

# Seabridge Primary

## Special Educational Needs and Disability Policy

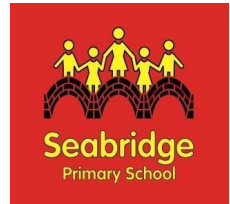
Special Needs Co-ordinator: Miss Kirsty Edwards

SEND Governor: Mr Rich Leech

Safeguarding Lead: Ms Sally Sanders (Head teacher)

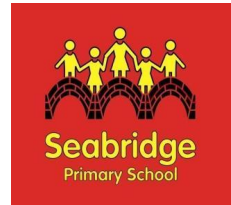
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## Introduction

Seabridge Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in the curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by these children.

In line with the Code of Practice 2014, every teacher is a teacher of every pupil, including Special Educational Needs.

The policy was created by the school Special Educational Needs Coordinator (SENCo) and in consultation with Governors, parents and carers.

The Special Educational Needs Coordinator is [Miss Kirsty Edwards-office@seabridge.set.org](mailto:Miss.Kirsty.Edwards-office@seabridge.set.org)

The Head Teacher is [Ms Sally Sanders- sally.sanders@seabridge.set.org](mailto:Ms.Sally.Sanders-sally.sanders@seabridge.set.org)

The Special Educational Needs link Academy Councillor is [Mr Rich Leech](#)



## **Aims of this SEND Policy**

The aims of this policy are:

- To identify and provide for pupils who have Special Educational Needs and other needs, working to the guidelines set out in the Code of Practice 2014
- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
  - To ensure that parents are able to play their part in supporting their child's education;
  - To ensure that our children have a voice in this process.
- To track children throughout their school career, especially if they move on and off the SEN register.
  - To liaise closely with outside agencies to ensure effective support and advice for the child and their families.

## **Educational Inclusion**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

Have different educational and behavioural needs and aspirations;

- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.
- May require help and support one year (or at some time in their school career) and then no longer require it for the rest of their school career – fluidity on and off the SEN register according to the child's needs.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language, numeracy and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.



## What are special educational needs?

Taken from the SEND Code of Practice 0-25 years: “A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.” “A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her 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.

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age (approximately one level difference);
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- Have a significantly lower level (one level below) in one subject compare to the others;
- Have a behavioural issue which requires specialist support.

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.



## The 4 areas of need

There are 4 areas of need, where children may have difficulties:

- 1. Communication and interaction** - students with speech, language and communication needs, have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autism or Asperger's are likely to have particular difficulties with social interaction.
- 2. Cognition and learning** - children and young people will learn at a slower pace than their peers, even with appropriate differentiation. Specific Learning difficulties such as dyslexia, dyscalculia and dyspraxia come within this area of need.
- 3. Social, mental and emotional health** children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include become withdrawn or isolated, as well as displaying challenging, disruptive behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), deficit of attention, motor skills and perception (DAMP) or attachment disorder.
- 4. Sensory/physical** - this can include visual impairment, hearing impairment and physical disability.

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

There can be many issues which can impact on progress and attainment, such as attendance and punctuality; disability; health and welfare, including Looked After Children and those in receipt of Pupil Premium Grant; attendance at several different schools; difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable learners have SEN. Only those children identified as having a learning difficulty which requires special educational provision will be identified as having SEN.

Where any child is not making adequate progress in learning, targeted group interventions will be implemented by the Class Teacher and an initial discussion with the parent to raise concerns about their child's progress. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn, and the outcomes monitored.

If progress still does not improve, despite these interventions, the child will then be placed on the SEN Register. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support and assessment. The SENCO will then take the lead in further assessments of the child's needs. The pupil overview will be completed to track the child's support throughout school, and a letter detailing the above information signed by parents.

We will record the strategies used to support the child within an Individual Support plan (My passport to learning). The plan will show the interventions for the child and the teaching strategies to be used. It will also indicate the planned outcomes and, will be reviewed throughout the term.

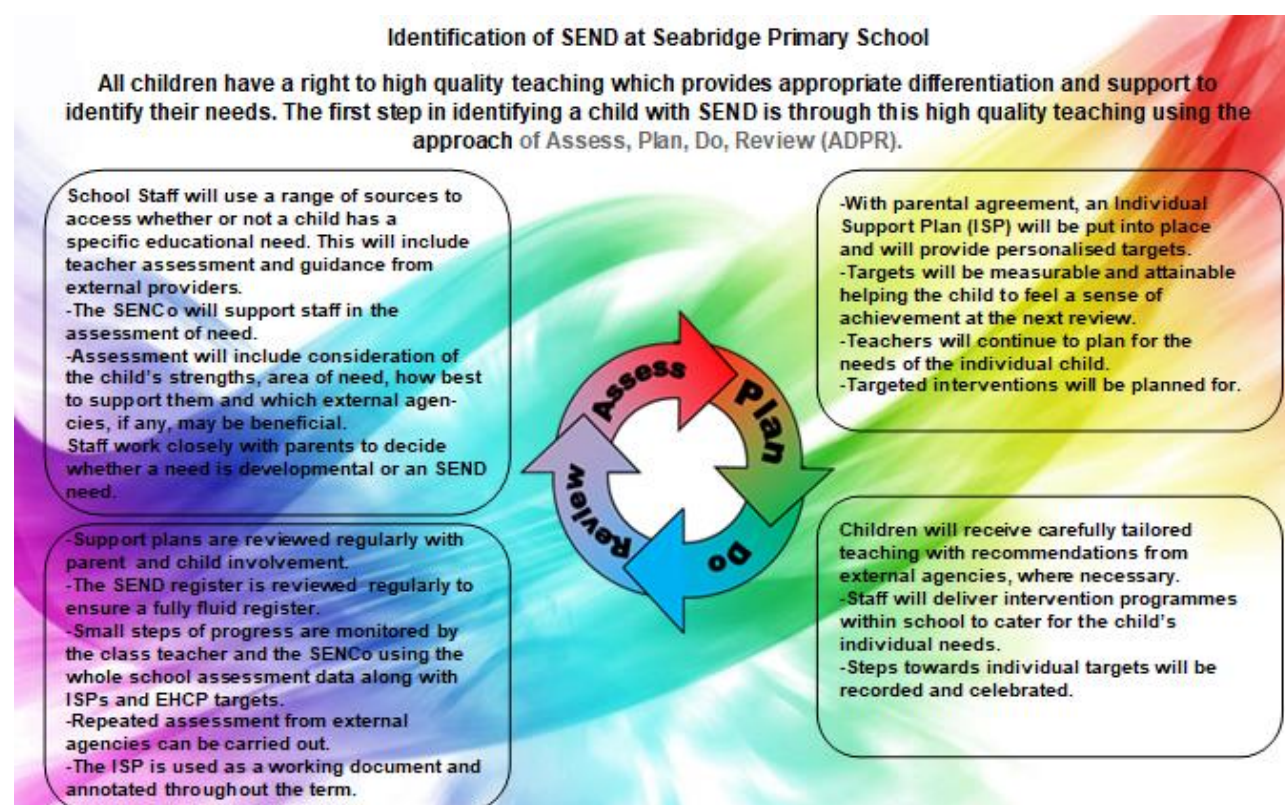
Outside agencies - If the intervention plan identifies that support/ assessment is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new Intervention plan. The new strategies within the intervention plan will, wherever possible, be implemented in the child's normal classroom setting. Parents will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least twice a year with parents and more frequently with teachers.

If the child continues to demonstrate significant cause for concern, a request for Higher Needs Block Funding will be made to the LEA. If successful, an SNA will be given hours to work with the class team to support the child within their class. A range of written evidence about the child will support this request. This is known as a statement or Education, Health & Care Plan, and is a legal document from the authority to provide a child with extra support.



## Identification of need

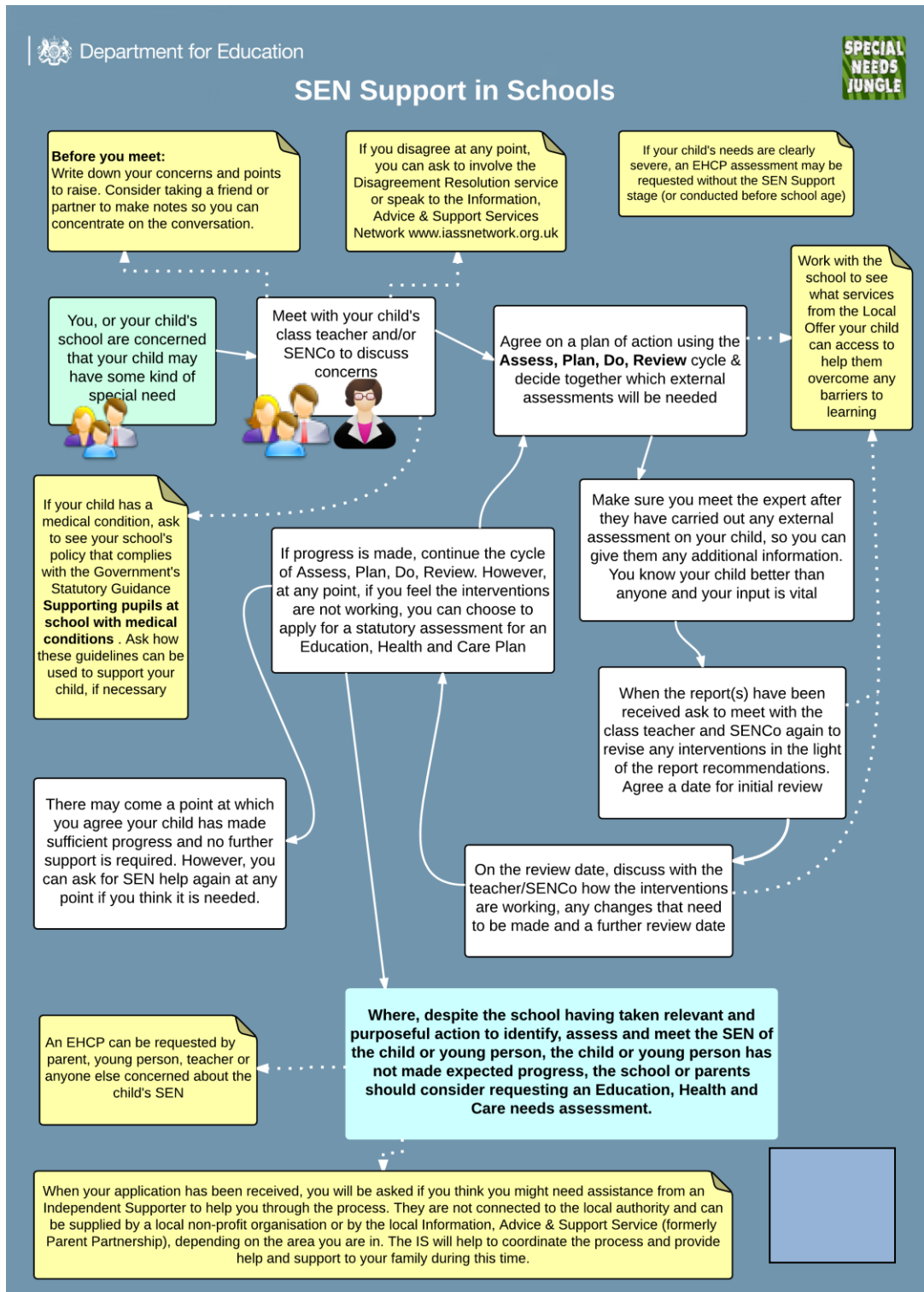
All children have a right to high quality teaching which provides appropriate differentiation and support to identify their needs. The first step in identifying a child with SEN is through this high-quality teaching using the approach of **Assess, Plan, Do, Review** (ADPR).

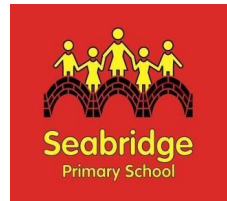


If you have concerns, then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCo, whose name is Miss Kirsty Edwards, and who may be contacted through the school office at: 01782 432530.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

# SEN Support in School



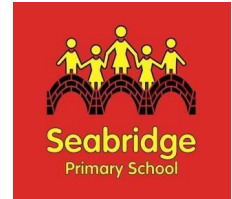


## Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities. They should also develop levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Intervention Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at SEN support have an Individual Support Plan which is evaluated and updated at least twice a year. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

- Information on the quality of teaching will be collated in a report to governors. The overall judgement of the quality of teaching can be seen on the school's last Ofsted Inspection Report. <https://files.ofsted.gov.uk/v1/file/50175993>
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils are identified and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team to ensure that progress is maintained.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model (See page 9 for model)
- Additional individual assessment of the pupil may be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.



## **Partnership with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The homeschool agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs. Parents are also given a copy of their child's Intervention plan each term and should sign the schools copy to provide a record of this ongoing process.

**Pupil Participation** In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are involved at an appropriate level in setting targets in their Intervention plans and in the regular Intervention review meetings. Children are encouraged to be involved when discussing their progress against their individual target. We recognise success here as we do in any other aspect of school life.

## **Monitoring and Evaluation**

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy. The SENCO is involved in supporting teachers involved in drawing up Intervention Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings. Through the provision mapping staff can see the progress of SEN children and the interventions they have had. Termly provision mapping is given and discussed with staff and a plan of assessment / recommendations is put into place.



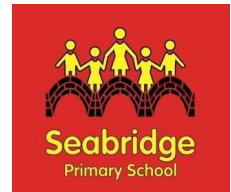
## Partnership with external agencies

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs Support Service (SENSS)- [SENIS@entrust-ed.co.uk](mailto:SENIS@entrust-ed.co.uk)
2. Behaviour Support Service- [behaviour@entrust-ed.co.uk](mailto:behaviour@entrust-ed.co.uk)
3. Dyslexia Centres- [das@dyslexiastaffordshire.co.uk](mailto:das@dyslexiastaffordshire.co.uk)
4. Autism Outreach Team- [sss.service@staffordshire.gov.uk](mailto:sss.service@staffordshire.gov.uk)
5. Hearing Impairment Team- [sss.service@staffordshire.gov.uk](mailto:sss.service@staffordshire.gov.uk)
6. Visual Impairment Team - [sss.service@staffordshire.gov.uk](mailto:sss.service@staffordshire.gov.uk)
7. Early Years Area SENCO's- [SENIS@entrust-ed.co.uk](mailto:SENIS@entrust-ed.co.uk)
8. Educational Psychologist Service- [Julia.anderson@staffordshire.gov.uk](mailto:Julia.anderson@staffordshire.gov.uk)
9. Educational Welfare Officers- [info@vipeducation.co.uk](mailto:info@vipeducation.co.uk)
10. Physical and Disability Support Service- <https://www.staffordshire.gov.uk/Care-for-children-and-families/Childrenwithdisabilities/Childrens-Disability-Service.aspx>
11. Social Services- <https://www.staffsscb.org.uk/contact/>
12. School Nurse- <https://www.mpft.nhs.uk/services/health-visiting-and-school-nursing>
13. CAMHS (Child & Adolescent Mental Health Service)- <https://camhs.mpft.nhs.uk/south-staffordshire>

For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

· For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.



## Transition

Arrangements are made to collect all relevant information and records for new entrants through visits to the nursery or home for Reception Class or reference to records from a previous school. Transition meetings are held between the Class Teachers, Teaching Assistants and with the SENCo in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All children in school take part in Transition Days towards the end of the school year, where they will experience their new class environment and become more familiar with their Class Teacher and Teaching Assistant.

Records for children who move to other schools are forwarded to their new school. Information about Year 6 children with SEN is sent to their secondary school during the summer term. This includes National Curriculum levels, SATs results, Education Health Care Plans or Statements of Special Educational Needs, minutes of Review meetings and SEN Support Provision Maps with evidence of outcomes. Meetings are held with the Head of Year and/or SENCO from the secondary schools.

Transition work and extra visits to secondary school can be arranged, where appropriate by the SENCO or SNA, to develop confidence and enable the children with SEN to gain some familiarity with other pupils, staff and their new surroundings.



## **Accessibility**

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum, printed information is available via the school website. We work alongside parents to ensure that the school is as accessible as possible.

<https://seabridgeprimary.org.uk/about-us/policies>