



Stoneferry Primary School

SEND Policy

Introduction

At Stoneferry Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or disabilities. This document is a statement of the aims, principles and strategies for the teaching of children with Special Education Needs at Stoneferry Primary School. It gives information on the school's provision for children identified with Special Educational Needs and Disabilities and has been developed in response to the publication of the Code of Practice 2014. This policy should be read in conjunction with the SEN Code of Practice (2014), Hull's Local Offer and other relevant school policies.

Stoneferry Vision

At Stoneferry Primary School we have a clear vision and a set of core values which are supported by all the staff within the school, and which underpins everything we do.

At Stoneferry Primary School we will:

- **(N)needs** - Meet the needs of every child across the whole curriculum.
- **(S)peaking** - Focus on the development of language and communication in every aspect of school life.
- **(P)romote** - Promote positivity, happiness, well-being and self-esteem.
- **(C)urriculum** - Provide a broad, engaging and relevant curriculum.
- **(C)ommunity** - Be a prominent and active part of our local community.
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Definition of Special Educational Needs (SEN)

"A child or young person has SEN 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:

- 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."

A child under compulsory school age has Special Educational Needs if they are likely to fall within the above definition."

SEN code of Practice 2014

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

Aims and Objectives

At Stoneferry Primary School we believe that all pupils should have full access to a broad and balanced curriculum. In the case of pupils with Special Educational Needs this is no different. However, when planning for these children, small step outcomes from personalised learning curriculum or an Education, Health and Care plan may have to be considered in order to provide the necessary resources to enable access to the wider curriculum.

In order to do this we must ensure:

- All pupils at Stoneferry Primary School are valued equally, irrespective of ability, race, gender, class and community.
- All our pupils are entitled to be given maximum possible access to a broad balanced and differentiated curriculum including the National Curriculum.
- Our aims of education are the same as those for all children - to help them achieve their personal best. We recognise that the help children need in progressing towards our aims will be different.
- Any of our pupils may encounter difficulties in school at some stage. They are entitled to have their particular needs recognised and addressed as early as possible to ensure that they experience success, and their needs are met.
- It is the responsibility of all teachers to identify and meet the SEND of pupils. In this they follow a graduated approach working collaboratively with colleagues in school, the child and their parents, and agencies outside of the school when appropriate.
- The curriculum for pupils should be matched to their special educational needs and delivered in such a way that access to their peers and community is maintained.
- Consideration of SEND crosses all curriculum areas and all aspects of teaching and learning. Good special needs practice is good practice for all pupils.
- Ensure that every child with special educational needs can express their views and are fully involved in discussions and decisions which affect their education.

Roles and Responsibilities

Mr Jonathan Raw - Head of School
Miss Stacie Brady - SENDCo
Marcus Pearson- SEND Staff Governor

Miss Stacie Brady has the National Award in Special Educational Needs Coordination.

The Role of the Special Needs Co-ordinator

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN 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 SEN
- 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 local authority and its support services
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the Head of School 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 SEND up to date
- Ensuring children with SEND are making progress through the use of pupil tracking and data analysis
- Liaising with co-ordinators of other curriculum areas to ensure that children with SEND have full access to their curriculum area.
- Attending CPD relevant to the development of the role and feedback relevant information when necessary.
- Making staff aware of the training relevant to their own role in the development of SEND.
 - The governing body has a statutory duty towards the pupils with special educational needs. In partnership with the head of school and SENDCO, they decide the school's general policy and approach to meeting provision for those children with special educational needs. They set up appropriate staffing and funding and report to parents annually on the school's policy on special educational needs.

- The Head of school is responsible for the daily provision of children with SEND. The head of school also has a duty to keep the governing body regularly informed regarding issues and progress relating to pupils with SEND and work closely with the SENDCO.
- All staff are aware of the procedures for identifying, assessing and providing provision for children with SEND.
- Parents play an essential role in contributing to the identification of a child's special need. There is close liaison with parents to ensure their child's needs are being met. Every term parents are invited to attend a person-centred planning review meeting of their child's progress and help plan the next set of outcomes for their child
- Children also encouraged to talk about their thoughts about school. They are encouraged to talk about their achievements and areas of the curriculum that they feel are difficult. The children's views then contribute to one-page profiles which advise staff on how best they can meet their needs within the classroom.

Admission Arrangements

At Stoneferry Primary School we follow the current LA Admission Arrangements for Nursery and Primary Schools. We are an inclusive school. We admit children with already identified special educational needs as well as indentifying and providing for pupils not previously recognised as having SEND. Children enter school at the beginning of the Autumn term of the year in which they are five. Many of the children will have spent some time in the nursery and the staff will have identified and begun planning for children who have Special Educational Needs. Should any child in FS2 be placed on the register for SEND, this information will be passed on to relevant staff as they move through the school.

Admission to the Foundation Stage

Prior to starting in the Foundation Stage, staff carry out home visits. This ensures that staff can meet with parents and children and discuss any potential need or concern. During the initial weeks of admission into the nursery, observations on individual children take place. Outcomes of these are recorded and a baseline judgement is made on each child using the EYFS document. Children continue to be closely tracked by teachers throughout the Foundation Stage. Concerns are raised as early as possible in order to put into place any additional provision that is needed. Where pupils are transferred from other schools a Pupil Transfer document is sent to the relevant school, in order to be completed and faxed back. This indicates if the child is on the SEND Register and what support they currently receive. As relevant documentation is received, the office staff hands it to the class teacher and SENDCO. The SENDCO must be informed as soon as possible about any children who have been admitted with SEND. The SENDCO may need to speak to the staff of the previous school. A one-page profile will be drawn up and relevant provisions made to meet their needs.

Provision

At Stoneferry Primary school pupils are provided with high quality support from a range of sources:

- **In School support**

All staff receive regular training regarding relating to SEND. The SEND action plan includes ongoing training to meet the needs of pupils with a range of difficulties. Some Teaching

Assistants are employed to work on a small group basis with children with specific needs, such as ASD, Down Syndrome, Communication and social, emotional or mental health needs.

- **External support**

The Head of school, Deputy Head of school and SENDCO will be responsible for identifying and contacting outside agencies when appropriate. All staff will liaise as necessary with the SENDCO, ensuring that all concerned are aware of any relevant information or paperwork. Any referrals made are recorded onto CPOMs to ensure an accurate record of dates and time scales are kept.

The expertise of the following agencies may be sought:

- Educational Psychologist: visits by EP to assess children and offer advice on strategies/support children need.
- IPASS: an integrated advice and support service regarding children with physical, hearing and visual impairments
- KIDS: a parent partnership service offering support and advice to parents.
- Social Care: Advice and support as required, may involve Designated Safeguarding lead.
- Speech and Language Therapy Service: Children can be referred by school, parents or health authority. Parents are responsible for liaising with speech therapist before the initial assessment, which will be held in school. Programmes will be delivered by a trained classroom teaching assistant.
- School Nurse: Children are checked routinely on admission to school; they are given hearing and vision tests to identify potential problems. Parents are informed of any concerns and advised of further action. Parental permission must always be sought if further vision/hearing tests are required.
- Health Visitors: The nursery staff and SENDCO work with health visitors on children who are cause for concern.
- Education Welfare Officer: Regular liaison with the EWO in conjunction with the Head of School/Admin officer ensures that children's attendance is monitored so that frequent absence is not a contributory factor to learning difficulties.
- Northcott Special School: has an autistic outreach service which works with schools in order to provide support for schools who have children with ASD.
- Children's Community Team Learning Disabilities: based at the Children's Centre, Walker Street. They offer support to children with and the families of children with learning disabilities.
- Rising Stars SEMH Outreach support based at Francis Askew Primary School.
 - Tweendykes Outreach offer support and resources for children with severe learning difficulties and communication needs.

Facilities and Equipment

The school is a single storey building with toileting facilities and access for people with physical disabilities. Children's needs are met wherever possible within their classrooms. In addition, other rooms are available for children to use. A small classroom space is used for working with children with Speech, Language and Communication needs on a one to one basis or for small group work, such as social groups and for ELSA support. Workstations have been created for children with ASD to assist them with independent learning.

The Rainbow Room

The Rainbow Room is an eight place Resourced Base Provision for KS1 pupils with a diagnosis of Autism. All pupils have an Educational and Health Care Plan (EHCP). Within the Rainbow Room there is one quiet classroom with resources tailored to suit the specific needs of the children working within it, we offer children access to sensory and relaxation resources.

The Rainbow Room is an integral part of Stoneferry Primary School and promotes an inclusive environment where all pupils, families and staff are respected as valued members of the school community. We work closely with parents, communicating via home school diaries, telephone calls or daily face to face contact.

Pupils have access to the full range of curriculum subjects with opportunities embedded throughout the day to develop specific outcomes identified in pupils' EHCPs. Our approaches to teaching and learning are underpinned by specialist autism strategies tailored to meet the individual learning needs and reduce barriers to learning. The learning environment is designed based on the principles of TEACCH so that pupils can make sense of their learning, are self-motivated, and develop independence.

All pupils have an individual timetable outlining how the curriculum and interventions are organised, in order to meet their specific needs so that they can achieve their full potential and prepare them for life. Pupils' academic and holistic development is carefully tracked and celebrated through termly meetings, and assessment against the relevant programmes of study the children are following.

Allocation of resources

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools' forum, which is also applied to local academies.

Within the overall school budget, a proportion of funding is allocated called the notional SEN budget.

At Stoneferry, provision for the children who are given any one-to-one support or who are regularly supported in small group interventions is funded through this budget as well as it being used to support groups of children with additional needs. A detailed provision map of intervention is available within school. This is reviewed regularly and progress of children receiving intervention is monitored closely

Curriculum leaders are responsible for resources for their own area and will have regard for any specialist equipment if thought to be necessary.

Children who have an EHC Plan

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

If a child has received an EHCP, the school ensures there is appropriate provision in place to enable the children to meet all Long Term and Short-Term Outcomes. This may mean that they have external agency support, bespoke resources, tailored interventions and a bespoke timetable.

An EHCP does not mean that a child will receive 1:1 adult support; the child may require adult support to access aspects of the provision in place; however, the focus will always be on increasing the child's resilience, independence and academic ability, whilst providing the child with strategies that they can generalise to wider aspects of their life.

Access to the curriculum

All children with special educational needs have the right to access the full curriculum. The class teacher is responsible for differentiating activities to maximise a child's access to the curriculum.

The school has a provision map which outlines the provision given to our pupils which is updated termly.

Monitoring, evaluation and review

At Stoneferry Primary we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEND. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches should be flexible in order to recognise the needs of all these children to ensure that work is well matched and differentiated to the specific needs of individuals.

Monitoring the effectiveness of intervention strategies is an integral part of the review process that is judged by the success or failure of the individual outcomes set. Time is allocated during each term to monitor the delivery of interventions to ensure they remain focused on the needs of the child and to ensure that the person delivering it is given the chance to receive feedback.

Children with special educational needs are set long term and short term outcomes against which progress can be measured. We would expect children to be making steady progress against these outcomes. Teacher assessments are also used to measure the progress individual children and groups of children with SEND make. The SENCO tracks the progress of pupils with SEND in Maths, Literacy and PSHE termly as well as annually and produces a report. This aims to identify the strengths in practice as well as the areas that continue to require development. On an annual basis, the DFE produces statistical information relating to the performance of children with SEND nationally. This data has been used to compare the performance of our children in comparison to those nationally.

Staff will also hold regular reviews with parents.

The outcome of the review may be:

- The child is removed from SEND register because significant progress has been made and the child's needs can now be addressed through a normal differentiated curriculum.
- The pupil needs to continue on the SEND register in order to gain additional support because insufficient progress has been made despite intervention and support.
- The child becomes a high priority on the SEND register. After a period of time (2 reviews), external agencies may be contacted at this point (with parental permission) for further advice and support. These professionals will contribute to monitoring and reviewing progress and any further assessments that may be planned to identify a child's specific needs. Pupils are usually assessed within school and advice and strategies are provided on new outcomes. It is the class teacher's responsibility wherever possible to address the child's outcomes within the classroom.

The Stages - A Graduated Response

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated approach', matching the level of help to the needs of the child. There are currently two categories of need defined within the code – those children with SEND catered for by the school's provision (now called SEN support) and those children for whom it is necessary to create an Education, Health and Care Plan.

A child has SEND 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.

At Stoneferry Primary School, it is the responsibility of the class teacher, after liaising with the SEND coordinator, to identify when a child has a special educational need which requires different or additional provision to be made for a child.

Class teachers are responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a pupil and feel they should be placed on the school's SEN register, they should follow the SEND identification pathway.

- Record a cause for concern' and discuss with SENDCO/class teacher and parents/carers.
- Quality First Teaching- class teacher consults with SENCo. Low level class-based interventions, support, reasonable adjustments and modifications to the curriculum introduced and impact reviewed.
- If the child is not making expected progress or remains a significant cause for concern despite class based intervention and support, the class teacher consults with SENCO and Assess-Plan-Do-Review cycles of support / intervention introduced over at least 2 terms. These can include involvement of outside agencies if appropriate.
- If the child is not making expected progress against A-P-D-R outcomes and remains a significant cause for concern, then a Person-Centred Planning (PCP) meeting held with parents, key staff (including outside agencies where possible) and CYP. My Support Plan completed as part of PCP meeting and Assess-Plan-Do-Review cycles continue.
- The Support Plan will be reviewed termly alongside A-P-D-R outcomes.
- It may be the case that the child is still not making expected progress and remains a significant cause for concern and more support is needed. If so, the Support Plan and at least 2 cycles of intervention as evidenced on the A-P-D-R template are submitted as the basis for request for

statutory assessment of special educational needs.

- Statutory assessment pathway followed.

An Education, Health and Care Plan

If after considerable advice and support, it is felt that the needs of the child remain so substantial that the school cannot meet them, then this concern will be brought to the attention of the LA in the form of a request for an Education, Health and Care Plan (EHC plan).

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. When making a request for an EHC plan, the SENCO will provide the local authority with:

- How and when the child's needs were first identified and the steps that have been implemented to support these needs
- Progress against Age Related Expectations
- Educational and other assessments, for example from Educational Psychologist
- Involvement of other professionals
- Any involvement of Social Care or education welfare service

Whilst the assessment is being pursued the child will continue to receive the support already provided under the previous stage. Parents should be informed and given the contact details of the local parent partnership (KIDS) who will give them independent advice and support.

Once a child has received an EHC plan, an annual review meeting is held to consider whether the EHC plan should be maintained. Everyone who is involved with the child is invited by the SENDCO to the review meeting or asked to produce a report. The outcomes set for the past 12 months are reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long-term outcomes for the next 12 months are considered. The SENCO completes the appropriate annual review form and sends originals to the LA.

At Stoneferry, we also set short term outcomes which feed into the long-term outcomes for children with an EHC plan. These are reviewed termly so that progress is closely monitored. When a child with an EHC plan leaves Stoneferry, their documents will be forwarded within 15 days of the child ceasing to be registered at our school. The SENDCO will speak by telephone or in person to the receiving school about educational provision.

Children for whom English is an additional language (EAL)

The code of practice clearly states that a child should not be considered to have Special Educational Needs on the grounds of language differences alone. Children for whom English is an additional language receive additional provision. However, it may be the case, that some EAL children will have also special educational needs. These children will then be placed at school action and an IEP will be produced.

Record keeping

The SENDCO is responsible for keeping detailed records on all pupils on the SEND register. Each child on the register has a folder that contains all reports, outcomes, reviews etc. These are stored in a locked filing cabinet.

Transfer of Documents

When children with SEND transfer to secondary school the class teacher and/or SENDCO will liaise with the staff of the prospective secondary schools and hand over all SEN documentation prior to the new term beginning. The secondary school staff are invited to final review meetings of the year 6 pupils. Where children with SEN transfer to another primary school SEN records will be forwarded within 15 days of the child ceasing to be registered at our school. All data handling and sharing will be in full compliance with the General Data Protection Regulation 2016 (GDPR) legislation and guidelines.

Training

Staff are kept up to date with relevant training. Training needs are constantly under review and staff will receive training as necessary.

Dealing with complaints

Close liaison with parents at all stages of the special needs process should minimise disputes. However, any complaints will initially be dealt with by the class teacher, SENCO /Head teacher. If this is unsuccessful the complaint will be referred to the governing body and ultimately the LA.

The policy review and update will take place annually or in response to need and as the legislation surrounding SEND is updated.

Written by: Stacie Brady (SENDCO)

September 2021

The next review will be: September 2022

Glossary of terms

SEN – Special Educational Need

SENCO – Special Needs Coordinator

IPASS – Integrated Physical and Sensory Service (visual/hearing/physical)

EAL – English as an additional language

EHC – Education, health and care plan