

Spalding Parish Church of England Day School

*At the heart of our diverse community, striving for excellence,
enabling all to achieve their highest potential.*



Special Educational Needs and Disability (SEND) Policy

Date of Policy: September 2020

Adopted by Local Council: February 2021

Signed by Chair of Governors: Emma Rains

New Policy: Sept 2020		

Spalding Parish Church of England Day School SEND Policy

Our Vision

*At the heart of our diverse community, striving for excellence,
enabling all to achieve their highest potential.*

We aim to be an outstanding inclusive church school embodying the love and care of God the Father for everyone, striving to help all in our school prosper and fulfil their unique potential in the fullness of Christ, and co-operating with the Holy Spirit for the flourishing of every person through the principles of wisdom, hope, community and dignity.

'Start by doing what's necessary, then do what's possible; and suddenly you are doing the impossible.' **St Francis of Assisi**

As a caring Christian community built on Compassion, Trust, Friendship and Hope our work and vision is based on the core values stated above alongside the additional values of Courage, Perseverance, Humility, Forgiveness, Wisdom and Thankfulness. These values clearly state our firm belief in God overarched by the values of Respect and Responsibility and our school ethos, all of which is encapsulated in the school's Mission Statement.

Our Christian values-based school celebrates curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all we do. Our children learn to become resilient and self-assured in a safe, inclusive and nurturing community. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (January 2015) DfE/DoH** which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

Children and Families Act (2014)

Equality Act 2010: The School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.

Equality Act 2010: Advice for Schools (DfE February 2013): Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission.

Supporting pupils at school with medical conditions (2014): Statutory guidance from the Department for Education.

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, disability and equality and accessibility plan in particular. It was written in consultation with the Local Council, Head Teacher, current school staff and parents.

The information in this policy will be updated regularly and any changes occurring during the year will be updated as soon as possible. Under normal circumstances it will be formally reviewed every year as part of the school's policy review cycle.

The SENCo is Sam Bocoek

The SEN Governor is Claire Parsons

The Designated Safeguarding Lead is Emily Hill

Every teacher is a teacher of every child including those with Special Educational Needs and/or disability.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: *'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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.*

'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'.

Many children and young people who have Special Educational Needs (SEN) may have a disability under the Equality Act 2010 – that 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 children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and

above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the Special Educational Needs and Disabilities (SEND) definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

Medical Statement

A medical diagnosis can only be given by a medical practitioner. Where parents or school staff feel that a pupil may have a medical need, a referral can be made to Community Paediatricians by the Special Educational Needs Coordinator (SENCo).

Inclusion Statement

At Spalding Parish Church of England Day School we believe that every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. All children and young people are entitled to an education that enables them to make progress so that they:

- *Achieve their best;*
- *Become confident individuals living fulfilling lives, and;*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training.*

Special Educational Needs and Disability Code of Practice, 2015

Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), Spalding Parish Church of England Day School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met;
- Raising the achievement of pupils with SEND is a whole school responsibility;
- Early identification and early intervention are essential for ensuring better outcomes for pupils;
- All pupils are encouraged and supported to be active partners in the decision making about their education;
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child;
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment;
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress;
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil needs;
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family;

- Resources allocated to SEND must be effectively used to secure maximum impact and value for money;
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND;
- To work in partnership with parents/carers;
- To value and encourage the contribution of all pupils to the life of the school;
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard;
- To enable all pupils to participate in lessons fully and effectively;
- To work with the Local Council 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 further support the needs of individual pupils;
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all pupils

Head Teacher

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn;
- The Head Teacher and the Local Council will delegate the day to day implementation of this policy to the SENCO;
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system;
 - Maintenance and analysis of a whole-school provision map for vulnerable learners;
 - Pupil progress meetings;
 - Regular meetings with the SENCo;
 - Discussions and consultations with pupils and parents.

Special Educational Needs Coordinator (SENCo)

In line with the SEN Code of Practice 2015, the SENCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners;
- Co-ordinating provision for children with Special Educational Needs;
- Liaising with and advising teachers;
- Managing other classroom staff involved in supporting vulnerable learners;
- Overseeing the records on all children with Special Educational Needs and/or a disability;
- Contributing to the in-service training of staff;

- Completing Annual Reviews for all pupils with an EHCP;
- Requesting EHC needs assessments when a Graduated Approach has been exhausted and a pupil may have significant Special Educational Needs which will require support above and beyond that which can be provided through delegated funding;
- Overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another;
- Monitoring the school's system for ensuring that Individual Support Plans, where it is agreed they will be useful for a pupil with Special Educational Needs, have a high profile in the classroom and with pupils;
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with Special Educational Needs);
- Meeting regularly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are on the SEND Register;
- Liaising and consulting sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers and outside agencies;
- Attending area SENCo cluster meetings and training as appropriate;
- Liaising with the school's SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school);
- Liaising closely with a range of outside agencies to support vulnerable learners;
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Class Teacher

Liaising with the SENCo to agree:

- Which pupils in the class are vulnerable learners;
- Which pupils are underachieving and need to have their additional interventions monitored on a vulnerable learners' provision map – but do not have special educational needs;
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Support Plan to address a special educational need (this would include pupils with an EHCP).

Securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely '*additional to or different from those normally provided as part of the differentiated curriculum offer and strategies.*' (SEN Code of Practice 2015);

SEND Governance

To meet the statutory requirements of the Code of Practice (2015) there must be a member of the Local Council or a sub-committee with specific oversight of the school's arrangements for SEN and disability.

The Local council of an Academy **must** publish information on their websites about the implementation of the Local Council's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2014** and **must** include information about:

- The kinds of SEN that are provided for;
- Policies for identifying children and young people with SEN and assessing their needs;
- Arrangements for consulting parents of children with SEN and involving them in their child's education;
- Arrangements for consulting young people with SEN and involving them in their education;
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review;
- Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood;
- The approach to teaching children and young people with SEN;
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN;
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

Evaluating the effectiveness of the provision made for children and young people with SEN:

- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN;
- Support for improving emotional and social development. This should include pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying;
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families;
- Arrangements for handling complaints from parents of children with SEN about the provision at the school. This should include arrangements for supporting children and young people who are looked after by the Local Authority and have SEN.

A Graduated Approach

In line with the Code of Practice methodology of **Assess, Plan, Do, Review** children with SEN are identified as early as possible. Class teachers are continually aware of children's learning and the progress of every child is monitored termly. Where a child is identified (assessed) as not making progress, in spite of quality first differentiated teaching, he/she is raised as an initial concern with the SENCo at pupil progress meetings. These concerns are shared with parents and an immediate plan of action is agreed.

Less than expected progress can be characterised by progress which:

- Is significantly slower than their peers 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.

There are four distinct categories of SEN need as identified within the Code of Practice 2015:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health;
- Physical and sensory.

Once a child has been correctly identified with special educational needs and/or a disability, initially the Class Teacher and/or SENCo will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the review process within the Code, regular reviews will be available with the SENCo. Normally these will be three times a year; more frequent meetings might become necessary if there is a need to move from SEN Support towards a request for statutory assessment for an EHCP.

The school has a criteria to determine the correct identification of SEN which is detailed in our 'Working Practise Document for SEND'.

At every stage of the SEN process it is our policy to work in partnership with our parents and their child to secure the best possible outcomes: together we achieve more.

Wherever possible pupils will remain with their Class Teacher as this is where they learn best, with the rest of their class in the classroom. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a Teacher, Specialist Teacher or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEND register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

COMPLAINTS

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

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCo and/or the Head Teacher.

If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.

The Clerk to Governors is: Johann Boorman

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs: **Mrs Sheridan Dodsworth**
9-11 The Avenue
Lincoln
LN1 1PA

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.