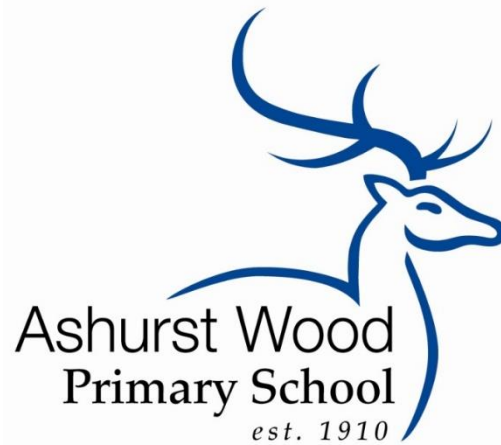


# Ashurst Wood Primary School

## **Special Educational Needs and Disability (SEND) policy**

This policy should be read alongside the Pupil Premium Policy, the Inclusion Policy, the Accessibility Plan and Medical Conditions Policy.



The Little School with a Big Heart

Reviewed by Governors Feb 2023

Review date: Spring Term 1 2024

SENCo – Gemma Blake-Hatten  
SEND Governor – Claire Shuttleworth

# Special Educational Needs and Disability Policy

The law says that a child has special educational needs or disability 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.

## Categories of SEND as dictated in the Code of Practice 2015 are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

The Code of Practice for Special Educational Needs became effective from 1st September 2014 and was revised in May 2015. This Code of Practice is statutory guidance from the Department for Education on duties, policies and procedures relating to Part 3 of the Children and Families Bill and associated regulations. The Code provides practical advice on how to carry out statutory duties to identify, assess and make provision for children and young people with special educational needs and disabilities (SEND).

## Fundamental Principles

The principles of the SEND Code of Practice are:

- Involving children, parents and young people in decision making
- Identifying children and young people's needs
- Greater choice and control for parents and young people over their support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Supporting successful preparation for adulthood

## Aims

At Ashurst Wood Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all learners whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

The ultimate aim of our SEND policy and practice in school is to endeavour to ensure that every child, whether they have special educational needs or not, is involved in the full life of the school and that they make progress across the curriculum.

Key aims are:

- to have regard to the Code of Practice 2014 and the updates made in 2015 (0-25);
- to identify (as soon as possible) learners with special educational needs and disabilities and ensure that their needs are met;
- to provide an inclusive environment that ensures that learners with special educational needs and disabilities are able to join in with all the activities of the school;
- to ensure that all learners make the best possible progress;
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school;
- to ensure that learners express their views and are fully involved in decisions which effect their education;
- to ensure that learners develop confidence, independence and self-esteem;
- to promote effective partnership and involve outside agencies when appropriate.
- to ensure that all learners leave school with a love of life, people and learning.

## The graduated response to children with 'Additional Needs'

The school has adopted the graduated approach to map out the levels of support across the school.

These are as follows;

- Universal Provision
- Early Intervention support
- Targeted additional support
- Targeted intensive additional support- SEN register
- Provision over and above that which would be expected at previous levels-EHCP

The full graduated response document can be seen in Appendix A

In line with the graduated tool, the school follows a graduated Response in meeting the needs of children with SEND:

The graduated response is '**assess, plan, do and review:**'

**Assess:** Information, data and observations on the pupil held by the school will be collated by the class/subject and SENCO teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

**Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

**Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include, for young people, targets around preparing for adulthood) that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

**Review:** Progress towards these outcomes will be tracked and reviewed termly.

## **Education, Health and Care Plans (EHC plan)**

For a very few pupils the help given through School Support may not be sufficient for the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any other external agencies already involved, to consider whether the Local Authority (L.A) should initiate an Education Health and Care Plan (EHC plan). At this stage the pupil will have demonstrated considerable cause for concern. The school provides the LA with written evidence or information about the child and the LA considers implementing an evaluation for an EHC plan.

If the application is successful, an EHC plan may or may not be issued depending on the results of this assessment. For any child with an EHC plan termly meetings are held to address their targets and review as necessary. There is an Annual Review meeting to ensure that the targets on the plan continue to be appropriate for the child and that their needs are being met within the current school setting.

## **The Role of the SEN Co-ordinator**

The SEND Co-ordinator is responsible for:

- overseeing the day-to-day operation of the school’s SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a looked after pupil has SEND;
- advising a on graduated approach to providing SEND Support;
- advising on the deployment of the school’s delegated budget and other resources to meet children’s needs effectively;
- liaising with parents of children with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors 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 children with SEND up to date.

## **The Role of the Governing Body**

- To liaise with the SENCo and the Head Teacher to monitor the provision of SEND within the school.
- To support provision within the school.
- To challenge provision within the school.

## **The Role of the Head Teacher**

- To be aware of all special needs cases in the school.
- To meet on a regular basis with the SENCo, members of staff and Learning Support/Class Assistants to discuss the children's progress.

- To work with the SENCo, In-School Learning Support Staff, Local Authority and parents, ensuring that the children receive appropriate support and provision.
- To report on SEND matters to the Governors in termly Head's reports.

## The Role of the Class Teacher

- To have a knowledge and understanding of the pupils needs within the class
- To liaise with the SENCo, INA, TA, and other agencies
- To reduce barriers to learning
- To adapt the curriculum and environment to ensure full inclusivity while retaining high expectations
- To monitor and action learning plan targets
- To review progress against these targets
- To meet with parents to share progress and discuss next steps, particularly with regard to developing and amending the ILP (Individual Learning Plan)

## The Role of the Parent

The parent of every child of compulsory school age must make sure that they receive efficient full time education suitable

- (a) to their age, ability and aptitude and
- (b) to any special educational needs they may have, either by regular attendance at school or otherwise

(Section 7 Education Act 1996)

Parents have a vital role to play in their child's education. They should:-

- communicate regularly with the school staff and alert them to any concerns they have about their child's learning or provision
- fulfil their obligations under the Home-School Agreement which sets out expectations on both sides
- make every effort to attend the termly ILP meeting so that the plan can be developed jointly with staff and parents
- respond to all communications and invitations, particularly regarding SEND specific meetings and forums

## The Role of The Child

At Ashurst Wood Primary School we actively encourage the views of the child in the provision of their Special Educational Needs. Where appropriate, they are involved in setting targets for their learning and in the writing of their ILP.

## How Pupils are assessed for SEND Provision

At Ashurst Wood Primary School we identify pupils who have a special educational need by regularly monitoring children using methods that include:

- Informal/formal observations and record keeping
- Continual Teacher Assessment
- SATS Results
- NGRT Graded reading and spelling tests
- Termly pupil progress meetings
- Termly SEND pupil progress meetings
- Progress from their starting points
- Other forms of assessment appropriate to the child  
(This is **not** an exhaustive list)

## **Supporting pupils moving between phases of education**

The school makes full use of information passed to them when the pupil transfers between phases and is open and responsive to expressions of concern and information provided by parents.

Through the many informal links with other Special Needs departments, we are able to exchange ideas and draw upon their expertise. There are Summer Term meetings with the SENCo's of the secondary schools in the area to aid the transition of all Year 6 SEND pupils into secondary education.

There is an additional programme of transition offering additional visit days and contact with new staff for our SEND children or those deemed as more vulnerable. The SENCo's meet from both schools to share information and ensure provision can remain as consistent as possible. The SENCo also meets with other SENCo's in the area through termly EGGS locality group meetings to share good practice and keep up to date with developments in the field.

## **Supporting All SEND Needs**

Many children experience difficulties of one kind or another during their education. Some are just short term, however, some can be more severe. Children having severe difficulties will require long term help and support. Other children can experience learning difficulties due to emotional problems or physical disabilities. Through our Special Needs system, we seek to address the needs of our children as individuals.

### **Pupils with Social, Emotional and Mental Health Needs**

A pupil's response to the demands of the school setting will be likely to signal his/her inability to cope with them. Sources of stress may be:

- separation from a family member
- relationship with classmates
- relationship with teacher/adults
- playground environment
- stressful situations

To support these children we:

- give in class support
- help with classroom management
- instigate Individual Behaviour Plans reviewed at least termly with the parent and the child
- offer nurture sessions
- provide support from the Learning Mentor

### **Pupils with Medical Needs**

Pupils with medical needs have a detailed Individual Health Care Plan (IHCP), compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. All teaching and support staff are trained as First Aiders and have received epi-pen training. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within our policies, Medical Conditions - Supporting Pupils at School, First Aid and Medicines in School.

### **Facilities for Pupils who are disabled**

Please refer to our separate Accessibility Policy and Plan.

Please also see separate Equality Policy document for further guidance in this area.

## **EAL**

For children and parents whose first language is not English, we will aim to help access information through the English as an Additional Language Team (EMAT) as well as using our local community to support communication.

## **Allocation of Resources to Pupils with SEND**

The school has a delegated SEND budget devolved from the school's budget share which is used for funding resources and staffing to ensure high quality provision is provided.

## **Use of External Support Services**

When the child is deemed to need additional support, we may call upon agencies and use their recommendations as appropriate:-

- Doctor and Nurse - the school nurse carries out initial health care interviews with parents and there is a medical examination with the school nurse during the Reception Year for the older Reception children.
- Speech therapist/Occupational therapist/Physiotherapist.
- Educational Psychologist - an allocated number per year.
- Advice from Learning Support Advisory Service.
- Educational Welfare Officer - to follow up our concerns.
- Social organisations– Family Link Worker  
(This is **not** an exhaustive list)

In addition, the school may involve external agencies as appropriate including health services and social care, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

## **Staff Training**

On-going training is provided for all staff. Some training occurs annually while other training is provided as a response to specific needs.

## **Provision maps**

Provision maps are completed termly by each class teacher to demonstrate which interventions/reasonable adjustments they are putting in place for children with SEND and also those children who are currently underachieving.

## **ILPs**

ILPs are written for all children on the SEND register. These plans are based on assessments undertaken in class and in consultation with the child. The class teacher and parents, then work to co-produce targets that address their child's need. These targets are evaluated and new targets drawn up in response to the evaluation.

## **The East Grinstead SEND Hub (NEST)**

Needs Engage Support Transition (NEST) was established in 2014, in response to the Government's drive for all Local Authorities to set out a 'Local Offer' to parents. The aim of the NEST group is to become an organisation that provides families and schools with "speedy access to services, to improve services and to be of the highest quality and ultimately the main benefit will be greater inclusion of children with a wider range of SENDs in schools".

One of the main requirements of the local offer is that each school publishes on their website a set of questions with answers for parents as a way of setting out what provision we offer at our school. These questions are attached as Appendix C to this policy.

## **Complaints**

Please refer to our School Complaints Policy for full details of the complaints procedure.

## **Appendix A**

### **Graduated response to support and intervention for pupils with Additional Needs**

<b>Stage</b>	<b>Provision required</b>	<b>Support and provision</b>	<b>Assessment, recording and monitoring systems</b>	<b>Monitored by</b>
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1	Universal provision	<ul style="list-style-type: none"> <li>• High quality first teaching</li> <li>• A broad and balanced curriculum within an inclusive classroom</li> <li>• Personalised learning targets</li> <li>• Attention paid to different learning styles</li> <li>• Carefully planned differentiation, including practical, visual, concrete resources</li> <li>• Modelling by adults within the classroom</li> <li>• Curriculum assessment of progress to support target setting for pupils</li> <li>• Assessment for learning and constructive feedback</li> </ul> <p>See Inclusive Teaching Checklist</p>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher
2	Early intervention support  (Not on SEN Register)	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> <li>• Support within class through small groups and individual support (e.g. cut away, workshops)</li> <li>• Differentiation of the curriculum to meet individual learning needs</li> <li>• Tools and resources to support access</li> </ul> <p>See Inclusive Teaching Checklist</p>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher SLT
3	Targeted, additional support  (Not on SEN Register)	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> <li>• Investigation of strengths and needs</li> <li>• Early intervention and personalised provision</li> <li>• Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment</li> <li>• Targeted support within class through small groups and working individually with an adult</li> <li>• Additional group or individual programmes</li> <li>• Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly.</li> <li>• Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</li> <li>• Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes )</li> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress meetings with SENCo</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> <li>• Intervention records completed</li> </ul>	Class Teacher SLT SENCo

			weekly to record progress	
4	Targeted, intensive additional support  (SEN register)	In addition to Stages 1 – 3: <ul style="list-style-type: none"> <li>• Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS.</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Identified on school provision map, reviewed at least termly</li> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Passport</li> <li>• Individual Education Plan with at least termly review</li> <li>• IEP Progress Forms</li> <li>• Progress meeting with SENCo</li> <li>• SENCo monitoring provision</li> <li>• Intervention identified on whole school provision map.</li> </ul>	Class Teacher SENCo
	Request for a Statutory Assessment	<ul style="list-style-type: none"> <li>• As above</li> </ul>		
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.  (SEND register – EHCP or application)	In addition to Stages 1 – 4: <ul style="list-style-type: none"> <li>• Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)</li> <li>• Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS.</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• Identified on school provision map, reviewed at least termly</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review Meeting</li> <li>• Annual Review Report</li> <li>• Pupil Passport</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• IEP Progress Forms</li> <li>• Termly progress meeting with SENCo</li> <li>• Intervention identified on whole school provision map.</li> </ul>	Class Teacher SENCo

		<ul style="list-style-type: none"> <li>• Access to an adapted environment if appropriate</li> <li>• Individual modifications to the curriculum</li> </ul>		
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**Appendix B**      Identification processes for inclusion on the SEN register

