered support to be co-producers in their child's education journey.

At all stages of the special needs process, the school keeps parents fully informed and involved. Ashurst Primary takes account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of pupils on the SEND register. We plan outside intervention with parents, and share the process of decision-making by providing clear information relating to the education of their child.

Parents have access to the SENCo via the school email addresses, parents also have access to the VLE. Ashurst Primary Schools open door policy also allows for parents to speak to the SENCo at the beginning and end of the day where possible and during the day with via an appointment.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Parents will be encouraged to contribute to the assessment of the pupil's needs, the review and transition process. The school website contains details of our policy for special educational needs, our school's Local Offer, links to West Sussex Local offer including the arrangements made for children in our school with special educational needs.

### **The Nature of Intervention**

The SENCo and the pupil's class teacher will decide on action needed to help the child progress in the light of earlier assessments.

This may include:

- different learning materials or specialist equipment
- some group or individual support, which may involve small groups of children being withdrawn to work with the TA, Teacher or SENCo
- individual support on targets. Adult time will be allocated to ensure planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies

Following initial discussions with the SENCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and/or SENCo, Individual Learning targets and progress will be discussed with the SENCo on a termly basis. The SENCo will support further assessment of the child where necessary, assisting in planning for future needs in discussion with colleagues and parents.

### **The use of Outside Agencies**

These services may become involved if a pupil continues to make little or no progress despite considerable input and adaptations. The pupil's records will be used in order to establish strategies targets. External specialists may act in an advisory capacity, provide additional specialist assessment, and/or be involved in teaching the pupil directly. Individual targets will set out strategies for supporting the pupil's progress. The delivery of interventions will be recorded in the ILP and continues to be the responsibility of the class teacher.

#### **Outside agencies may become involved if the child:**

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age



- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the pupil continues to fall behind the level of his peers

### **School Request for Education Health and Care Plans (EHCP from September 2014)**

A request will be made by the school to the LA if the pupil has demonstrated significant cause for concern.

#### **Evidence will include:**

- previous individual education plans and targets for the pupil
- records of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy
- education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- views of the parents

The parents of any pupil who is referred for statutory assessment will be kept fully informed of the progress of the referral. Pupils' with a statement of special educational needs or EHCP will be reviewed each term, in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCo from the high school will be informed of the outcome of the review.

Pupils with pre-existing Statements of Educational Needs will continue with them, but will transfer over to an EHCP in due course. Their level of provision will be maintained throughout.

### **Individual Learning Plans (ILPs)**

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan (previously known as Individual Education Plan) which will include information about:

- what outcomes all concerned are working towards
- the short-term targets set for the child
- how school will be working towards the targets; the teaching strategies to be used and provision to be put in place
- how the pupil can work towards being successful
- how the ILP targets can be supported at home
- the review dates
- the pupil's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained

## **Access to the Curriculum**

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs, based on a sound understanding of the barriers to learning the child might be experiencing. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All pupils on the special needs register have an ILP with individual targets; which are understood and supported by all adults teaching the child.

At Ashurst Primary pupils are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we try to minimise the amount of time children are withdrawn from the classroom situation. There are times though when, to maximise learning, pupils are asked to work in small groups, or in a one-to-one situation outside the classroom.

## **Allocation of Resources**

The Headteacher/SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **The Role of the Governing Body**

The Governing Body challenges the school and its staff to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body ensures that pupils with special educational needs are admitted to the school in line with the school's agreed admissions policy. The policy is reviewed annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body.

## **Monitoring and evaluation**

The SENCo monitors the movement and provision of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo and class teacher/s hold regular meetings to review the work of the school in this area and look at the progress and impact of the interventions. The Headteacher reports back to Governors on the progress of SEND children and where gaps are closing or actions being put in place to support those pupils needs. In addition, the SENCo and the governors with responsibility for special needs hold regular update meetings.

## **Supporting Pupils at School with Medical Conditions**

- The 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 may also have special educational needs or disability (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Please read this policy in conjunction with our school Policy on Managing Medicines and Equality & Disability.

## **Reviewing the Policy**

The policy will be reviewed annually and amended where appropriate to any change in Legislation or current practice. SEND Policy

**This policy was adopted in: September 2021**

**The policy is to be reviewed i: September 2022**