



Special Educational Needs and Disability (SEND) Policy

Review Date: Jan 25

Next Review Date: Jan 26

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

Headlines from the 2014 Code of Practice. From September 2014:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo and SEND Governor.

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

We have children in all these categories of SEND.

We 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 SEND provision for their child.

All children benefit from great teaching at Uplands: 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 focused interventions to target particular skills for those children who are either working below age related expectations or who have made less than the expected progress; this is called 'close-the gap' (CTG) support. We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

Defining SEND

The 2014 Code of Practice says that:

A person has SEND 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 SEND 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.

- 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 Policy Statement for SEND
- 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
- Around 15% of our children are either at SENS (SEND support) or have EHC Plans (Education, Health and Care Plans). This is similar to the national average and means that all teachers expect to have children with SEND in their classes.
- We have a broad range of children with many different types of SEND which includes children with a diagnosis as well as those with learning profiles consistent with a diagnosis.

Identifying children with SEND

Children with SEND are identified by one of three assessment routes all 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. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENCo 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

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed on our SEND register.

If the teacher is concerned, they talk through these concerns with the SENCo and/or HT which helps identify and standardises children's needs across the school. The SENCo may then undertake a range of standardised tests with children. These assessments add to and inform the teachers' own understanding and assessments of a child.

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

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. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEND register
- discuss assessments that have been completed
- agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

The SENCo or class TA will then help the child complete a 'My Profile'. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Paperwork for children with SEND

Once a child has been identified as needing SEN/D the following paperwork is completed:

My Profile

This is the foundation document and helps provide a view and input from the child. The template has 4 sections: What is important to me? What helps me? What does not help me? My hopes for the future. The child fills it in (with help especially at preschool and Key Stage 1) and it will be updated annually.

My Plan

A 'My Plan' is then completed by the teacher, with help from the 'My Profile' and information from the parent. The purpose of this document is to identify next steps, some changes in teaching/the learning environment and any support by other agencies that may be needed. It is an action plan which has to be shown to include the wishes of the child and consultation with parent/carers, with provision for review. The parents then fill in a document which records their hopes for the children and support they give at home. This provides a broad view of the child's needs which can then support their learning and progress. If outcomes are not achieved and are not likely to be met with the current provision, then a move will be considered to My Plan +; some children will stay on My Plan as they will need continuing support at that level.

My Plan +

If the 'My Plan' has not proved effective enough, sometimes co-ordinated support from outside agencies is required. A lead practitioner will be selected who will coordinate the team involved around the child. The whole process is based on four stages in a rotation: Listen, Plan, Do, Review. Some children may move in the reverse direction as their educational needs may diminish and after a time on My Plan +, My Plan may prove to be the right level for them.

EHCP

This is a statutory plan to meet significant educational needs. There is a 20 week period of negotiation and consultation between identifying the need for an Education, Health and Social Services joint plan and putting the agreed plan into action. The child and parents/carers are again at the heart of the process, and at the end of 16 weeks after the whole plan has been agreed and issued in draft form, there is still a 14 day period for the parents and the child to make any further requests.

When is this reviewed?

Termly (6x a year), at pupil progress meetings with the Headteacher/SENCo where CTG documents and My Plan documents are annotated and summarised, leading to a judgement as to the effectiveness to the quality and appropriateness of the provision. The next term's CTG support is then created from this. For physical and social & emotional support the 'My Plan' document is used and reviewed at the same meeting.

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

If children fail to make progress, in spite of high quality, targeted support, 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 and 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.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. 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, we 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 SEND 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 SEND, 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.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children with SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers.

Interventions are called CTG and are crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo/HT who monitors overall progress after the intervention. Interventions are planned in six week blocks. At the end of each block, children's progress towards their targets 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. The SENCo monitors interventions to identify 'what works'.

Adaptations to the curriculum teaching and learning environment are disability friendly. The school is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory 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 before school, lunchtime and after 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 SEND. 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 LA courses, provision of books or guidance towards useful websites.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers. We also use expertise from within the CETA teaching school and the hub.

Children with social, emotional and mental health needs

Behaviour is not classified as a SEND. If a child shows consistent unwanted behaviour, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences.

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 CYPS (Children & Young People). We also run our own ad hoc counselling service. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions.

All children's behaviour is responded to consistently in line with our Positive Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEN and/or disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

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 from nursery/playgroup - 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, if appropriate, and to add to the class transition files.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

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: Anna Rennolds Cook. She meets with the SENCO at least termly to discuss actions taken by the school.

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.

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