

# Linby cum Papplewick C.E. Primary School

## Special Educational Needs Policy



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### Contents:

Mission Statement .....	3
1. Aims and objectives .....	5
2. Responsibility for the coordination of SEN provision .....	6
3. Arrangements for coordinating SEN provision .....	6
4. Admission arrangements .....	7
5. Specialist SEN provision .....	8
6. Facilities for pupils with SEN .....	8
7. Allocation of resources for pupils with SEN .....	9
8. Identification of pupils' needs .....	9
9. Access to the curriculum, information and associated services .....	14
10. Inclusion of pupils with SEN .....	14
11. Evaluating the success of provision .....	15
12. Complaints procedure .....	15
13. In service training (CPD) .....	15
14. Links to support services .....	16
15. Working in partnership with parents .....	16
16. Links with other schools .....	17
17. Links with other agencies and voluntary organisations .....	17

## Introduction

All children learn at different rates and many will need a bit of extra help at some point during their time in education. A child has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made. Special educational provision is when a child needs extra help over and above what is usual. SEN can be in 4 different areas:

- Cognition and learning e.g. Down Syndrome
- Communication and interaction e.g. Autism
- Sensory impairment and/or physical
- Social, emotional and mental health problems

Some children's special educational needs are clear from a very early age, for others these will emerge as they journey towards adulthood. Some children who have SEN will make sufficient progress so the extra help is no longer needed.

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or you person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Nottinghamshire vision:

**'Our vision is that children and young people with Special Educational Needs and Disabilities (SEND) will be safe, healthy and happy, and have a good quality of life and opportunities to fulfil their aspirations, develop their independence and make a positive contribution to society.'**

You can view Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special

educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## Mission statement

*To Provide Life Giving Education*

**Ethos** *(below are excerpts - see Ethos Statement for full details)*

- **Every person** is loved by God;
- Every person should be **loved, valued, respected** and be **listened to**; (Children are loved and respected - Matt 19:13-14)
- Every person is **unique** - with unique gifts, abilities, needs, interests, personality and experiences and a unique calling;
- We believe that everyone is a learner and should be encouraged, supported and challenged to become who they are called to be. People's gifts, abilities, needs, interests, personality, experiences and calling may all **change** with time;
- The unique nature of each individual (our identity) is fully manifested & expressed only in **relationship** to others. (1 Cor: 12).
- We see everyone as made in **God's image** - as such having **choice** and thus being a **creative** being;
- We **respect** every individual's God given **freewill** and therefore choice of values, faith and belief system;
- **Equality** - We affirm the God-given value of each person and believe in the equal value of all. We stand for respect and freedom for everyone and understanding between people of different opinions;
- We respect that **education** is a shared responsibility between parents, school and the church;
- **God's love** should permeate all that happens in school;
- The **purpose** of school is both about the **here and now** and the **future** - children should be enjoying their learning experiences in school and the learning should enable all children to develop their talents to the full, realise their God given potential and enable them to fulfil their unique role in creation as part of the body of Christ (the church) and the life everlasting;
- We seek to be an **inclusive** school with an inclusive curriculum;
- The curriculum as a whole and every part of it has a **spiritual** dimension, since everything ultimately relates to God;

- The primary purpose of **assessment** is formative - to enable, encourage and motivate children to do their best and for teachers and the school to reflect on the effectiveness of teaching and to inform planning of teaching and school strategic development. Children should develop a self-awareness, good self-esteem and self-image and be encouraged to self-assess and set their own goals and targets.

## **SEND Core Values**

- Ensuring the child or young person's voice is central to decision making.
- Collaborative relationships with key partners and services, including parents and carers, other educational settings, health and other local authority services.
- Working in partnership to ensure co-ordination of services.
- Committing to improve the attainment, achievement and progress of pupils with SEND
- Ensuring early support and timely intervention, following the identification of need, using a graduated approach to avoid escalation of difficulties.
- Maintaining inclusive practices to ensure that children and young people remain connected to their communities.
- Preparing children for their future including transition into secondary school.

### **1. Aims and Objectives** *(see School Mission & Aims for full details)*

- To value every child equally, enabling them to develop a positive self-image and a positive attitude towards others
- To ensure that all children have the opportunity to access, as far as possible, the National Curriculum in a broad and balanced way and to achieve in line with the *Special Educational Needs Code of Practice*.
- To enable all children to participate as fully as possible in every aspect of school life
- To value and develop the individual strengths of children and to use these strengths in order to help them to achieve
- To work in partnership with children, staff, parents and outside agencies in order to best meet the needs of individual children

## **Equal Opportunities**

Equality of Opportunity is about fairness in giving the equivalent opportunity to achieve. Meeting individual needs is integral to the Teaching & Learning at Linby cum Papplewick School.

## **Limitations of the Policy**

In the delivering of this policy the Governors and Head Teacher give due regard and will always consider carefully the education and welfare of all pupils both in school and of those seeking admission. If at any time they consider the children with special needs or other children's needs or safety are compromised, it would not be possible to meet the aims of this policy. The advice of the LA would be sought and if necessary admission and placement at this school would have to be reconsidered.

We believe that Special Needs pupils at this school should be entitled to the support that they require which should be met through the money the school receives specifically for Special Needs and AFN/HLN bidding system. Any shortfall in this funding will limit this school's ability to deliver a curriculum and provide an environment to match those children's needs and would also be to the detriment of the children currently on roll in the school. The advice of the LA would be sought and if necessary admission and placement at this school would have to be reconsidered.

Where parents feel that non-admittance would have an adverse affect on their child we will ensure that we do everything we can to find an alternative solution for their child that would meet and serve their needs.

## **Objectives**

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and curriculum co-ordinator and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *[e.g. membership of the School Council, clubs, sports teams etc.]*.

As a school we work in partnership with our family of schools in the development of SEN provision and with a local School Behaviour & attendance Partnership to support children's needs in relation to their behavioural needs.

## 2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mr Domenico Conidi (Head Teacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Mr Domenico Conidi *[SENCO]*

*As a school we have a very experienced team of teaching assistants with specialisms in many areas including behaviour, ASD and hearing impairment.*

### **3. Arrangements for coordinating SEN provision**

The SENCO will hold details of all SEN Support records such as provision maps, IEPs or alternatives or structured conversations and subject targets for individual pupils.

#### **All staff can access:**

- The SEN Policy;
- A copy of the full SEN Register and provision maps used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, *including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring.*
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

### **4. Admission arrangements** *(refer to admissions policy for detail)*

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Parents whose children gain a place at this school in reception or any other year group will be invited to identify any special needs that their child may have.

This is to assist their smooth transition into statutory education. In the event of this information not being provided in adequate time to make the necessary arrangements to meet the child's needs, the school cannot guarantee to deliver

the aims of this policy. This may lead to delayed admission or possible exclusion until arrangements are agreed that satisfy the needs of the child and the concerns and practical considerations of the school.

We will endeavour to make transition as smooth as possible. We are confident we can do this if we are able to work in close partnership with parents at all stages.

## **5. Specialist SEN provision**

Linby cum Papplewick CE Primary School has 17% pupils with SEN.

We have 4 members of staff who specialise in SEN provision and support. We also have a Speech & Language Therapist that we have contracted in as a family of schools.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

## **6. Facilities for pupils with SEN**

*The school has a range of specialist SEN facilities in place. These are:*

1. Sensory room
2. Room for Fun Fit/Development of Gross Motor & Balance
3. Wheel Chair Access & Disabled toilet for Pupils

## **7. Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local

Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

## **8. Identification of pupils needs**

### **Identification**

See definition of Special Educational Needs at start of policy

### **A graduated approach:**

#### ***Quality First Teaching***

All schools have to follow a broad and balanced curriculum. Children make progress at different rates and have different ways in which they learn best. Teachers use different materials and activities to suit the children they teach. Their lessons are planned to ensure that the children receive 'Quality First Teaching'. Within this, teachers adapt the lessons for specific children or groups of children. This is known as 'differentiation'. Some children who have difficulties in particular areas or at particular times in their school life will get the help they need through differentiation, without being identified as having special educational needs. However, if it is decided a child has special educational needs and that they need more or different help, this will be discussed with parents.

Decisions about what level of help a child should get are based on the progress they are making and what help they are getting already.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### ***SEN Support***

Pupils who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through Special Educational Needs (SEN) support.

If a child has identified SEN, the Special Educational Needs Co-Ordinator (SENCO) will work with the parent and class teacher to plan what to do. This could be a special programme of work, particular equipment, time with a teaching assistant or teacher individually or in a group. A SEND support plan is written e.g. a provision map or as an Individual Education Plan (IEP) and shows support which is 'additional to or different from' what other children need. The plan shows the targets the child will be working on and the extra support arranged. The IEP or provision map will be discussed with parents and the child, and be reviewed at an agreed date, at least twice a year.

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.

The assess, plan, do, review process cycle is continual. If the review shows a student has made really good progress, this may mean they no longer require the additional provision made through SEN support. If this is the case, the student is likely to be taken off the SEN record and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching. For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The

aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The ongoing assess, plan, do, review cycle enables the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment 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 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 /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to 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***

Reviews will be undertaken in line with agreed dates. 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to

appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting the Parent Partnership Service on:

**0115 948 2888**

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of Pupils with SEN**

The Governing Body oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and any other agencies / support services that are relevant e.g. SBAP.

## **11. Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year at regular termly review meetings.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. *The evaluation is carried out by the SENCo/Headteacher and SEN governor and information is gathered from different sources such as parents evenings/ consultation evening/ feedback forms. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.*

Evidence collected will help inform school development and improvement planning.

## **12. Complaints Procedure** *[please refer to the general complaints procedure.]*

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on complaints procedures.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Linby cum Papplewick CE Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

## **13. In Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates termly SEN staff meetings and annual CRB update training (Coping with Risky Behaviours).

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school

development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

## **15. Working in partnerships with parents**

Linby cum Papplewick CE Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of the academic year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor is Carolyn Waddell who may be contacted in relation to SEN matters.

## **16. Links with other schools**

The school is a member of National Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Transition**

We work closely with secondary schools' SENCo on the transition of pupils with SEND to ensure the children get an enhanced transition programme (where this would be beneficial) and that all the necessary information is given to the pupil's new school.

## **17. Links with other agencies and voluntary organisations**

Linby cum Papplewick CE Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- SBAP/Behaviour Support Service
- Social Care
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.