Spalding Parish Church of England Day School

Wholly inclusive, striving for fulfilment,
empowering the flourishing of our world.

Special Educational Needs and Disability (SEND) Policy

Date of Policy: September 2023

Adopted by Academy Committee: January 2025

Signed by Chair of Governors: January 2025

Revised Policy: Sept 2023		
Revised Policy: Jan 2025		
Revised Policy: Jan 2026		

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (January 2015, DfE)** 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)

The Special Educational Needs and disability Regulations (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 (2018): 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)

The National Curriculum in England Key Stage 1 and 2 framework document (September 2014)

The Early Years Foundation Stage (EYFS) framework document (2021)

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 Charlotte Hardy

The SEN Governor is _____

The Designated Safeguarding Lead is Diane Mulley

Definition and Inclusive Practice

"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'.*

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, and epilepsy. 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).

Vision

Wholly inclusive, striving for fulfilment,
empowering the flourishing of our world

Inclusive - Our inclusive community honours each person and ensures they know they are valued and valuable. Spalding Parish is a family where all members of our school community care for each other. This is evident through the level of support that is both given and received.

Fulfilling - Through challenge and support, staff work extremely hard to ensure that children reach their full potential and set high standards, both of pupils behaviour and in the work they produce. We recognise that it is important, not only for our pupils to reach their academic potential, but for them to be given the opportunity to develop their talents in art, music and sport; allowing all to flourish and experience 'life in all its fullness'.

Flourishing - Working together we strive to make a difference for all pupils, for our whole school community and for the wider world. We value all learners and aim to ensure every member of our school community can flourish as this is 'life in all its fullness'. Our curriculum aims to give hope and prepare children for the future in which they can fully participate as responsible and confident citizens.

Our curriculum is focussed on 'Making a Difference' - to the school itself, the local community and the wider world. This is underpinned by our Curriculum Drivers - Vocabulary/Background Knowledge, Growth/Mindfulness, Initiative and Possibilities/Community - alongside key enquiry questions to extend the children's knowledge and understanding. We strive to promote a curriculum which imparts knowledge; fosters curiosity, encourages growth and use of initiative, is language rich promoting the acquisition of a wider vocabulary and a love of reading, and builds cultural capital.

We define our curriculum as the totality of a child's learning experience whilst they are with us, ensuring that they are secondary ready and their educational journey undertaken whilst at SPCEDS equips them for the next stage. Together at SPCEDS we are on a continuing learning journey to support the children, families and wider community that we serve. We firmly believe in supporting the children to develop the essential skills for life in an ever changing world.

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 (through inclusive provision and curriculum);*
- *Become confident individuals living fulfilling lives, and;*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training (where they are then able to flourish).*

Special Educational Needs and Disability Code of Practice, 2015

Policy, Principles and Objectives

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 will have reasonable adjustments made to ensure their needs are 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 peers in a fully inclusive classroom environment;
- All pupils benefit from 'High Quality 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;
- Systems for monitoring and evaluating developments in SEND support will improve pupil's learning opportunities and provide appropriate challenge.

Our objectives are:

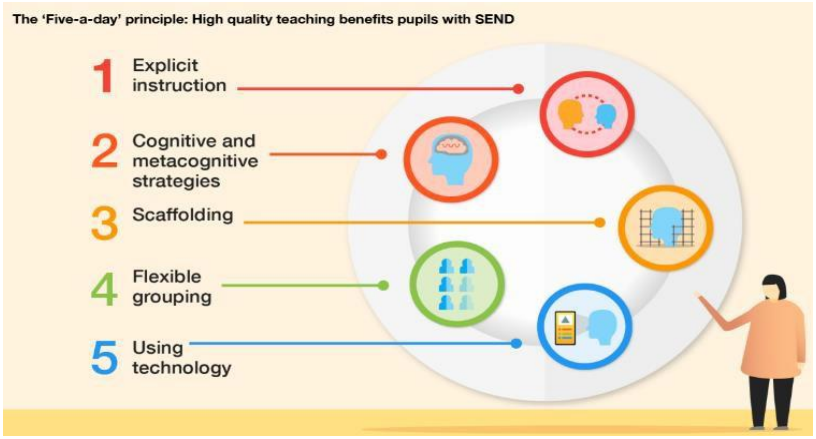
- To identify barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND;
- To work in partnership with parents/carers;
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard, enabling all pupils to participate in lessons fully and effectively;
- To work with the Academy Committee to enable them to fulfil their statutory monitoring role with regard to the Policy Statement/Local Offer 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;

Our approach to supporting pupils with SEND is underpinned by the well-researched 'Summary of Recommendations' five principles written by the Education Endowment Fund.



'SEND Diet'

Our approach to teaching all pupils, inclusive of those with additional needs, provides them with the tools for success. Our Teaching and Learning ethos is underpinned by our desire to enable achievement for all. The five-a-day principle is a well-researched approach developed by the Education Endowment Fund, written into their published 'Special Educational Needs in Mainstream Schools' guidance report'.

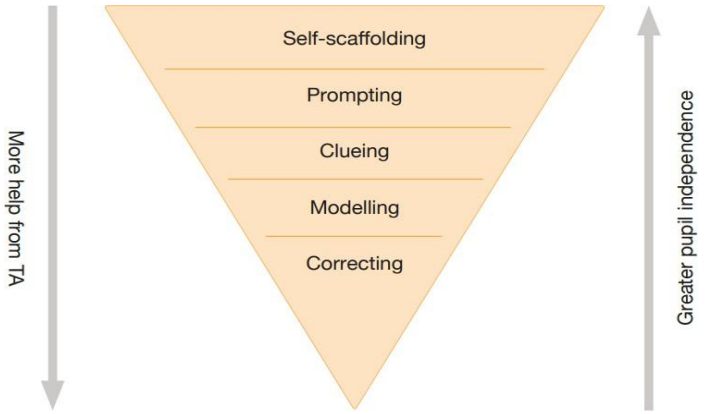


The principle outlines five ways that teachers can ensure pupils are exposed to high quality teaching at all times. These approaches will be present in every classroom, with a focus on scaffolds to ensure there is adaptive practice for pupils who require additional to/different from learning opportunities.

> *Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.*
>
> **SEN in Mainstream guidance report, EEF, 2020**

At Spalding Parish, we believe scaffolds are integral parts of planned learning sequences and expect to see them used in all curricular lessons, be it visual, verbal or written. Scaffolds are used to remove barriers to learning, which in turn promotes achievement for all pupils. It will be dependent upon each child's individual needs, decided by the class teacher, as to how those scaffolds may be presented. Scaffolds provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Usually, these scaffold supports are planned prior to lessons as teachers will know their children's prior knowledge and needs, however some are provided responsively during instruction within a lesson.

In our school, we are extremely lucky to have excellent teaching assistants in classrooms who are enthusiastic and committed to supporting pupils and teachers. Teaching assistants will be deployed throughout school to add value to the learning opportunities pupils receive. Teaching assistants will work with all pupils in the classroom, supporting children to develop their independence and learn new skills. The Support Triangle pictured explains our support structure that teaching assistants will follow.



Initially, teaching assistants will observe pupils to see if they are able to access the learning independently. If not, they will begin prompting, clueing and modelling to support pupils throughout the activities asked. Teaching assistants will provide enhanced support for SEND pupils when required. This could be in the form of scaffolding learning in the classroom, or ensuring that they deliver high quality structured interventions on a 1:1/and or small group basis in the classrooms or small learning work stations close to classrooms.

Roles and Responsibilities

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 running of transition arrangements and transfer of information for pupils with SEND 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 them informed of current issues regarding provision for vulnerable learners, including those with SEND (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 Teachers

Each class teacher and key worker is responsible for:

- The progress and development of every pupil in their class;
- Providing high quality teaching for all pupils and additional provision to meet the needs of children with SEND;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.

SEND Governance

To meet the statutory requirements of the Code of Practice (2015)

- There must be a member of the Academy 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 Academy Committees 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 SEND that are provided for in school and the approach to teaching;
- Arrangements for consulting parents of children and young people with SEN and involving them in their child's education;
- Policies for identifying children and young people with SEN and assessing their needs;
- 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;
- 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 provision at school.

Assess, Plan, Do, Review

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 adaptive teaching, he/she is raised as an initial concern with the SENCo at pupil discussions. These concerns are shared with parents and a plan of action is agreed between the parents, teacher and SENCo.

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.

High Quality Teaching, Early Intervention and Narrowing the Gap

Once a pupil has been identified, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- The child's class teacher or key worker will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class and/or provide advice to the staff members.
- The child's class teacher or key worker in agreement with the SENCo, will identify appropriate strategies and interventions designed to 'narrow the gap' and ensure that these are delivered consistently and regularly so that impact can be measured and monitored. These interventions will be identified on a Provision Map.
- An 'Assess, Plan, Do, Review' model is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. The child may have an Individual Support Plan (ISP) written with targets set to create goals for the pupil to work towards. These will be reviewed 12 weekly.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help to inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review
Progress is continually reviewed for all children to ensure that interventions are appropriate and effective. Formal reviews of a child's progress will be made regularly (minimum of three times a year). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Informal reviews will often take place on a more frequent basis and as required.

SEN Support
If, despite additional support, a child continues to have barriers to learning and the attainment gap is not closed, the SENCo may determine that they have special educational needs and a decision will be made for the child to be placed on the SEND Register at 'SEN Support'. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective, personalised provision is put in place and so remove barriers to learning. This provision will be recorded on an Individual Support Plan (ISP) and copies will be shared with all staff involved in supporting the child (on a need to know basis), parents and where appropriate, the child themselves. The ISP will be reviewed at least three times a year, in line with the 'Assess, Plan, Do, Review' cycle outlined above.

Requesting an Education, Health and Care Needs Assessment
If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent or professional working with the child. This will occur where the complexity of need or lack of clarity around the needs of the child means that the school has been unable to meet the child's needs effectively through its delegated funding and all available resources have been exhausted.

The decision to make a request for an Education, Health and Care Needs Assessment will be taken at a progress review. The request will combine information from a variety of sources including parents, the school and any Outside Agencies who may be supporting the child. The request is submitted to the Local Authority SEND Team, where a panel of professionals will make a decision. This process takes 20 weeks. Requests can be turned down by the local authority and in these instances parents have the right to appeal against the decision.

Monitoring Arrangements
This policy will be reviewed by the SENCo and SEND Governor annually and in consultation with staff. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

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

All complaints are taken seriously and 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, with all complaints then heard through the school's complaint procedure. 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.