

Special Educational Needs and Disabilities (SEND)



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Contents

1. Aims and Objectives.....	2
2. Statutory Requirements.....	2
3. Definition.....	3
4. Local Offer.....	3
5. Curriculum.....	3
6. Assess, Plan, Do, Review.....	4
7. Statutory Assessment and EHCP.....	5
8. Roles and Responsibilities.....	5
9. Training.....	6
10. Complaints.....	6
11. Monitoring.....	6

1. Aims and Objectives

The aims of this policy are:

- › To create an inclusive and equitable environment that meets the educational needs of each young person
- › To ensure that the special educational needs of young people are identified, assessed and supported
- › To make clear the expectations and roles of all staff and stakeholders in the process
- › To enable all young people, make academic and personal progress
- › To ensure that support is person centered and the child/young person and their family contribute to the process

The objectives of this policy:

- › To provide Quality First Teaching with appropriate differentiation to ensure all learners are included, where possible
- › To adopt a graduated approach to assessing needs, that includes support from a range of external professionals to give support and guidance when necessary
- › To work in partnership with parents and carers, ensuring that they are consulted and well-informed and that their views are considered
- › To ensure that young people are involved in their own Individual Learning Journey
- › To provide appropriate and regular CPD opportunities to improve the expertise of staff

2. Statutory requirements

This policy meets the requirements of the SEN Code of Practice (2014).

This policy must be read in conjunction with the Safeguarding policy, RSHE Policy and Behavior Policy.

At Stoneferry Primary we provide a graduated approach to SEND support as set out in this policy.

3. Definition

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- 1 Have a significantly greater difficulty in learning than the majority of others the same age; **or**
- 2 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.

(SEN Code of Practice 2014)

The SEN Code of Practice states that a child's needs and requirements fall into four broad areas or categories as follows:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical needs
- Social, Emotional and Mental Health Difficulties

4. Local Offer

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 identifying 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.

<https://hull.mylocaloffer.org/>

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.

5. Curriculum

At Stoneferry Primary School, our SEND curriculum is tailored to meet the needs of children and young people as individuals. This provides the best platform for success. By identifying and addressing gaps in learning and having a holistic approach to their difficulties we can ensure they are enthusiastic about learning

and can take their place in modern Britain regardless of their background, special need, disability or previous academic history.

Our curriculum extends beyond the classroom walls, enriches our student's lives and broadens their horizons.

The Stoneferry Primary School curriculum is developed to ensure that our students have the basic skills needed to become successful in the next stage of their education.

The curriculum and wrap around high quality support for emotional well-being provides the framework for maximum engagement in learning and life skills to sustain a healthy and productive adult life.

6. Assess, plan, do, review

Assess

Further assessment and intervention will be triggered when a young person:

- is not making adequate academic progress despite attendance to lessons
- continues to work at levels significantly below those expected, or of their peers
- presents persistent emotional, social or mental health difficulties
- has significant communication or social difficulties
- has a condition or disability that prevents or hinders them from making use of educational facilities

If a young person continues to make little progress or any difficulties does not improve with targeted support, then a referral will be made to the SEND Coordinator (SENCO) with permission from the child/young person's parent/carer and recorded on the SEND referral form and CPOMS.

The SENCO will investigate the concerns about a young person further including the following; consultations with staff, observations of the students within lessons, meetings with parents and carers, the young person and any other agencies involved with the family.

The SENCO will then decide on appropriate support for the student, this may involve the use of further assessments including;

- Cognitive Assessments including; reading, spelling, comprehension and numeracy
- Emotional and Social Literacy Assessment Tools
- Speech and Language Assessment Tools

This may also involve referrals to external agencies including;

- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapist (SALT)
- Integrated Physical and Sensory Service (IPASS)
- Educational Psychologist (EP)
- Send Early Help Service

Plan

The Stoneferry Primary School graduated response ensures that a range of strategies are agreed for each young person, which is reviewed regularly. Each young person requiring additional support will have a termly support plan which includes short term and long term outcomes planned for the child. These are updated termly and include all necessary interventions the child will be given to support the meeting of their outcomes.

All young people at Stoneferry Primary School have the following:

- Dedicated and caring staff who value all students regardless of ability

When additional support is required this may be through:

- Support in unstructured times

- Teaching assistant support in the classroom
- 1:1 or small group intervention in literacy and numeracy
- 1:1 or small group support for emotional literacy, friendship and social skills
-

Please see **SEND Information Report** on the Stoneferry Primary School website for more Information.

Review

A student's SEN support is reviewed at least termly within the school's SEN meetings. Students receiving support from the SEN department provide their views on a termly basis and parents and carer's are invited to participate in the reviewing process through SEN reviews with class teachers.

7. Statutory Assessment and Education, Health and Care Plans (EHCP)

The majority of young people with SEND will have their needs met by Stoneferry Primary School's core provision.

However, some young people may require further assessment of their needs by the Local Authority. Stoneferry Primary School will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of intervention, the child/young person is still a significant cause for concern.

A statutory assessment may also be requested by a parent or outside agency.

The aim of statutory assessment (EHCP application) is to:

- Establish and record the views, interests and aspirations of the young person and parents
- Provide a full description of the young person's needs
- Establish outcomes of education, health and care in relation to the young person's needs and aspiration
- Specify the provision required to meet the students' needs and how education, health and care will work together to support this

An Education, Health and Care plan is a legal document which stays with the student in all educational settings from 0-25. When a student has an EHCP schools, colleges and other settings will follow a consultation process to ensure the setting is able to meet the young person's special educational needs.

However, a request for statutory assessment by the school or parent/carers does not always lead to an Education, Health and Care Plan. The Local Authority may refuse to assess the young person and deem that their special educational needs can be met with resources already available to the school.

8. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the SEND policy, and hold the head of school to account for its implementation.

The named SEND governor is Marcus Pearson

7.2 Head of School

The head of school is responsible for ensuring that SEND is supported consistently across the school, and for managing complaints about SEND provision. Mr Raw is the head of school.

7.3 SENCO

Miss Brady is the school SENCO and is responsible for overseeing the day-to-day operation of the school's SEN policy.

7.4 Staff

SEND is the responsibility of all staff at Stoneferry Primary School and it is classroom practitioner's responsibility to ensure quality first teaching and high quality differentiation is provided to meet all learners' needs. It is also the class teacher's overall responsibility for progress of SEND learners.

All staff at Stoneferry Primary School receive extensive training to identify and support SEND needs.

9. Training

A robust, yearly QA process is used to identify areas of development and appropriate training sessions included in the Stoneferry Primary School yearly CPD calendar.

In addition staff have a range of training that support their specialisms, including but not limited to the following:

- Emotional Literacy Support Assistant
- Friendship Group
- Supporting SLCN

In addition, Miss Brady holds the National Award for Special Educational Needs (NASENCo).

10. Complaints

Complaints about SEN provision are first dealt with by the school SENCo.

If a satisfactory conclusion cannot be reached, then an appointment to see the Head of School should be arranged.

If a satisfactory conclusion still can still not be reached, then the complaint would be passed to the complaints committee of the Stoneferry Primary School Governing Body for further consideration and follows the Stoneferry Primary School complaints procedure.

11. Monitoring arrangements

The delivery of SEND Provision is monitored by the SENCo and wider senior leadership team through:

-SEN support and provision will be monitored via Stoneferry Primary's usual quality assurance processes, including; work scrutiny, lesson observations and learning walks.

-Pupils' development in SEND interventions is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every year by the SENCo.

At every review, the policy will be approved by the Head of School and Stoneferry Primary School Governing Body.