



The Pines Primary School and Pinecones Preschool Special Educational Needs and Disability Policy

Policy Name	SEND policy
Frequency of Review	Annually
Reviewed on:	May 2022
Reviewed by:	Clare Stewart
Next review (date)	May 2023

Special Educational Needs and Disability (SEND) Policy

The Pines Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical, lettings and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the SENCo (Clare Stewart).

We aim to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills/barriers to learning.

We have high expectations of all our children. Our aim is that children on our SEN register make progress which compares well with (or exceeds) the progress made by other children in school.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 Years

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND policy and SEN Information report.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Identifying children for SENS (SEN Support)

Special educational provision will be identified under four areas, although we recognise that pupils will often have needs associated with more than one area:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and Physical

Many children who have SEN may also have a disability. Under the Equality Act 2010, a disability is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions. Whilst Children with such disabilities do not necessarily have SEN, if they require special educational provision they will also be covered by the SEN definition.

Children with SEN are identified by one of two assessment routes both of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENCO/Headteacher and a plan of action is agreed.
- Class teachers are continually aware of children’s learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child’s previous rate of progress
 - fails to close the attainment gap between the child and their peers

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnosis. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

The school also gathers information from parents when children start school; either through transition meetings or home visits.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents’ meetings (autumn and spring terms) or during informal meetings to discuss the child’s progress.

All children who have been identified with a special educational need will have a school support plan. Individual learning targets are agreed between the family and teacher and then reviewed each half term. Parents are provided with copies of the targets.

This is part of the graduated approach cycle of ‘Assess, Plan, Do, Review’ required in the Code of Practice. This is an ongoing cycle to enable the provision to be reviewed and revised as the needs of the pupil change and or develop. This cycle enables the identification of those actions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Children are encouraged to share their views through writing a Communication Passport along with their Class Teacher and Family. Communication Passports are a person-centred approach tool used so that everyone involved with the child is able to clearly see their likes, ambitions and successes but also their individual targets and support strategies.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school is developing a range of interventions which are designed to meet specific learning needs.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher who monitors progress towards the targets.

- Interventions are planned in six to eight week blocks
- At the beginning of each block a baseline assessment is completed. At the end of each block, children's progress against their target and baseline is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

Adaptations to the curriculum teaching and Learning Environment

The Pines is a disability friendly school. We hope that no additional adaptations to the building are necessary for children with physical disabilities however reasonable and appropriate adaptations will be made in line with Education and Health Care Plans or advice from specialists to accommodate children with other sensory needs or disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources

Access to extra-curricular activities

All of our children have equal access to all school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or external courses, provision of resources or guidance towards useful websites.

We will request support from external advisors were required (including Psychologists and Specialist Support Teachers)

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including into and from the Early Years, as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Rachael Cox.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Suffolk Local Offer is available from the website;

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).