



GUILDHALL FEOFFMENT
COMMUNITY PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy

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Introduction

At Guildhall Feoffment Community Primary School we believe that all pupils can make good progress, whatever their starting point and that all pupils can achieve and enjoy success. We endeavour to offer all pupils equal opportunities to participate fully in school life, including after-school activities and school trips. As a school we follow the requirement of the SEND Code of Practice to make 'reasonable adjustments' to the environment, curriculum and timetable; to address all pupils' needs by alleviating substantial disadvantage and being fully compliant with equalities legislation.

Aims and Objectives

The objectives of our SEND policy are as follows:

- To hold high expectations for all pupils
- To ensure the early identification of all pupils requiring SEND provision
- To meet individual needs through a wide range of approaches identified in our overview of provision
- To attain high levels of participation, motivation and engagement from pupils, parents and carers
- To make SEND resourcing and provision transparent for pupils, parents and carers
- To continue to provide access to all pupils through scaffolded, adapted or differentiated lessons and high quality teaching (HQT)
- To work alongside other agencies and schools in order to meet the needs of individuals.

We recognise that many pupils will have special needs at some time during their school life and that the effective implementation of this policy seeks to support and guide pupils, parents and carers as they partake in the assess, plan, do and review cycle.

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them in one or more of four broad areas. These four areas are:

- *Communication and Interaction* – Difficulties with different aspects of speech, language or social communication
- *Cognition and Learning* – Including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), high incidence specific learning difficulties (SpLD))
- *Social, emotional and mental health difficulties* - This area covers difficulties such as anxiety or depression, self-harming, substance misuse and eating disorders.
- *Sensory and/or physical needs* - Difficulties relating to movement, fine and gross motor skills and sensory integration.

(SEND Code of Practice, 2014. P97)

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significant difficulty in learning
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in a mainstream school.

The Role of SENCO

The named SENCOs for the school are Charlotte Atwell and Fiona-Catherine Thompson. Their role within the school is to carry out and oversee the following:

- Work alongside teaching staff to oversee day to day provision
- Lead SEND development throughout the school
- Provide guidance and support to all staff, seeking further advice as necessary
- Monitor and keep up to date Individual Education Plans (Pupil Passports)
- Update and regularly review the SEND register
- Update and review provision
- Monitor the progress of children with special educational needs
- Review the impact of interventions
- Organise training for school personnel
- Keep up to date with new developments and resources
- Liaise with parents
- Work with parents, pupils and staff in the preparation of Educational Health Care Plans (EHCPs) and annual reviews.
- Meet with outside agencies
- Work alongside transition schools
- Review and monitor the implementation of this policy
- Report to the Governing Body on the success and development of special educational needs

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. Whilst the four areas broadly identify the primary need of a pupil, we also consider wider needs which may also impact upon pupil progress, such as:

- Disability (has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Ever6, Free School Meals (FSM) (i.e. eligible for Pupil Premium)
- Being a Looked After Child (LAC) and left care/adoption through other routes

The Graduated Response

The four-part cycle (assess, plan, do, review) is known as the graduated approach and is outlined in the 2014 SEND Code of Practice. The graduated approach is used for all pupils with SEN.

Assess – Pupils are assessed through a combination of teacher assessment and formal assessments. These are used to identify barriers to learning.

Plan – High quality teaching and some additional interventions are planned carefully with those barriers to learning in mind.

Do – A period in which to implement the plans and interventions is given and is reviewed after an agreed time frame.

Review – All completed work, records of involvement and intervention records are reviewed and the next steps are identified before the cycle begins again.

High quality teaching

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Where any pupil is making less progress than expected for their age or individual circumstances, the first response to such progress will be high quality teaching targeted at the child's identified areas of weakness. Evidence based interventions will be tried within the classroom or in small groups delivered by well-trained staff and monitored closely by the class teacher.

Slow progress and low attainment do not necessarily mean that a child has special educational needs (SEN) and would not automatically lead to a pupil being recorded as having SEN. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. This can be characterised by progress which:

- is significantly slower than that of their peers starting 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
- widens the attainment gap

Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN.

A detailed assessment of need will be made to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

- (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 SEND 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 style 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 SEND register 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 recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent/teacher consultations.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the school SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided uses the four part cycle that make up the graduated response.

Progress is reviewed in termly progress meetings (involving the head teacher, deputy head, class teacher and SENCO) with individual IEPs (Pupil Passports) also being reviewed by class teachers, parents and TAs each term.

Evaluating provision

Guildhall Feoffment Community Primary School encourages feedback from staff, parents and pupils throughout the year in the form of parent questionnaires, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual IEP (Pupil Passport), which will be updated each time the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors in order to assess whether provision has been effective.

Referral for an Education, Health and Care Plan (EHCP)

Most children will have their needs met by school provision. For those children who have complex needs that cannot be met by the support already put in place by school an EHC needs assessment may be needed. The statutory assessment process is usually requested by the school but can be requested by a parent. There is a statutory time limit for the completion of this process of 20 weeks.

The request will first be acknowledged and information provided regarding the process. A decision will then be made by the Local Authority about whether or not the child is eligible for an EHC Plan. The child's parent(s)/carer(s) will then be advised of the decision and what will happen next.

If an EHCP is agreed, further information is requested. This will include the views of the parent(s)/carer(s) about the child's needs, suggestions of what works well and what doesn't, and about the parents'/carers' hopes for the future. A multi-agency meeting will be held to agree what is required in order to meet identified needs and to achieve desired outcomes. This plan will be co-produced with the child's parents/carers, the child, and the staff who are providing support.

Having finalised the EHCP, support will be available to help the child work towards the desired outcomes. Short term targets will be drawn up as part of the IEP (Pupil Passport) system and will be reviewed at least termly. Annual reviews will be held in order to discuss progress, changing needs and funding. Although statutory reviews are annual, it may be necessary to review progress more often where the needs are particularly complex or circumstances have changed.

Suffolk County Council has produced a range of useful leaflets for parents/carers who wish to know more about the process. The following documents can be found by following the accompanying links:

EHC Plan leaflet – EHCNA At a glance

https://search3.openobjects.com/mediamanager/suffolk/enterprise/files/2016-10-04_scc_at_a_glance_ehc_needs_assessment_process_tw_updated_.pdf

A Guide to Suffolk's EHC needs assessment and the EHC Plan

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=1>

Support from external agencies

The school will sometimes seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with external agencies and provision is planned and set out in the record of involvement (a document for recording and monitoring all work with external agencies).

A range of agencies may be asked for advice and support, such as:

- Education Psychologists
- The Specialist Teaching Team
- Social Services
- Speech and Language Service (Class teacher also liaises)
- Occupational Therapy
- Specialist Outreach Services

When concerns are raised about an individual, several agencies may work together in the best interests of the child. Information is shared as necessary.

Additional information

If you have any further questions regarding anything set out in this policy, please contact to the school. A list of links to official sources below is included below which it is hoped will be useful.

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Guide for schools

<https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>

Guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Easy read guide for parents

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>

Guide for children and young people

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-children-and-young-people>

Suffolk local offer

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>