

# Special Educational Needs and Disability Policy

## September 2023

### Introduction

At Stratford St Mary Primary School we aim to provide an environment inclusive to all children. We are committed to ensuring that all children are given the opportunities and support needed to achieve their full potential. We acknowledge and respect that each child attending our setting is unique, and some children may require individual support due to their unique set of needs.

### Aims

- We have adhered to the DFES Special Educational Needs Code of Practice (2015) and we comply with the provisions of the Suffolk County Council Special Educational Need and Disability (SEND) Policy and Practice Handbook Act (2003).
- Every child within our provision is given the opportunity to become a confident learner and to achieve their individual potential.
- All children have access to a full range of activities and experiences and no child is excluded from these opportunities.
- Personalised support is given to children with Special Educational Needs (SEN) so they have full access to a broad and balanced curriculum, it will enable us to provide a personal curriculum that drives learning.
- Children with SEN are included with their peers and supported within the classroom as much as possible.
- We identify the specific needs of children and meet those needs through a range of strategies and quality first teaching and adaption of tasks in order to be ambitious for all of our learners.
- We work in partnership with parents/carers and other agencies to meet the individual needs of children.

### Premises

Where possible the furniture and environment will be accessible to accommodate all children's

personal needs, this will be supported through discussions with multi-agency professionals, staff and parents/carers.

## The role of the SENCO

It is the role of the Special Educational Needs Co-ordinator (SENCO) (in conjunction with the Headteacher at SSM) to:

- Work closely with Stratford St Mary Primary School Staff and with parents/carers to ensure they are kept up-to-date about their child's progress and take an active role in supporting their child.
- Provide staff and parents/carers with information, support and advice relating to their child's specific needs, i.e. literature and contact details of support groups. Every effort will be made to ensure that this information is available in a variety of formats including: in large fonts, coloured paper, Braille and translated documents.
- Liaise with fellow professionals.
- Advise and support other practitioners in the setting, giving support to staff in the creation of (when required) pupil centred targets, intervention plans and individualised Education Plans (One Plans) , behaviour and inclusion plans, Pastoral Support Plan (PSP's) and Suffolk Pupil Support Framework (SPSF) plans.
- Take the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs.
- To conduct annual reviews of pupils with Education Health Care Plans in order to review progress and effectiveness of provision.
- To gather assessment and evidence to support funding applications and referrals.
- Track the pupils with SEN and their progress on a half termly basis (with staff)
- Liaise with the SEN link governor. At our school this is delegated to Mrs Paula Baker.
- To monitor the effectiveness of intervention provision for pupils with SEN.
- Ensure the SEND Offer is current and up to date.
- To support Common Assessment Framework (CAF) Referrals.

## Training

We recognise that staff members at our school need specific knowledge to effectively support children with Special Educational Needs. We are committed to giving our staff members the opportunity to access such training, and facilitate an environment where expertise and knowledge is shared.

The SENCO is able to provide or organise specific SEN training, where required, for staff and governors to update their knowledge.

Mrs Jess Thornton has completed the National SENCo Award related to Special Educational Needs and Disabilities.

## Roles and Responsibilities

### *The Governors*

The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The member of the Governing body who has specific oversight of the school's arrangements for SEND is Mrs Paula Baker. The impact and quality of whole-school provision is monitored by the school Learning and Achievement Committee, who, with the Headteacher and SENCo, regularly review how expertise and resources are used to address SEND in school.

### *The Headteacher and all School Staff*

The Headteacher has the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body informed and work closely with the school's SENCo.

All teaching and non-teaching staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. It is the school's belief that all teachers are teachers of pupils with SEND.

The Headteacher will make any financial or staffing arrangements after consultation with the SENCO and in agreement with the Governing Body.

### *Admission Arrangements*

The school aims to be fully inclusive. All pupils are welcome including those with special educational needs and the arrangements for their admission for LA maintained schools would be in accordance with the LA admissions policy.

## Identification, Assessment Provision and Review

All teaching staff have a responsibility to identify, assess and support children with special educational needs.

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. (Code of Practice, 2015. Para, 6.36)

Identification and assessment need to occur as early as possible if a pupil is to respond effectively to appropriate provision.

To enable us to identify children with special educational needs, the school liaises with the pre-schools to establish if there are any children with particular concerns.

When a parent, or teacher, expresses concern, a meeting between the teacher, parent(s)/guardian and pupil will take place to discuss the concern and what action needs to be taken.

To assess the nature of the pupil's needs, the teacher will use The Graduated Approach (assess, plan, do, review) to identify the emerging needs of the child and plan support accordingly in liaison with the child and their parents. The teacher may conduct pupil interviews, gather information from the parents/carers, analyse pupil work and use standardised and diagnostic tests with the support of the

SENCo to identify the nature of the concern. If necessary, a support plan (called a One Plan) will be drawn up and an interim and full review date set. Useful and thorough assessments will take place before any intervention takes place, and progress will be reviewed half-termly to monitor the impact of the provision.

## Explanation of Stages of Special Educational Need

At every stage of the process, a person centred approach will be used so that parents and children are involved in the review and resetting of targets. Their input is important and valued and a partnership to help achieve targets is strongly encouraged.

### *School Monitoring Stage*

The graduated response is applied at each stage of the support process. The monitoring stage is usually the first stage of concern. Here, the child's needs are met through differentiation and quality first teaching in class lessons as well as adapted tasks. This is monitored regularly with the child and parents and may be either a temporary measure or a precursor for the school writing a One Plan if it is a learning need or a Behaviour and inclusion plan if it is a behavioural need.

### *One Plan*

If a child still needs support which is 'additional to' or 'different from' their peers after being monitored and extra support being put in place; a One Plan is developed with the parent/s and child and reviewed with the child and their parents. Provision is made within the class and a programme of work is devised to help the child to achieve the targets. This may be through targeted intervention. Assessments are made half termly to inform the One Plan and to assess whether changes to interventions need to be made in order to further support the child in achieving their targets. This is done through an interim review after 1 half term, and a full review after a term. A new cycle is then created if needed using the graduated response. This may involve breaking down previous targets into smaller, more achievable goals. If the child still does not make sufficient progress with the targets after 2 cycles of the one plan and graduated response; the school will ask for outside agencies to become involved in an advisory capacity, such as the Advisory Teacher for Learning Support, The County Inclusion Support Team or other professionals within the local authority. The agencies offer guidance and support for the school and parents in order for the child to acquire the skills to access the curriculum. If this fails to sufficiently help the child after a third cycle of the Graduated Approach, a referral to the Educational Psychologist or an Educational Health Care Plan (EHCP) referral is considered.

## Teaching Pupils with Special Educational Needs

The emphasis is on helping pupils within the classroom. High quality teaching and adaptive teaching is the first step in responding to children with SEND and additional intervention and support should not compensate for the lack of high-quality teaching. Teachers should adapt work across the curriculum in order to be ambitious towards the outcomes of all students.

Teaching staff will provide work that will help to achieve the targets and allow support staff to support the pupil in the most effective way. Teaching assistants will be deployed to work with targeted children in group activities or 1:1 within core lessons. If necessary, arrangements are made to withdraw pupils in a sensitive way to work outside the class.

Target setting for One Plans and Behaviour and inclusion support plans will be monitored and used to aid planning and monitoring and intervention. When special provision is required, every effort will be made to provide it.

## Criteria for evaluating the success of the Special Educational Needs and Disability Policy

A true evaluation of the policy is how the staff reflects the policy. Success can be judged by evidence of progress in terms of acquisition of skills, knowledge and understanding from the initial point of concern. To enhance practice we will:

- Continue staff training
- Monitor pupil target setting and progress using a pupil centred approach
- Ensure ongoing assessments are made and reviewed at least half termly.
- Ensure staff have up to date guidelines, personalised to the needs within our school to refer back to and use to support them in using the Graduated response to support their learners.

## Partnership within and beyond the school

### *Learning Support Services*

Advice is sought from:

- Learning Support Teachers
- Pupil Referral Unit (behaviour)
- Behaviour Support Service
- Educational Psychologist
- Speech and Language Service.
- County Inclusion Support Team
- Paediatrics
- Occupational therapy
- Other SENCOs within the pyramid
- School nursing team
- SEND Services

### *Links with other External Agencies*

The school is able to contact the School Nurse, Health Visitor, Educational Welfare Officer, Speech and Language Therapist, Community Physiotherapist, Occupational Therapist and Paediatrician.

Up to date information on other services and voluntary organisations are kept on file.

### *Partnership with Parents*

The school will work with parents at all stages. Parents will be notified in advance of any assessments that will take place by external agencies and permission sought for their involvement. They will be invited to attend reviews and be given opportunities to express their views at every stage and at each review meeting of their child's One Plan at least every term.

Parents will be encouraged to help their child meet the objectives / targets and share in their learning.

## Transfer Arrangements

When transferring to High School, the SENCo, Headteacher and/or class teacher give details of the Year 6 children on the SEND register and discuss the pupils with the visiting liaison teacher. Suitable transition arrangements for the child may take place.

When a pupil transfers to another school, all documentation will be passed on.

## Very Able Pupils

Pupils who are identified as having exceptional ability will be provided work that will challenge them, as well as ensuring their all round development. Teachers plan activities for the more able in their lessons through challenging activities and work.

## Special Facilities

The school has wheelchair accessible toilets and corridors.

## Resources

The budget for support staff and resources for Special Educational Needs is set at the beginning of the financial year.

All classes receive support in a variety of ways, both supporting pupils in the classroom and withdrawing individuals in small groups or for one-to-one sessions to follow specific programmes. Some children are able to access Speech and Language sessions to support their development.

## Trips

All children, regardless of special educational needs, are invited on school trips and necessary arrangements will be made to support a child, if required.

## Complaints Procedure

In the first instance, parents should discuss particular problems with the class teacher who will make every effort to resolve them and speak to the SENCo if necessary.

Continuing concerns may be referred to the Headteacher, who will liaise with all parties to negotiate an agreement. You can ask for a copy of our Complaints Procedure at the school office.

If, at any stage, parents are not happy about the LA decision concerning their child, they should consult the Headteacher who will put them in touch with the appropriate person within the LA.

## SEND Offer

Our SEND Offer is published on our website. It outlines provision and support that pupils and families can expect from our school. Our offer links to the Local Authority Offer which provides information on

what services children, young people and their families can expect from a range of local agencies, including education, health and social care.

## Monitoring and Review of this policy

The effectiveness of this policy is monitored by Jess Thornton in consultations with the Head Teacher, Karen Bilner, and the governing body.

All staff members will receive a copy of this policy and have the opportunity to discuss and ask questions to ensure their agreement and understanding.

This policy will be reviewed annually.