



Policy for Children with
Special Educational Needs and Disabilities
(SEND)

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions August 2017
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safe to Learn Policy
- Equality and Diversity Policy
- Teachers' Standards

Stephanie Pawlett is the Deputy Headteacher and Special Educational Needs and Disability Coordinator (SENDCO) at Stephenson Memorial Primary School. (Referred to as the Inclusion Lead in school) She has completed the SENDCO Qualification at a Masters Level.

As well as the SENDCO at Stephenson, we also have a team of staff who are responsible for inclusion. Katie Murray (Deputy SENDCo) Gemma Wynn (*Speech and Language Lead*), Clare Sowa (*Behaviour Lead*) Jasmin Sample (*Thrive Lead*) , Vanessa Rhodes (*Attendance Officer*) and Lindsey Adams (Senior Mental Health Lead).

At Stephenson Memorial Primary School every teacher is a teacher of every child or young person including those with SEND. High achievement for all is our core aim and all children are given fair access to the whole curriculum, we seek to address the needs of all pupils who may have special educational needs by following the Special Educational Needs and Disability: 0-25 years Code of Practice 2014.

Aims of this policy:

Our aim, through our provision for children with special educational needs and/or disabilities is that they are supported to achieve at the highest level possible, taking account of their starting point and ideally to achieve in line with expected outcomes for all pupils, measured against national benchmarks.

Our objectives:

- To identify and provide for pupils who have special educational needs and disabilities, raising the aspirations of and expectations for all pupils with SEND.
- To work within the guidance provided in the SEND Code of Practice, 2014.

- To provide strong leadership within the school which drives improved outcomes for pupils with SEND.
- To work alongside parents to ensure all children achieve their potential and individual needs are being met.
- To provide support, advice and training for all staff working with pupils with special educational needs.

Identifying needs:

The purpose of identification is to work out what action the school or family needs to take to support a child with additional needs. At Stephenson Memorial Primary, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs or disability of the child or young person. Children may be identified as having SEND through a variety of ways including the following:

- Liaison with nursery setting/previous school
- Child performing below age expected levels
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the Teachers/ Senior Leadership Team
- Concerns raised by teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Early Intervention teams working closely with schools - eg Health Visitors.
- Health diagnosis through paediatrician/doctor

At Stephenson Memorial Primary we understand that although the following are NOT Special Educational Needs they may impact on progress and attainment;

- 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

- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of the Services

A Graduated Approach

As a school, we track children's progress from entry at Early Life/ Nursery or Reception through to Year 6, using a variety of different methods including national expectations and age related expectations.

Children who are not making expected progress are identified through our termly Pupil Progress Review meetings with the class teacher, phase leader and senior leadership team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support or intervention can be given to aid their progression.

The programme of support in place is recorded as a 'Pupil Passport' (Appendix 1) Once children have had intervention and adjustments to teaching have occurred, their progress continues to be monitored and the impact of schools actions are evaluated. If a child continues to make insufficient progress or perform well below the expected level for their age, they may be recorded as SEND. All these stages will be shared with parents and carers, and where appropriate the child. Children on our SEND register will have a SEND Support Plan (Appendix 2), this is monitored closely by the SENDCO to ensure that targets are appropriately SMART. (Specific, Measurable, Achievable, Realistic, Timed.) These plans are reviewed and updated termly, using information advice from Further detail regarding our approach can be found in the SEND Information Report located on the school website.

Our approach is founded on the following principles -:

- 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 high quality teaching.
- We 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 SEND most frequently encountered.
- Where monitoring indicates a child is failing to make progress and that intervention and quality first teaching have not addressed this, the class teacher and SENDCO would meet with parents and children and make a plan regarding SEND support. The impact of intervention is closely monitored.

For higher levels of need, and for more complex needs, school accesses a range of external expertise. Once a referral has been made or advice sought, we may be provided with a set of strategies or suggestions to support individual children. Teachers are responsible to ensure that this advice is followed as closely as possible. This advice is included in the child's SEND Support Plan (See appendix 2) which ensures that the impact of actions for each child can be evaluated and reflected upon.

When a Support Plan is not enough

Where we identify, through our half termly pupil progress meetings, that a child requires additional support beyond that available in school via the school's notional SEN budget a request for an Education, Health and Care Needs Assessment may be submitted to the Local Authority. Parent and pupils consultation is an essential element of this process.

For children in Early Life and Nursery funding may be applied for to secure extra adult support. This would be done via the Early Years Inclusion Funding Team. A form is completed, usually led by Mrs. Wynn and submitted to the team.

Copies of all paperwork are kept up to date in an online folder.

Removing a child from the SEND register

Where a child is deemed to no longer need additional SEND support, with mutual agreement of parents and school, they may be removed from the register. This decision is made after a close look at the progress made and the impact of strategies used to support an individual child. The SEND register is formally reviewed at last once a term by the SENDCo.

Supporting Pupils and Families

- At Stephenson Memorial, we believe that relationships with parents and families are vital.
- Our Information Report, which details our provision for pupils and families, is published
- We direct parents/carers to the Special Education Needs and Disabilities Information Advice and Support Service provided through the local authority. (SENDIASS)
- Our admissions arrangements can be accessed via our school website.
- Our Phase Leaders and SENDCO work with teaching and support staff to ensure that appropriate transition information is shared and that parents have an opportunity to meet with new class teachers.
- This includes strong communication with SENDCOs at new schools, including High Schools when a child is ready to start Year 7. The SENDCO from a child's new high school is invited to come to Stephenson to meet pupils and staff and to carry out any observations etc to ensure a smooth transition across phases.
- Phase Leaders and the SENDCO make arrangements to ensure all pupils are assessed accurately and adjustments are made so that all children can access assessments.

Children 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 (SEN) and may have an 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.
- The school has a policy on Managing Medical Needs and, as part of our responsibilities in this policy, undertakes medical plans for those children with medical needs.

Monitoring and Evaluating SEND outcomes

- We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through planning and work scrutiny, lesson observations and learning walks. *(Full Quality Monitoring Cycle is in place)*
- Pupil outcomes are monitored through detailed data analysis, every half term.
- Parental feedback is obtained through the termly review meetings and parents are encouraged to contact school at any time if needed.
- Our governing body review the progress of all pupils, including those with SEND on a regular basis.
We have a named governor with specific oversight of our provision.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development on a regular basis.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The School Inclusion Lead attends meetings in order to keep up to date with local and national updates in SEND. She also attends national conferences and training events.

The school has a plan for all staff to develop the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or their phase, for example, Speech and Language programmes.

SEND is funded through the notional SEND budget and through additional “top-up” funding which is secured through statements of special needs and Education, Health and Care Plans.

Storing and Managing Information

Documentation relating to special educational needs is managed in line with GDPR guidelines.

Reviewing the Policy

This policy is reviewed at least every two years by the governing body.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has an accessibility plan and a Single Equality Plan and is committed to taking every reasonable action to ensure that our work is accessible to all pupils and their families.

Complaints

Where a parent/carer is concerned about an issue relating to their child’s SEND, we would ask that every effort is made to resolve this informally by seeking a meeting with the class teacher in the first instance. If this does not satisfy the issue, parents/carers should meet with the SENDCO or the Headteacher to enable them to address the problem. If it is not possible to resolve any issues informally, our school’s policy on complaints should be followed. A copy is available from the school office or via our website.

Bullying

Research indicates that learners with SEND are more vulnerable to safeguarding concerns and are at greater risk of bullying. Staff are aware of this and take a proactive approach to ensuring that our environment is safe for learning. This is outlined in our Anti-Bullying policy. Parents, carers, pupils and staff are involved in writing and implementing the Anti-Bullying policy. Our RSE curriculum actively teaches children about bullying, diversity and mental health. This is led by our Senior Mental Health Lead, Lindsey Adams.

We have nurture staff in school (Jasmin Sample, Teifi Flynn & Eleanor Anderson), who aim to support children in school who may be more at risk of bullying. The SENDCO also works with family and children where there are concerns.

Policy Reviewed: January 2024

Review Date: January 2025

Appendix 1

Category of SEND (highlight in grey)

Cognition and Learning Social, Emotional & Mental health
 Communication and Interaction Physical and Sensory

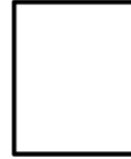
Academic Year 2021-22- Autumn Term

Start Date: Shared with parents on:
 Review Date:



Pupil Passport

Name:	Year Group & Class:
First Language:	Parents/ Carers Name:
DOB:	Contact Number:
Home Address:	



Strengths and Skills:	Current Strategies in Place, including recommended actions
Areas of Concern:	
Current Levels / Results of Assessments: Levels: R- W- M- Diagnostic-	Short Term Outcomes: 1. 2. 3.
Progress made towards outcomes:	Next Steps:
Outcome 1: Achieved Partly Not Achieved	
Outcome 2: Achieved Partly Not Achieved	
Outcome 3: Achieved Partly Not Achieved	

Appendix 2

All About Me

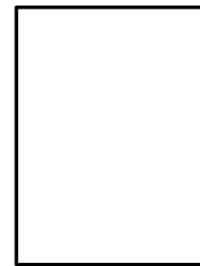


What do people like and admire about me, what do I like about myself?

Who is important to me?

What do people need to know to support me well and help me have a good day?

Support Plan 2021/22
 Autumn Spring Summer
 Started on:



What is important to me?

Hopes for my future:
 I hope:
 My parent/ carer hopes:
 My teachers hope:

Contact Details

Pupil Name:	First Language: English
DOB: //	Year Group: Class:
Home Address:	Parents/ Carers Name and Contact Number: 07

My SEND Areas of Need:

Other Plans Supporting Me: (highlight in grey)

EHA EHC Child in Need
 Child Protection LAC



Assess



Plan

Current Levels

	Level	Age Related
Reading		
Writing		
Maths		

Diagnostic Assessments

	Test Age	Actual Age
Salford Accuracy		
Salford Comp		
Sandwell/ PUMA		
HAST		

What's working well?

My Strengths & Skills:

What do I need support with?

Concerns that my teachers and professionals who work with me have:

I need help with:

My Parents/ Carers Concerns:

My Outcomes



An outcome is a skill that you will be able to achieve with support and intervention. It is SMART- specific, measurable achievable, realistic and time bound.
 A **Long term** outcome is something to work towards by the end of this school year or perhaps a little longer.
Short term outcomes are smaller steps to help you work towards your long term outcome. These will be reviewed termly.

Do

Long Term Outcome/s:

-



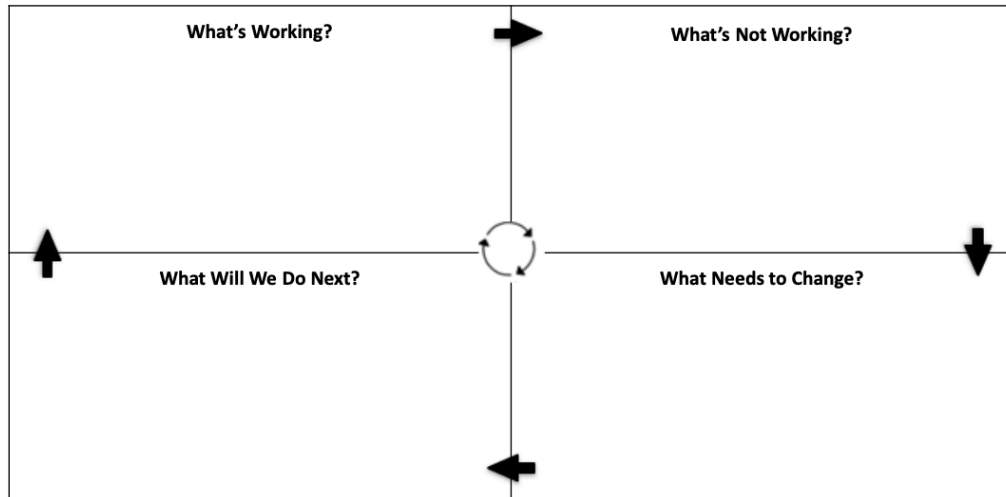
Short Term Outcomes	Actions/ Strategies/ Delivered by/ Frequency	On Advice of	Additional Information
1.			
2.			
3.			
4.			



Review



Date of Review Meeting:



Use: Achieved, Partly Achieved or Not Achieved.

Outcome 1	
Outcome 2	
Outcome 3	
Outcome 4	
Progress Towards Long Term Outcome/s	

Recommendations from my review

Highlight in grey all statements that are true -

Support Plan to be closed - no longer requiring additional support
Updated SEND Support Plan to be implemented next term
Seek additional advice/ support from professionals next term
Request for EHC Needs Assessment

People Who Support Me



	Name	Role	Contact Number/ Email
Family and Friends:			
People Who Work With Me In School:			
Other Professionals I Have Met:			

Signatures and Agreements



- I agree to (my child) being named on the school SEND list.
- I understand why the SEND Support Plan is in place.
- I understand that the plan will be stored on a secure drive.
- I agree to the sharing of information with relevant education, health and care professionals.

.....
(Young Person)

.....
(Parent/ Carer)

.....
(Person Coordinating Plan)