

Special Educational Needs & Disability Policy



Black Firs School

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

- 'Equality Act 2010: advice for schools DfE' *February 2013*
- 'SEND Code of Practice 0-25' *September 2014*
- Statutory guidance on 'Supporting children at school with medical conditions' *April 2014*
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards *2012*

This policy was updated by the school's SENDCo, Jess Milne, with the SEND Governor, Mrs R Cam, in liaison with SLT, all staff and parents of children with SEND. This follows the emphasis in the Code of Practice for SEND (*2014*) on collaborative working and the involvement of all stakeholders.

Definition of Special Educational Needs (*Code of Practice for SEND, 2014, 6:15*) 'A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer children will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'

Name of SENDCo: Jess Milne email: jmilne@black-firs.co.uk

Black Firs Primary is slightly larger than average- sized school of 300 children and up to 50 pre-school children. We employ 49 teaching and support staff. Black Firs School is part of The Learning Alliance, TLA. The School motto: 'Striving to be the best we can be' is based on a mission statement that is inclusive and we therefore embrace the equality and diversity legislation represented in the Equality Act 2010 and the new Special Educational Needs and Disabilities Code of Practice (2014) which both place a duty on schools to promote equality and diversity, including for those with SEN and disability.

Mission Statement

We believe that learning is a lifelong activity, which engages everyone in our School community. To kindle this love of learning, we engender enthusiasm and strive to be the best we can be.

We see every activity as a learning opportunity. We are collegiate in our approach; we enhance everyone's self-esteem and stimulate a growth mind-set.

We endeavour to create a happy, purposeful atmosphere throughout our School. As individuals we make a positive, responsible contribution to

- the life of the School,
- the well-being of the external community
- and in shaping our own future.

Section 1 - Aim

The School fully embraces the belief that every teacher is a teacher of every child, including those with SEND. Every teacher therefore has high expectations of all children and will work as part of their teaching team to raise the aspirations and expectations for all students. This means there is a clear focus on outcomes for children and young people and not an emphasis on inputs for support e.g hours of provision

Objectives

1. To identify and provide for students who have special educational needs and disability
2. To work within the guidance provided in the SEND Code of Practice, 2014

Ratified by the Governing Body.

Date: spring 2022

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3. To operate a “whole child; whole school” approach to the management and provision of support for SEND
4. To provide support for the SLT, Special Educational Needs Co-ordinator (SENDCo) and all teachers in the implementation of current legislation as represented in the SEND Code of Practice (2014)
5. To provide support and advice for all staff working with students who have special educational needs.

Section 2: Identifying Special Educational Needs

The identification of special educational needs is built into the overall process of monitoring and evaluating the progress of all students. In Early Years this means identifying those children who are not reaching their early learning goals as promptly as possible to start the process of assessment and ensuring provision meets need. Throughout the school teaching teams review half-termly assessments of student progress and attainment via their cohort action plan. Students who are making less than expected progress will be identified on the cohort action plan and any extra support within the classroom will be detailed. The teaching team allocate staffing time and resources to provide in lesson and additional intervention support for those students which require it. Where there are more substantial concerns the SENDCo will liaise with class teachers and teaching assistants to offer advice & strategies if increased and external support is required.

The Code of Practice recognises any support offered to students which is additional to or different from that offered to all students’ falls under the heading ‘SEND support’. Children offered SEND support have progress that is:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

(SEND Code of Practice, 2014, 6.17)

SEN support (*detailed below*) is offered where a student fails to make progress in other areas of School life, such as in social interaction, which would prevent them from making a successful transition to adult life. It is also recognised that other factors may contribute to less than expected progress for a student, such as poor attendance or English as an Additional Language. Poor behaviour does not in itself constitute a special educational need in the Code of Practice, though may be the result of an unidentified difficulty. These needs will be addressed by the School, though not necessarily through SEND support. Emotional and social needs are often indicated by behaviours and it is Black Firs approach to consider that presenting behaviours are often an indicator of one of the categories of special need contained in the code of practice and will result in a level of support.

We believe in early intervention strategies; many students will have their needs recognised and appropriate adjustments made in early years and as they progress through their primary school phase. Black Firs School works closely with partnership primary and high schools, including having representation at Primary SENDCo Network meetings, to facilitate the sharing of information and a smooth transition process.

Section 3: Graduated Response to SEN Support

Quality first teaching is the key to excellent student progress. The teacher is responsible for the progress and attainment of all students, including those with SEND and will make reasonable adjustments to ensure good access to the curriculum by all. Even when additional support is available, through additional members of staff or a structured intervention programme, the teacher remains accountable, and therefore responsible, for overall progress. High quality teaching, differentiated to support the needs of individual students, is the first step in our response to those who may or may not have SEND. The quality of teaching in School, together with the support available to children with SEND, is regularly reviewed by teaching teams, SLT and the SENDCo. Detailed information on the needs of specific groups of students is regularly discussed, developed and training put in place to support. For example, for dyslexia, autism. All relevant staff participate in staff training and are able to offer advice on the needs of SEND students whenever teaching and learning is being discussed in teaching teams.

Where quality first teaching is not sufficient to secure progress for a student, all staff in teaching teams are well versed in intervention strategies and will work alongside the child. This is often a TA, supported by a qualified teacher. Accountability for planning and reviewing the impact of these ongoing interventions is the responsibility of the teacher(s) responsible. There will be a link to the cohort action plans and the individual plans for each child as part of the graduated approach. The schools adopt the following categories of need:

1. First Concerns (emerging difficulties)
2. SEN Support (requiring additional or different provision)
3. Education and Health Care Plan (complex needs)

Some students with SEND need ongoing support with learning, throughout their school life. These fall under the heading of 'SEND support' and will be kept on an on line register in School so that all teaching staff are aware of their needs. Appropriate outside agencies will be asked to assist School in providing programmes of support and in carrying out further assessments as needed.

There are four categories of need identified. Some students will have needs in all areas or combinations of need over the categories.

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

Students requiring additional support are provided with this support through the ongoing teaching team structure funded by the school's existing resources. Where more severe needs are indicated top-up funding can be provided by the Local Authority. This is provided through an Education, Health and Care Plan (EHC Plan).

Where external support of advice is required the SENCO will co-ordinate that support e.g Speech and Language, Occupational Therapy, Physiotherapy, nurturing, play therapy, vision, hearing, autism, educational psychology.

The support plans form the basis of our "assess, plan, do, review" approach and if progress is not being made further advice will be sought. This may lead to

an assessment through the Education, Health and Care Plan system. This involved a full needs assessment supported by the local authority and relevant agencies.

The SEN Register is regularly reviewed. Children on first concerns who may be moving to SEN support will be added and those who have made good progress may be removed or given a lower level of support. This will be dependent on every child and their combinations of needs and some children will remain on the register throughout their time in school.

Section 6: Supporting Students and Families

The School has produced a 'local offer' which lists in detail what parents can expect if their child chooses to attend Black Firs School, whether or not they have a special educational need. The local offer for Black Firs School meets the requirements of the SEN Information Report (*Regulations 51, part 3, section 69(3)(a) of the Children and Families Act*).

School has regular contact with a number of agencies who can support parents and families outside of school. Cheshire East Parent Partnership provides both practical support such as accompanying parents to meetings as well as information about specialist groups. There is access to a family support worker who also works alongside the safeguarding lead.

Admission arrangements for SEND children are the same as for all children and can be found in the School prospectus and on the School website. Places may be allocated early to students on Education, Health and Care Plans, where a local authority considers that Black Firs School can best meet that student's special educational needs.

Section 7: Supporting Students at School with medical conditions

The School recognises that students 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 students *may also have* special educational needs (SEN) and may have an Education, Health and Care 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.

Students with medical conditions who do not have an Education, Health and Care Plan will have their needs met and a Care Plan (if relevant).

Section 8: Monitoring and Evaluating of SEND Provision

The School has well established systems for monitoring the quality of teaching and learning throughout the School. This includes:

- Learning walks, with feedback through line management to staff
- Book scrutiny
- Homework assessments
- Visits by School Governors

Teaching teams complete a termly Cohort Action Plan identifying the individual needs of children in their cohort. These are regularly discussed and shared with SLT and the SENDCo so that they can review the provision of SEND support. The SENDCo also evaluate provision via:

- Evidence of impact of intervention programmes
- Learning walks focused on SEND students, with and without extra support
- Student voice exercise to assess attitudes to support
- Scrutiny of termly tracking of progress, discussions with teaching teams, families, children and SLT.

Evidence collected through these processes is used to inform the whole school development plan with an emphasis on Quality First Teaching for all students.

Section 9: Training and Resources

SEND provision in School is funded from the main school budget, identified via formula funding as the SEN Block. The Low Incidence formula is an agreed Borough wide amount per child, for those children who did not achieve ELG at the end of EYFS. This budget is not necessarily targeted at those children. We also receive High Needs Top-up Funding for those higher needs children who have an education, health and care plan, EHCP, which requires more than six hours extra support. Which means, not all students with EHCP receive this top-up funding, which is why many EHCP in consultation with parents and students, will cease to operate as the support for the student is not affected.

Whole-school training issues are identified through School development plan and through consultation with staff on a regular basis and through teaching and learning meetings. Training is provided for the whole school at the start of each academic year and this can incorporate general training from the SENDCo or more specific training for example if a child has a SEND not previously catered for in the School.

The SENCO is an active member of Cheshire East clusters of school who support, mentor, coach and provide training on overarching SEND issues and individual areas of expertise. The local authority provides network opportunities and training in which the SENCO is fully involved. The SENCO periodically provides full staff or individualised training and advice tailored to specific staff. External support agencies e.g speech therapy provide training opportunities which are utilised as necessary. Individual training needs are identified through the performance management system and are addressed by line managers with advice and support from the SENDCo. New members of staff take part in an induction process, which includes support in dealing with SEND students and a meeting with the SENDCo to explain the systems and structures in place around the School's SEND provision.

Section 10: Roles and Responsibilities The role of the SENDCo ‘*The SENDCo has day to day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans.*’ (SEND Code of Practice, 2014, 6.88).

Role of the SEND Governor

Mrs. Rachel Cam is the named Governor for SEND. Reports to the full Governing Body are given termly, via the Headteachers Report, to inform them about the progress of students with SEND. The Governors agree priorities for spending within the SEND budget with the overall aim that all students receive the support they need in order to make progress. Mrs Cam meets on a regular basis with the SENDCo to offer advice and support and to take the role of ‘critical friend’ in matters concerning SEND.

Role of Other Staff

There are 15 teaching assistants working across School supporting quality first teaching in the classroom, providing support to small groups and 1:1 intervention. The teaching assistants are part of the teaching teams and contribute to the assessment of special needs and provision maps.

Jess Milne has responsibility for SEND supported by Daphne Wright, Deputy Head & previous SENDCo. The Headteacher has responsibility for Children in Local Authority Care and shares responsibility for Child Protection / Safe-guarding with Senior teacher Peter Woods. Mrs Wright is the advocate for SEND within the senior leadership team.

The First Aiders are responsible for managing the School’s responsibility for meeting the medical needs of students. Kirsty Plant is senior First Aider & has responsibility for ordering and maintaining resources and monitoring training needs & records.

Section 11 Storing and Managing information

Much of the documentation is held electronically on SharePoint. This is password protected and only available to relevant staff. Sharing of information is limited to approved other agencies and with consent of the parent/carer. Any paper copies of documents are kept in a secure filing cabinet while students are at the School. After this, they are transferred to the child’s next school with their other records. Where information is transferred egress secure platform is used where the information being transferred can be matched to a named individual.

Section 12: Accessibility

Accessibility information is included in the School’s Equality and Diversity policy available on the Schools Website.

Section 13: Bullying

The School operates an anti-bullying policy and a Behaviour Policy available on the Schools Website. Teaching on bullying and how to report it is included in School assemblies. The class teachers are the first point of contact should parents have concerns about bullying.

Section 14: Dealing with complaints

If at any stage a parent or carer is unhappy with the provision that is being made for their child they should in the first instance approach the child’s teacher. If this does not resolve the issue then the parent should then speak to the SENDCo who will discuss and advise the next steps. In the very unlikely event the situation is still not resolve the parent should then speak Headteacher. Should a complaint be made as a School we have a Complaints Policy, which is available on the Schools Website. A parent may wish to seek advice at this time from the Parent Partnership Service.

However, if a parent or carer disagrees with the contents of a statement or an Education, Health and Care Plan (or a decision not to issue one), an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.

Section 15: Reviewing the policy

This policy and the Local Offer / SEND information that accompanies it is reviewed on an annual basis. The SEND Governor decides whether changes are sufficiently significant to trigger a consultation process at that stage.

Key Documents consulted:

SEND and Disability Code of Practice (Sept 2014) esp. ch6, 'Schools'

NASEN 'Key requirements in updating your SEND policy in line with SEND Code of practice 2014'

Black Firs Local Offer

Black Firs Equality and Diversity Policy

Congleton High School / TLA SEN policy