



## Special Educational Needs and Disability (SEND) Policy 2017

### 1. INCLUSION STATEMENT

Burley Primary School and Sopley Primary School are both mainstream, non-denominational, community primary schools catering for children who are rising five year olds to eleven years of age. Both schools embrace the concept of uniqueness and welcomes all children. We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. As such, all children are included in all learning and extra-curricular opportunities where it is possible to do so. Across our federation of small schools we:

- endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- are committed to developing a culture of awareness, tolerance and inclusion within our school and the wider community.
- focus on individual progress as the main indicator of success.
- believe that all teachers are teachers of SEND and thus will provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- believe that Special Educational Need might be an explanation for delayed or slower progress; we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- do our best to ensure that differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners, although EAL is not considered to be a special educational need.
- strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to ascertain causes for underachievement as quickly as possible and put into place appropriate interventions to help these pupils catch up. Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers.



## 2. ROLES AND RESPONSIBILITIES

**Helen Smith, B.Ed (Hons) C.A.E.S (SEN), is the Special Educational Needs Coordinator (SENCO) across each school and may be contacted via either school office.**

Provision for pupils with SEND is a matter for The Federation of Burley and Sopley Primary Schools as a whole and all staff within each school. The board of governors, in consultation with the Executive Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs.

**The Governors will ensure that:**

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

**The Federation of Burley and Sopley Primary Schools designated governor for SEND is Mr Andrew Mears supported by Mrs Sian-Elen Fernyhough and Mrs Sue Johnston.** Mr Mears' role is to have specific oversight of the federations arrangements for SEN and disability and, along with the SENCO and Executive Headteacher, regularly reviews how expertise and resources are used to build whole-school and federation provision.

**The Executive Headteacher is responsible for:**

- the management of all aspects of each school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- the deployment of all special educational needs personnel within each school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies/practices on each school and the federation as a whole
- working closely with the SENCo in each school



The Executive Headteacher, Mrs Fiona Adams, is the designated lead professional with specific safeguarding responsibility and for meeting the medical needs of individual pupils. Mrs Sarah Harvey (Head of School Burley), Miss Andrea Hodgson (Head of School Sopley), and Mrs Claire Smailes (Teacher Sopley) are also trained as Designated Safeguarding Leads and deputise for each other as required to provide cover across the federation.

### **The Special Educational Needs Co-ordinator (SENCo) is responsible for:**

- overseeing the day to day operation of the SEND policy
- co-ordinating the provision for pupils with SEND
- helping staff to identify pupils with SEND
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Personal Learning Plans (PLPs), setting targets appropriate to the needs of the for pupils , and advising on appropriate resources
- supporting class teachers in preparing Intervention Records, where provision that is 'additional to and different from' other pupils of the same age is deemed appropriate
- monitoring the on-going completion of Intervention Records for effective provision
- liaising closely with parents/carers of pupils with SEND
- maintaining the school's SEND register, (known as the Focus List at Burley school) and records with the Executive Headteacher
- assisting the Executive Headteacher in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year assessments, standardised tests etc
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- arranging meetings/liaising/being a key point of contact with external agencies, including the local authority and its support services
- liaising with potential next providers of education, either at key stage 1, 2 or 3 to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- contributing to the in-service training of staff

### **Class teachers are responsible for:**

- providing high quality teaching for all children In line with the new SEN Code of Practice, 2014



- monitoring pupils with SEND and who are part of a Vulnerable group so that they make at least expected progress
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child on a daily basis
- reviewing previous Personal Learning Plans and the preparation of new Personal Learning Plans each term for those children who have SEND
- setting targets for pupils with SEND and other vulnerable groups and recording them on Intervention Records accordingly
- organising and management of intervention timetables for pupils in their class
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND
- working with the SENCo as appropriate

**Teaching Assistants/Learning Support Assistants should:**

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- under the guidance of the class teacher, record all their interventions that are 'additional to and different from' on Intervention Records, so that they can become part of a continual process of monitoring and review of the impact and effectiveness of interventions
- carry out duties required by the Executive Headteacher and SENCo in order to support children with SEND

**3. AIMS AND OBJECTIVES OF OUR SEND POLICY**

**The Federation of Burley and Sopley Primary Schools will endeavour to:**

- identify and provide for pupils who have special educational needs and those pupils who are considered to be part of a vulnerable group and who have additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school, whole federation" approach to the management and provision of support for special educational needs



- provide a Special Educational Needs Co-ordinator (SENCO) who will manage the SEND Policy
- provide support and advice for all staff working with special educational needs pupils

#### 4. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The SEN Code of Practice (2014) definition of Special Educational Needs is as follows: "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age"(6.15).

**There are four categories of SEND, these are:**

**Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

**Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

**Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

**Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At each of the schools in The Federation of Burley and Sopley Schools we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We also acknowledge that there are other elements that may impact on the progress of a child and their ability to access to the curriculum but that these are not necessarily considered to be SEND. These may include:

- attendance and punctuality
- health and welfare
- English as an additional language
- being in receipt of Pupil Premium
- being a Looked After or Post Looked After Child
- being a child of a serviceman/woman.



## 5. QUALITY FIRST TEACHING and SEND

Each school regularly reviews the progress of all pupils. All teachers in each school are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants/learning support assistants or specialist staff through Quality First Teaching.

The key characteristics of quality first teaching are:

- highly focused lesson design with defined learning intentions
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will increasingly accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who the school feels may have SEND.

## 6. A GRADUATED APPROACH TO SEND SUPPORT

At each school a child may be identified as having Special Educational Needs and Disability (SEND) through a variety of ways such as concerns shared with the school by parents /carers information collected from a child's previous pre-school or school reports received from outside agencies such as doctors or speech therapists.

In addition to this, each school has a continual process of review of pupil progress through which there is a 'built in' graduated approach to identification and management of SEND. The graduated approach is as follows:

**RECORD KEEPING** Class teachers will continually note any on-going concerns with regards to individuals, in their class records, and may discuss these with the SENCo; advice may be offered to class teachers for in class support.

**PUPIL PROGRESS MEETINGS** Through a continual process of review, we are able to identify potential SEND through on-going teacher assessment and assessments which form the basis of half termly 'Pupil Progress Meetings'. Children who are not making expected progress are discussed by class teachers, the Executive Headteacher and the SENCo, and advice may be



offered to class teachers for in class support, or additional out of class interventions may be set up, or reviewed. The child's data will be specially colour coded for specific tracking of progress throughout the next half term. Children's progress is also measured against national as well as age-related expectations.

During 'Pupil Progress Meetings' the results of a variety of assessments such as Phonic screening, PiRA reading, PUMA maths and Spelling screening, as well as use of other diagnostic screening tools, will help to identify where further individual or group support is needed.

**INDIVIDUAL TARGET SETTING FOR PUPILS AT RISK OF SEND** The results of pupil progress meetings may result in teachers creating more individual targets for specific children who may be identified as vulnerable learners and 'at risk' of having SEND.

**PUPILS IDENTIFIED AS HAVING SEND AND SEND SUPPORT** Pupils with specific SEND will be recorded on a separate register, known as the Focus List (Burley) and Support Register (Sopley).

Where it is decided to provide a pupil with SEN support, the parents must be notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

**Plan** - If a child has identified SEND they may have a Personal Learning Plan (PLP) which is reviewed by the class teacher and SENCO each term and discussed with parents/carers at a meeting. It will be also be discussed with the child if appropriate. The purpose of the PLP meeting is to discuss the child's needs, review progress and targets set for the coming term.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

**Do** - Provision made for the child will depend on the child's individual needs, including what types of provision may or may not have made an impact previously and resources available. The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants/learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses.

**Review** - The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the



support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

**ON-GOING CONCERNS** If there are on-going concerns about a child's progress, or their ability to access the curriculum despite evidence-based support and interventions that are matched to the pupil's area of need, the school may consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

These agencies may then work closely with the school to develop programmes and set targets which are regularly reviewed. The child may then have either a Personal Learning Plan + or an Inclusion Partnership Agreement (IPA) which is monitored termly.

**EMOTIONAL LITERACY SUPPORT** All children will be supported to enable them to meet the requirements of each school's behaviour policy, home/school agreement and learning policies. If a child has on-going difficulties in this area, the child may be offered support from the school's Emotional Literacy Support Assistant (ELSA). Parents /carers and child may also be invited to discuss any difficulties with the class teacher, SENCO or the Executive Headteacher.

If necessary, and with the permission of parents/carers, the school may seek the advice and support of outside agencies, including the Hampshire Behaviour Support Service. An Individual Behaviour Support Plan (IBSP) with targets designed to help the child to improve may be drawn up by the school, in partnership with parents or carers and outside agencies. This will be reviewed at least termly.

### **THE EDUCATION HEALTHCARE PLAN ASSESSMENT (EHCP)**

The majority of children's needs should be met effectively within SEND Support, however, if there are on-going concerns about a child's needs, very occasionally an EHC needs assessment might be appropriate. It is a very detailed review. Its purpose is to find out, exactly what a child's special educational needs are and to identify the special help the child might need. With the consent of parents or carers, request for EHC assessment may be made to the Local Authority if the child has demonstrated significant cause for concern over a period of time.

### **Some facts about EHC assessment:**



- EHC assessment will not always lead to an Education Health Care Plan.
- There is a time limit of 20 weeks for the Local Authority to make assessments and decisions regarding an Education Health Care Plan.
- The school should ensure that parents/carers are supported and given comprehensive information.

## **EDUCATION HEALTH CARE PLAN and THE ANNUAL REVIEW**

If an EHCP plan is drawn up, there will be an annual review to discuss progress and reassess needs for the coming year, as well as termly SEN Support meetings. The annual review is to assess the child's progress towards meeting objectives specified in the EHCP, to collate and record information from all working with the child, review special provision and to set new targets. Following the meeting the annual review report must be submitted to the LA within 2 weeks, it is also sent to all invited to the meeting. The LA will review the child's EHCP and provision in light of the review and either amend or cease to maintain the EHCP.

**7. MANAGING PUPILS NEEDS ON THE SEND REGISTER** (known as the Focus List at Burley Primary School) The Executive Headteacher will manage the register in each school with the SENCo. Additionally, all children on the SEND Register will have a file containing a Personal Learning Plan as appropriate, which details important information about the child, including their strengths and areas of need. Additionally, the Personal Learning Plan sets out targets and their outcomes. Also in the file will be reports from other professionals who have contact with the child if appropriate. Class teachers, parents, pupils and other professional may all contribute to the file. The file is designed to be a working file which is updated to reflect the current needs of the child.

## **8. CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through procedures such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

## **9. SUPPORTING PUPILS WITH SEND AND THEIR FAMILIES**



Both Burley and Sopley Primary Schools foster an 'open door' policy which encourages parents and carers to approach staff with concerns and queries. The school endeavours to include and consult regularly with all those involved when discussing provision for pupils with SEND. Where necessary the school is able to either signpost or refer families and children to outside agencies such as:

- speech therapist
- occupational therapist
- physiotherapist
- specialist teacher advisors for hearing, visual or physical disabilities
- school nurse
- home/school support worker
- The Child and Adolescent Mental Health Service (CAMHS)
- educational psychologist
- outreach services from specialist units for behaviour or special schools
- The Ethnic Minority and Traveller Advisory Service (EMTAS)
- Support4SEND (formerly the Parent Partnership Service).

## 10. TRANSFER ARRANGEMENTS

From Pre-school Links/ Early Years Providers The Early Years Team in will arrange home school visits with families of all new children. Additionally, Parents/carers of children with SEND (and where appropriate the child) will be invited to discuss transfer arrangements. The Early Years staff will liaise with pre-school settings and advise the Executive Headteacher and SENCO of identified SEND children about to enter the school. The SENCO and Early Years teacher will liaise with appropriate pre-school leaders and arrange for the transfer of documents. Discussion will include the provision required for a smooth transition to school. The school will arrange to liaise with outside agencies already involved and to follow strategies and advice on existing education plans e.g. IPAs or EHCPs. Any whole school or individual staff training identified as necessary will be arranged by the SENCO.

To Key Stage 3 providers At the end of Key Stage 2, there is a transition programme which enables pupils to visit their new school, often several times. Extra visits or taster sessions can be arranged where needed for children and parents /carers. If the child has SEND, the SENCO will meet to discuss the child's transition to ensure that the next school has relevant information and the transition is as smooth as possible for the pupil. Keyworkers from the next school may visit children in their current school if appropriate. Children with an EHCP or IPA may have additional or different transition arrangements, and the SENCO of the new school will be invited to attend the Year 6 Annual Review.

For pupils who leave the school during Key Stage 1 or 2, records will be passed to the child's next school, and the SENCO may speak to relevant staff in the receiving school, in order to



secure a smooth and effective transfer. Further information for parents/carers on the provision for pupils with SEND can be found in:

- the relevant school's 'SEN Information Report' available on the Burley and Sopley school websites
- Hampshire County Local Authority 'Local Offer' - available on the Burley and Sopley school websites
- the school's Admission Policy - available on the Burley and Sopley school websites

## 11. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The Federation of Burley and Sopley Primary Schools recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## 12. TRAINING AND RESOURCES

The school receives money based on Hampshire County Council funding formula for mainstream schools. The SEN funding formula provides a sum of money which is part of the whole school budget and can be used to address the needs of pupils in any SEND category as identified and prioritised by the school.

The SENCO will attend SEND update meetings held by Hampshire County Council as well as the annual SEN Conference and has contact with the Ringwood School pyramid group.

'In-house' training, resources and training is available for all staff from the following services:

- Hampshire Teacher and Leadership College
- The Educational Psychology Service
- Governor Services
- Specialist Teacher Advisory Services
- Occupational Therapy Service
- Speech and Language Service
- Physiotherapy Service
- Manual Handling Training through relevant county council
- School Nursing Team



### 13. STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register are stored within their pupil file in a room on the school premises which is locked overnight.

14. **ACCESSIBILITY** Please refer to the school's 'Accessibility Plan' which is available at <http://www.sopleyprimaryschool.org/wp-content/uploads/2016/11/Jan-17-Federation-Equalities-and-Accessibility-Policies-including-objectives-and-reporting-HCC-model-school-equalities-policy-stat.pdf> or via the school office

### 15. DEALING WITH COMPLAINTS

Our 'open door' approach encourages and enables parents and carers to share concerns. Class teachers and members of the Senior Leadership team are generally available either before or after school. An appointment can also be made with a member of the staff if this is more appropriate. A copy of the school's Complaints Procedure is available on the school website or from the office.

16. **COMPLIANCE** This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (July 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The Federation of Burley and Sopley Primary Schools' Safeguarding Policy
- School Accessibility policies/plans
- Teachers' Standards DfE (2012)
- Children Act November 2004

The basis for this federation policy was created by Mrs Helen Smith (SENCO), in liaison with the designated SEND Governor and the senior leadership team. It has been previously been shared with school staff at Burley and a sample of parents. As part of aligning practice and procedure across the federation the policy was shared and adjusted by consulting with staff at Sopley School, SEND governors and a sample of Sopley parents.

The success of the Federation's SEND policy and provision is evaluated through:



## The Federation of Burley and Sopley Primary Schools



- monitoring of classroom practice by the Executive Headteacher, members of the Senior Leadership Team and SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governors
- School Self-Evaluation documents
- Local Authority moderation process and OfSTED inspection arrangements
- meetings of parents and staff, both formal and informal