

## Great Coates Primary School SEND Policy.



Head teacher	Andrea Norman
Deputy Head teacher	Lynn Deans
SENCo	Kelly Winn
Acting Chair of Governors	Kevin Redgrift
SEN Governor	

Updated: October 2020

To be reviewed: October 2021

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

- Anti-bullying
- Behaviour
- Safeguarding
- Homework
- Complaints procedure
- Accessibility Plan for Disabled Pupils
- The SEN Local Offer

- The SEN Information Report

## Policy Development

This policy has been developed within the framework of the following national legislation and guidance:

- 2014 Schools SEN Information Report Regulations
- 2014 SEND Code of Practice 0-25
- 2014 EYFS Code of Practice Revised
- 2014 Statutory Guidance on Supporting pupils at school with medical conditions
- 2013 Advice for schools DFE: Equality Act
- 2013 The National Curriculum in England Key Stage 1 and 2 framework document Sept
- 2013 The Children and Families Bill
- 2012 Teachers Standards
- 2011 The Green Paper
- Safeguarding Policy

This policy was created by the school's Special Educational Needs and Disability Co-ordinator (SENDCo) in consultation with the Senior Leadership Team (SLT), the SEND governor and other representatives from the school community.

## Section 1: Name and contact details of the SEND Co-ordinator

Miss K. Winn is the SENDCo at Great Coates and has successfully completed the National Award for SEND Co-ordination (NASENDCO). She has QTS and has worked within special needs school provision in the past. The SENDCo is a member of the Senior Leadership Team and can be contacted on 01472 230263.

## Section 2: Introduction

At Great Coates Primary School, we believe that every teacher is a teacher of every child including those with special educational needs. We try to meet the needs of **all** children as effectively as possible. We endeavour to provide a caring, happy and secure environment where each child's true potential can be fulfilled. We work with "the whole child" by giving consideration to the child's academic, physical, emotional and social needs.

We are committed to narrowing the attainment gap between SEND and non-SEND children where appropriate, ensuring they meet their personalised targets. This will include the provision of learning interventions developed on an individual needs basis

and focusing on achievable outcomes. We carefully monitor progress and work in partnership with parents and outside agencies to ensure we raise the level of achievement of all our children. We are committed to creating opportunities to enable all of our children to succeed. This is achieved by promoting positive feelings of self-worth, high esteem, confidence and mutual respect. We are committed to an inclusive practice to ensure that all of our children can work happily and co-operatively alongside each other.

Decisions on the admission of pupils with an Education Health Care (EHC) Plan or statement of special educational needs are made by the Local Authority, in consultation with the school. The admission arrangements for pupils without an EHC Plan/statement of special educational needs do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

## Aims

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 SEN.
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- 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 by ensuring consultation with health and social care professionals, enabling full inclusion in all school activities.
- 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 co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.

## Section 3: Identifying Special Educational Needs

Definition of SEND, in the Code of Practice (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 him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions*

Special educational provision should match the child's identified SEN. The Code of Practice advises that children's SEN should be thought of in terms of the following four broad areas of need:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and, where necessary, specialist equipment or software.

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 SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Great Coates will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their

knowledge of the SEN most frequently encountered. All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that 'Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum'. (*Code of Practice, 2014*)

At Great Coates we identify the needs of our pupils by considering the needs of the whole child, which will include not just the special educational needs of the child. We make reference to the four main broad areas of need 2014: communication and interaction; cognition and learning; social, emotional and mental health and sensory and/or physical needs. In addition, we also take into account other factors that may impact on attainment and progress that are not special educational needs. These include:

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

Under the new Code of Practice behaviour will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need, which will be identified.

At Great Coates we recognise that pupil's individual circumstances can affect whether or not they need additional educational support and whether or not they, at a certain point in time, have a special educational need. As such the SEND register is fluid and regularly reviewed and updated.

We recognise that early identification and intervention is paramount in responding to children who need additional help. Progress of all of our children is assessed on a half termly basis and regular meetings are held with class teachers and a member of the SLT to discuss who may need extra support. Once this is identified, appropriate intervention is put in place. The child's response to these interventions will determine whether additional support is needed.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. A clear date for reviewing progress is agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. If the child is able to sustain good

progress without the additional and different resources, they will not be identified as having a special educational need.

There will be times that even with the high quality teaching and interventions, some children will continue to not make the expected progress. It will then be in discussion with the parents, child and teaching staff that individual learning targets are set. It will be discussed at this point whether consultation with outside agencies will provide a more specialised and targeted support for the child.

#### Section 4a: A graduated approach to SEN Support

At Great Coates Primary School, we follow the Assess, Plan, Do, Review model set out in the Code of Practice, 2014, and adopt a graduated approach to SEN Support.

It is the role of the class teacher to provide high quality class teaching for all pupils.

*'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.'* (SEND Code of Practice 0-25 years, p.101 para 6.52)

The Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. 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.

Before children are entered onto the SEND register, the following approach will have been taken. If a child is identified as not making expected progress, in line with the national Curriculum 2014, the class teacher will organise additional support relevant to the child's needs and a time scale will be set to monitor that progress. These children will be designated as having additional educational needs, (AEN). They will receive wave 1 or wave 2 support. We will ensure that all staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Assessments of the pupil are reviewed regularly to ensure that support and intervention are matched to need.

The class teacher will maintain a record of strategies used, additional support given and the outcomes achieved. Using the model, it will be judged whether the additional support has had the required impact to remove the particular barrier to learning. If not, the class teacher will discuss their concerns with the parents and complete a record of concerns form. This will be passed to the SENDCo, who will arrange for herself to meet with the class teacher and parents to suggest any further strategies or begin screening procedures to identify any SEND. If agreed by the SENDCo, class teacher and parents the child will move to Wave 3 support due to their SEND.

## SEND Support Register

Pupils with an identified additional or different need that can not be met as part of everyday quality first teaching will be placed on Great Coates's SEND register under the single category of 'Wave 3'. This category replaces the previous categories of Early Years Action/School

Action and Early Years Action Plus/School Action Plus in line with the 0-25 Code of Practice July 2014. As part of the process of identifying additional needs, parents will be asked for their consent for their child to be placed on the SEND register.

### Section 4b: Managing Pupils' needs on the SEND Support register.

For all children on the SEND register (including children with higher level needs where it may be necessary to begin the process of statutory assessment) pupil passports will be used to show the child's individual needs and the steps of support in place to meet these. The individual pupils progress will be supported and tracked via *the Assess, Plan, Do, Review Document*.

Once a pupil is identified as needing extra support or provision, a pupil passport meeting is arranged with the class teacher, parent, child and SENDCo where possible. Individual learning targets will be set at the meeting to effectively remove the child's barriers to learning and the steps to meet these targets will be outlined. It will be discussed as to what roles each person will take to ensure that these targets are met. The class teacher and SENDCo will then set a review date with a minimum of 3 meetings per academic year. The class teacher holds the responsibility for evidencing progress towards the outcomes described in the plan. The timescale for review meetings is flexible as some children will require shorter targets more regularly but these will generally take place on a termly basis.

Schools receive funding for SEND pupils. This funding is used to support and enhance the high quality of teaching in the school. It helps to ensure that there are appropriate resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEND and is evidence based. The amount of support required for each pupil to make good progress will be different in each case.

In exceptional cases a very high level of resource is required. In this case, the school will commence the process of statutory assessment to request additional funding from the Local Authority where the child lives, in the form of an EHC Plan. As part of this, parents can ask for a personal budget. However, the Head teacher has the final say in the use of the personal budget within the school.

In some cases, we do need to seek educational advice regarding individual children from outside agencies such as the Specialist Advisory Service, Speech and Language Service, Educational Psychology and Autism Outreach team, but this will only be sought when we have spoken to the child's parents and obtained their written consent.

The school's local offer, which can be found on the school website, gives further information.

### Section 5: Exit criteria

When tracking pupils' academic progress, the SLT, SENDCo and class teachers consider 3 main points: whether children have achieved their termly targets, whether they still fall below age-related expectations and how well children with SEND have made progress in relation to the rest of their year group. Some children (for example those with an EHC Plan/ Statement of Educational Need) may remain on the register throughout their time at Great Coates. Others may exit the register if it is agreed at the review stage of the Assess, Plan, Do, Review model that an intervention has achieved all its desired outcomes, and barriers to the child's learning have been removed to the satisfaction of parents/carers, school staff and external professionals.

## [Section 6: Supporting pupils and their families](#)

Parents are able to access the Local Authority local offer at the North East Lincolnshire Council website.

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

Great Coates's local offer is available via our website.

At Great Coates Primary we work with a number of external agencies e.g. SENDIASS (formally known as 'Parent Partnership'. For parents support please use the following link.

<http://www.northlincs.gov.uk/schools-libraries-learning/sen/support-services/sendiaass/>

For those children joining us other than at usual intake times (e.g. after the start of Year 1), although we will contact their previous school to seek information about prior achievement, a baseline assessment will take place within their first week in school to find out whether any additional provision is necessary. At this stage, the class teacher will discuss any concerns with the child's parents and SENDCo.

For children with SEND moving to a new class, the previous class teacher will meet the new teacher to discuss the child's individual strengths, needs and what works well (and not so well) for them, to enable them to make the best possible start in the new class.

The Assessment Co-ordinator will work with class teachers and the SENDCo to identify pupils who may need additional access arrangements for exams. It will be decided in consultation with the class teachers, what provision needs to be made for individual children.

We liaise closely with the secondary schools that our children will feed to (with taster days beginning for children in Year 5) and also with our feeder schools and nurseries. For those with additional needs, we arrange extra taster days to help alleviate any concerns.

The information that we pass on to a new school includes the pupil's file and, where appropriate, SEND information and any additional relevant information e.g. relating to Child Protection.



## Section 7: Supporting pupils at school with medical conditions

Great Coates recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school visits 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 SEND and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Trained first aiders will administer medicines, on the written advice of medical professionals. Members of staff are available to assist children if necessary with personal care.

Please refer to the school policy of Supporting Pupils with Medical Conditions and the Administration of Medication Policy for more details.

## Section 8: Monitoring and evaluation of SEND

At Great Coates, class teachers regularly monitor the progress of all pupils to review targets and assess for next steps in learning by means of tracking and Pupil Progress meetings. Children are formally assessed at different points using a range of methods including Year 1 phonics screening and KS1 and KS2 SATS at the end of Years 2 and 6.

Every child has his/her progress monitored regularly. For children with SEND; detailed assessments will be made to inform Individual Learning Targets. If progress is not being made, then the planning stage of the graduated approach will be reviewed and next steps identified. The views of the parents, child and class teacher will be sought and a plan made in agreement with all parties.

For pupils who may have an EHC Plan or Statement of SEND there will be a formal annual review to which the multi-agencies working with the children will be invited to contribute. When this coincides with transfer to secondary school, the SENDCo from the secondary school will be invited to attend the review. SEN provision for children with an EHC plan will be reviewed each term in addition to the statutory annual assessment to review previous targets and to set new ones for the Pupil Passport.

Children who are involved with external agencies, for example Speech and Language Therapy, will be reviewed by these services and copies of reports provided will be discussed with parents.

## School Request for Education Health and Care Plans

A request will be made by the school to the Local Education Authority (LEA) if a child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Individual Education Plans/Pupil Passports 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 child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

### Section 9: Training and Resources

It is the policy of the school to ensure that all staff have access to appropriate training in order to be able to support the identified needs of the children with whom they are working. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In order to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This training will take account of The School Development Plan and Performance Management. The training can be provided by

- The SENDCo
- Outside agencies e.g. Occupational Therapy
- Co-ordinators within the school
- NELC training courses
- Other suitable training courses provided by reputable organisations specializing in SEND.

The school's SENDCo regularly attends the LAs SENDCo network forum meeting in order to keep up to date with local and national updates in SEND.

The school works with a variety of support services to obtain advice and extra support for the child with special educational needs. In particular, we seek advice from the Local Authority's Specialist Advisory Service. These services act in the following ways:

- To give advice to teachers (for example specialist teams who advise on supporting sensory impaired children)

- To support curriculum development for children with additional educational needs
- To aid the identification, observation and assessment of individual pupils, identified as having or possibly having additional educational needs
- To advise on the use of technology, including information technology, for pupils with additional educational needs
- To give direct teaching/practical support for classroom teachers
- To support the professional development of teachers in working with pupils with additional educational needs and the development of the school's policy on additional educational needs.

Training provided to staff is listed in the annual SEND information report with the school's local offer.

Additional support delivered in small groups outside of class teaching are funded using the notional SEN funding provided to the school. The class teacher is responsible for working with the child on a daily basis.

### Section 10: Roles and Responsibilities

The Governor with specific responsibility for Special Educational Needs is Theresa Blanchard. She provides an informed link about SEN into the governing body.

The governing body challenges the school and its members 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 have decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

The school employs a number of teaching assistants. Like the teachers, their role is to ensure quality of provision for all pupils within the school. Their line managers are Mrs Norman (HT) and Miss Deans (DHT).

At Great Coates, the name of the designated teacher with specific Safeguarding responsibility is Mrs A. Norman, Head teacher. The member of staff responsible for managing the Pupil Premium Grant/Looked After Children funding is also Mrs A. Norman. The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs A Howlett.

## Section 11: Storing and managing information

The school's policy on Information Management, SEN documents are stored securely. Current files are kept electronically on the school server, information online is subject to data protection and GDPR, information stored on memory sticks is encrypted and all documents are password protected. Historic documents are kept under lock and key for the foreseeable future in a secure room within school until the time period specified in our Information Management Policy has expired, when they will be destroyed. All staff are trained in data protection and are aware of the need for confidentiality.

## Section 12: Reviewing the policy

This policy was developed in consultation with representatives from the school community and will develop as changes are implemented over the coming year and then it will be reviewed annually.

Date of policy: October 2020

Review Date: October 2021

## Section 13: Accessibility

We welcome children with a range of disabilities to our school and encourage their full participation not only in all areas of the curriculum but also in the wider range of school activities e.g. after-school clubs and off-site visits. All pupils with SEND are able to access all of the school's activities and we will assist individual pupils on a needs-led basis. When we plan visits and activities that take place outside the classroom, we hold meetings in school with parents to discuss what reasonable adjustments are necessary.

The school building at Great Coates is wheelchair accessible and adaptations have been made to the Learning Centre computers to enable access for pupils with physical difficulties. The school also has appropriate disabled changing and toileting facilities. There are four classrooms upstairs for children in Key Stage 2, however the school has a lift and if necessary classes can relocate.

For children with visual difficulties, we seek advice from external bodies e.g. EHTV service about adaptations that we can put in place to make our curriculum more accessible. For any parents with visual difficulties, we provide copies of all correspondence in a larger font. If this is required, please ask at the office.

We do operate an open-door policy and would encourage you to discuss any concerns that you have with your child's class teacher in the first instance.

(Please see 'Accessibility Plan for Disabled Pupils')

## Section 14: Complaints

We encourage parents to discuss their concerns relating to the provision for children with additional educational needs with the class teacher (in the first instance), then the

SENDCo or the Head teacher. It is policy at Great Coates Primary School to involve parents at every stage and to provide ample opportunities for discussion. We put a high value on parental contributions and recognise them as partners in their child's education.

Should we be unable to resolve difficulties in this way and parents feel they wish to pursue a complaint, they should follow the usual official complaints procedure. Details of this can be obtained from the Head teacher or are available on our school website. Confidentiality is always observed.

### Section 15: Bullying

At Great Coates Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils (including those with special educational needs) so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. We have a statutory duty to 'safeguard and promote welfare' (Education Act 2002) and 'Prevent all forms of bullying' (Education and Inspections Act 2006).

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. All incidents will be recorded by the staff and, in all cases, parents will be informed and asked to meet with us to discuss the problem. Behaviour records will be monitored in order to identify any patterns of bullying.

Our behaviour policy is transparent, made known to all pupils and consistently applied. All of our staff support children with social, emotional and communication issues that arise. As part of the personal, social and emotional development of our children, we integrate all aspects of our anti-bullying policy into the curriculum. We use a number of methods for helping children to prevent bullying to positively reinforce our school rules based around respect.

If a child has anger management or social communication needs, they will receive either specific 1:1 support or will work within a small group intervention programme.

For more information, our Anti-bullying policy can be found on our website, in the section entitled Parents and Carers.