



# All Saints Benhilton C of E Primary School

## SEN Policy



## Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.

Approved by:	Chair of Governors on behalf of the FGB	Date: February 2020
Latest review:	January 2020	
Next review due by:	January 2023	

## Introduction:

This SEND policy is the school's most important document in determining how we (staff of All Saints Benhilton CoE Primary School) meet the special educational needs (SEN) and disabilities (together SEND) of pupils. This document reflects the statutory requirements as well as our actual day-to-day practice. In compiling this policy, we have had regard to the Special Educational Needs and Disability Regulations 2014 which came into force on 1 September 2014. This policy further complies with the:

- Statutory requirements of the Special educational needs and disability code of practice: 0 to 25 years, DfE January 2015 (SEND Code of Practice);
- Equality Act 2010;
- Statutory guidance on Supporting pupils with medical conditions, DfE September 2014;
- National Curriculum KS1 & 2 Sept 2014; and
- Teacher Standards 2013.
- Safeguarding Policy
- Accessibility Plan
- Inclusion Policy
- Equal Opportunity Policy

This policy was created by the Inclusion Manager, SENCo, staff, pupils and parents of pupils with SEND.

## Definition of Special Educational Needs

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’*

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

We also recognise the broader areas of need that are not always SEND but can overlap:

Attendance and punctuality

Health

English as an additional language

Pupil premium

Looked after children

Service children

## Objectives:

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils, with the pupils and their parents/carers at the centre (Pupil Centred Approach).

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014 as it is the responsibility of all teachers working alongside the SENCO to identify and meet the special educational needs of pupils.

To develop our practice so that special educational provision is more effective when pupils, parents, carers, class teachers, support assistants and practitioners are fully involved.

### Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction-these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

### A Graduated Approach to SEN Support

How does the school decide whether to make special educational provision?

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress, given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the

class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. The external agencies below are not an exhaustive list, but could include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service (SLCN)
- Occupational Therapy (OT)
- Autism Team (ASD)
- Physical/Sensory Support Service
- Children's Services
- School Nurse/Paediatric health team
- Paving the Way (SEMH)
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support (SS). Parents must be informed and consent to SS. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *Assess, Plan, Do, Review* with the child/young person at the centre of the process. A provision map or Individual Educational Plan (IEP) may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions. Typically, provision maps and IEP's are updated once a term by class teachers under the guidance of the SENCO, however if class teachers and the SENCO believe that changes can take place sooner then this will be addressed in order to support or progress the child's learning further. The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will oversee this process, providing support, guidance and advice for all stakeholders. See Appendix 2 for additional information.

### Educational Health Care Plan (EHCP)

Pupils for whose needs cannot be met through School Support will be referred for assessment by the Local Authority (LA) for an EHCP. Pupils with an EHCP may receive additional funding from the LA or Health Trust, depending on the nature of the needs identified.

### Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of *Assess, Plan, Do, Review*. Termly reviews and target setting meetings are planned just prior to parents' evenings where possible. Targets are shared with parents and the pupil and successes are celebrated.

Children with an EHC plan will be invited, along with their parents, to attend their Annual Review (attending part of the meeting) to share their achievements for the year and aspirations for the future. Parents will create a written report and the child will share their scrap book of achievements during the meeting.

Parents have much to contribute to our support for children with special educational needs. The school's local offer is available on the school's website and forms part of the borough's Local Offer. Support and advice for parents can be accessed via the Sutton Information, Advice & Support Service.

### Admission Arrangements for Children with SEN

Children are admitted according to the school's admissions policy regardless of any special needs (see admissions policy). Children with an EHCP are granted a place if All Saints Benhilton is named and if the school can manage the needs of the child.

The Governors may allocate a place to a child on compassionate grounds including children with exceptional educational, medical or social needs, which indicate a specific requirement for All Saints Benhilton C of E Primary School. Those applying under this category should state this on the application form and indicate which priority above is also pertinent. Before any request is considered parents must supply with their application form relevant written professional evidence from an appropriate agency to support their case.

#### Accessibility

All Saints Benhilton is a modern single storey building. It has no steps, wide doors to accommodate wheelchair access and disabled toilet facilities that can be ramped if necessary. See Disability and Accessibility Plan.

### SEN Provision

SEN support can take many forms. This could include:

- an individual learning programme (IEP), provision map or differentiated curriculum.
- evidence based interventions
- extra help from a teacher or a learning support assistant
- support with communicating / being taught discretely social norms
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- support with physical or personal care difficulties, e.g. eating, getting around school safely or using the toilet.
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult

The class teacher is responsible for:

the progress and development of all pupils including those with SEND  
ensuring the plan is implemented in the classroom  
regular liaison with parents and the SENCO  
effective deployment of additional adults  
contributing to the annual review process by attending the meeting and writing a report prior to the day.  
identifying on class planning, the provision they are making for pupils with SEND  
acting upon and implementing advice from external agencies and specialist teachers  
writing and reviewing of targets for pupils with SEND under the guidance of the SENCO  
Setting high expectations for all children, particularly those with SEND  
provide well-structured lessons and adapt teaching to respond to the strengths and needs of all pupils; knowing when and how to differentiate appropriately  
using approaches which enable pupils to be taught effectively  
annually recording the provision, they have provided for individual SEN children in their class (individual tracking sheets)

Special Needs Assistants are responsible for:

ensuring that day to day provision is in place for the pupils they support  
implementing agreed strategies and programmes, and advice from specialists.  
record keeping  
resources  
maintaining specialist equipment  
regular communication with class teacher, parents and SENCO

The SENCO is responsible for:

the SEND policy and its implementation  
co-ordinating support for children with SEND  
updating the SEN register and maintaining individual pupil records  
monitoring the quality of provision and impact of interventions  
applying for EHC needs assessments and ensure EHCP targets are being implemented  
attending network meetings and updating staff on SEND information  
referrals to and liaison with outside agencies  
line managing / appraisals for LSAs with responsibility for SEND  
liaising with and advising staff  
Making staff aware of their duties under the Code of Practice  
maintaining regular liaison with parents/carers  
co-ordinating and leading annual reviews  
supporting staff in identifying pupils with SEN.  
mapping provision throughout the school  
keeping up to date with SEND initiatives and legislation  
maintaining links and information sharing with receiving schools  
appropriate CPD for staff in the field of SEND.

monitoring progress of SEND children and when to remove children from the SEN register.

### Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

### Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils 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. The LEA will ask for evidence of strategies tried, support given and of progress over time from the school. All professionals involved with the child will be asked to submit detailed reports about the child's development, progress and the difficulties being experienced. Parent's views and feelings are sought throughout this process and an application to panel is only made with their permission.

The SENCO follows the criteria for an EHC needs assessment from the local authority guidance and the SEN Code Practice.

### The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. Children with Special Educational Needs are fully integrated into the life of the school, hold positions of responsibility and represent the school in the same way as other children in their peer group. At All Saints Benhilton CofE Primary 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 SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising with the SENCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

### Monitoring and evaluation of SEN

The head teacher and the Senior Leadership Team (SLT) regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data (provision maps)
- progress against individual targets (IEP)
- pupils' work and interviews
- SEN Day to review provision of children with SEND

Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

*The School Nurse* makes regular visits to school to carry out health checks on children and can be contacted to offer advice and information. She liaises with parents to write a Health Care Plan for those children identified with a medical need.

*The Audiometrist* makes visits to check the hearing of children when they first come to school and to re-test children throughout the year if there is cause for concern.

### Storing and Managing Information

We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. With parental consent, information will also be shared with external agencies. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave All Saints Benhilton.

### Complaints Procedure.

Any complaints from parents are addressed immediately with the option of a meeting or a phone conversation with the Head Teacher/ SENCO, LSA, teacher, for parent's earliest convenience. Matters are noted, relevant information recorded and action agreed and reviewed within an agreed time scale. Any more serious issues would be taken to the governing body. Complaints to do with outside agencies would be discussed between SENCO and a representative of the agency concerned, with the parents if this is appropriate. The Staff and governors view education as a process, which involves parents and teachers working closely together for the benefit of the child's education and overall development. The LA provides advice and support for parents through the Sutton Information, Advice & Support Service and information is available from the SENCO. In cases of disagreement at LA level the LA must provide conciliation arrangements to advise and support parents.

### Arrangements for In-Service Training for Staff in the Area of SEN

The SENCO attends co-ordinator's meetings, which keeps them up to date with the latest initiatives in SEN nationwide and in the borough. They also undertake training in particular areas of SEN. The SENCO passes relevant information on to staff and assists them with the implementation of the Code of Practice and the writing of IEPs. Teaching and support staff are encouraged to attend LA and/or SDBE in-service training sessions to extend their knowledge and expertise in areas of SEN. Any training attended should be shared with other staff to extend knowledge to all. Inclusion Manager to keep staff informed of new strategies by leading staff meetings. Support staff to have regular meetings with the SENCO to share information and training.

### Transition

All children in the nursery transferring to the Reception class visit it prior to their transition. Where a child has identified needs, these are discussed to ensure a smooth transition. When all children transfer to a new academic year their records are all passed on to the next teacher and each child's needs / strengths, with successful strategies used are discussed at length during class handovers. The SENCO ensures that the new teacher is aware of children in the new class on the SEN register and their needs. The SENCO attends a Secondary Transfer meeting to discuss the needs of any

children with SEN transferring to secondary school. The SENCO, in conjunction with the class teacher always considers the needs of the Y6 children transferring to secondary school and identifies children who may benefit from an individual Transition programme or additional visits.

#### Access to this policy

You can get a copy of our policy in a number of ways:

The school website: <https://www.allsaintsbenhilton.org.uk/policies.php>

A hard copy on request at the school office.

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

#### Appendix A: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Appendix B

GRADUATED RESPONSE TO INDIVIDUAL NEEDS AT SEN SUPPORT

Monitoring	Intervention	SEN Support	Intervention
<p>Makes little progress despite teaching that targets identified areas of weakness.</p> <p>Has communication and/or interaction difficulties requiring individual intervention to access learning and socialisation.</p> <p>Achieves levels significantly below those expected for children of a similar age.</p> <p>Has difficulty in developing literacy/numeracy skills which affect attainment in other curriculum areas</p> <p>Presents persistent emotional and/or behavioural difficulties</p> <p>Has sensory and/or physical problems and makes little progress despite provision of specialist equipment</p> <p>Has communication and/or interaction difficulties and continues to make little progress despite differentiation</p>	<p>Relevant information from parents/carers/other professionals collected</p> <p>Inclusion Manager and class teacher decide on the Action needed</p> <p>Intervention/in-class support agreed Class Provision Map / IEP drawn up setting out arrangements for teaching and learning appropriate to needs of child</p> <p>Use of differentiated resources implemented, staff training or one-off advice from LA support services.</p>	<p>Despite provisions of concentrated support, the child:</p> <p>Continues to make little progress in specific areas over a long period.</p> <p>Continues working at levels substantially below that expected of other children of the same age</p> <p>Has SEMH which substantially and regularly interferes with the child's own learning or that of the group, despite having an individualized behaviour support programme</p> <p>Has sensory and/or physical needs requiring specialist intervention</p> <p>Has on-going communication/interaction difficulties that affect social and academic development</p>	<p>External support services:</p> <p>Should advise on new IEP - fresh targets, strategies and materials.</p> <p>Provide more specialist assessments</p> <p>LA may offer advice or provide support</p> <p>May be involved in teaching the child directly</p> <p>Delivery of the IEP remains the responsibility of the class teacher.</p> <p>If, over time this is ineffective in meeting the child's needs, consideration must be given to an EHC needs assessment based on the LA criteria and Code of Practice.</p>