

Overton CE Primary School

Special Educational Needs Policy

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (July 2014, updated January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools: DfE (2013)
- SEND Code of Practice 0-25 (2014, 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014, 2017)
- The National Curriculum in England KS1 & 2 framework document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012, 2021)

Overton CE Primary School is a mainstream school, for children aged 4-11. We are an inclusive school, welcoming and celebrate diversity.

This policy was created by the School's Inclusion Manager with the SEND governor in liaison with the Leadership Team, staff and parents of children with SEND. This is in line with the inclusive approach to SEND provision outlined in the current SEND Code of Practice.

The Inclusion Manager at Overton CE Primary is Mrs Jane McDevitt. She is a member of the school's Leadership Team

You can contact her on 01256 770249 via the school office or by email; adminoffice@overton.hants.sch.uk

Aims

The aim of the education we provide is the same for all our children. Every teacher is a teacher of every child, including those with SEND.

Education should:-

- enlarge a child's knowledge, experience and understanding.
- develop practical, intellectual, aesthetic, creative, physical and social competencies.
- prepare each child to become a confident, active and independent participant in their local community.
- include and give quality education that enhances personal strengths to all children, whatever their needs.
- develop a culture of acceptance in which all children can be valued equally, treated with respect and provided with equal opportunities.

Objectives

To meet the aims set out above, the school has identified as its objectives:

- To identify and provide for children who have special educational needs and additional needs
- To follow the guidance provided in the SEND Code of Practice, 2014
- To operate a ‘whole school, whole child approach’ to the management and provision of support for special educational needs, where all teachers are teachers of SEND
- The provision of an Inclusion Manager to provide support and advice to all staff working with children with special educational needs

Identifying Special Educational Needs

At Overton CE Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with playgroup/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher, for example when low self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician

A child’s needs will be identified in relation to the four broad categories of need outlined in the SEND Code of Practice, 2014.

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to place a child within a category, but to work out what action the school may need to take. At Overton, care is taken to identify the needs of pupils by considering the needs of the whole child, and not just their special educational needs and/or disabilities.

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Concerns relating to a child’s behaviour will be seen as an underlying response to a deeper need. The teachers and other staff at Overton know each child well and, as a consequence, are able to recognise and identify clearly the underlying need that is affecting a child’s behaviour.

We take care to consider aspects that are not SEND but may impact on progress and attainment.

These include:

- Disability (we note that the “reasonable adjustment” duty for schools under current Equality legislation is reaffirmed in the SEND Code of Practice, but that these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- EAL (English as an Additional Language)
- Pupils in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Service personnel

The progress and attainment of children within these categories are closely monitored by members of the Senior Leadership Team and the Inclusion Manager

A Graduated Approach to SEND Support

Overton CE Primary School seeks to establish and maintain a very effective system for the early identification and intervention for children identified with SEND.

- It is the responsibility of each class teacher to provide quality first inclusive teaching to all children in their class. Pupils are only identified as SEND if they do not make adequate progress once they have received all appropriate interventions and high quality personalised teaching.
- Teachers are responsible and accountable for the progress and development of children in their class, including children who access support from learning support assistants or specialist staff.
- High quality inclusive teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND.
- Additional support cannot compensate for a lack of high quality inclusive teaching.
- The Inclusion Manager and members of the Leadership Team regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing, and where necessary, support for teachers to improve their understanding of strategies to identify and support vulnerable children.
- Teachers will be supported by the Inclusion Manager, to decide when it is appropriate to make special educational provision for individual children. A range of information will be gathered to inform this decision. This will include school data about children's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment and early assessment materials.
- For higher levels of need, the Inclusion Manager will draw on the support and expertise from external agencies and professionals.
- Decisions to place children on the SEND register follow discussions between the class teacher, the Inclusion Manager and parents. Support for children identified for inclusion on the SEND register follows the Assess-Plan-Do-Review cycle. This cycle ensures that children are initially assessed prior to receiving support, that their support is carefully planned for, specific programmes and staff are identified to deliver the plan and that a time is set for a final summative assessment, measuring the impact of the intervention.
- Children's and parents' views are sought in deciding the type of support and intervention to be provided, the time scale that the intervention will run for and the intended outcomes.

Managing Pupils' Needs on the SEND Register

As a school we follow the graduated approach in delivering support to those children identified as SEN. This approach is intentionally flexible, reflecting and responding to the variety of needs present in the school setting and allowing for the professional discretion and judgement of individual teachers.

- Each child identified on the SEND register is provided with a Personal Learning Plan (PLP). These plans identify the specific needs of individual children, the plan for supporting the child,

programmes of support, materials and individual staff who will deliver the support and the intended outcome with review date. We consider that each child's Personal Learning Plan is a living record which tell us exactly what needs have been identified, how to remove barriers to learning, outcomes to be achieved within an agreed time frame and who is responsible for maintaining and updating the plan. The Inclusion Manager will have oversight of all PLP to ensure that they are kept up to date and that intervention strategies are eliciting the intended impact. The core expectation though, is that each teacher holds the ultimate responsibility for evidencing progress against the outcomes described in the PLP.

- It is the responsibility of the class teacher of the named child on the register, to keep the information in the PLP up to date.
- The PLP must be reviewed by class teachers with the child at least once every half term, although this may occur more frequently where targets and outcomes are more short term. The review of the PLP will feed into pupil progress meetings once a term.
- The decision about what level of provision is appropriate for individual pupils follows a consultation between the class teacher and the Inclusion Manager. Factors that will inform the decision include: formative assessment data, the school's tracking data, the results of any national summative assessment, the child's achievement against national expectations, parental views and the pupil's own comments. The level of provision will be regularly reviewed and adapted in response to identified changes in need.
- Children with SEND who fail to respond to specific intervention strategies and continue to achieve significantly below their peers/national expectations will be identified through a combination of: analysis of performance data, work sampling, classroom observations and pupil interviews.
- The Inclusion Manager will liaise with specialist services when it is felt necessary to engage additional support for pupils with SEND. The Inclusion Manager is responsible for monitoring this additional provision. Parents and pupils will be involved in the initial decision to make a referral for external specialist support and any future reviews of this provision.

Criteria for removal from the SEND Register

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, Inclusion Manager, child and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the child leaves the school (and passed on to the next setting). The child will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the child requires additional assistance then the procedures set out in this policy will be followed.

Supporting Children and their Families

- For an overview of the support available to children with SEND, parents should access Hampshire County Council's Local Offer. This is available at: <https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>
- We encourage all new children to visit the school prior to starting. For children with SEND, we would encourage further visits to assist with acclimatisation to the new surroundings. Where possible, we would also visit them in their current setting.
- When children are preparing to leave us for a new school, typically to go on to secondary education, we may arrange additional visits and transition meetings.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- If your child has complex needs then a TPA (Transition Plan Agreement) or EHCP review will be used as a transition meeting when we will invite parents and staff from both schools to attend.
- The school's policy on managing the medical conditions of pupils can be found on the school's website under the 'Policies' tab.

Supporting Pupils at School with Medical Conditions

- We recognise that pupils 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.
- We recognise that some children with medical conditions may also have special educational needs (SEN) and/or may have an Educational Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. It is essential that the SEN provision for these pupils follows the SEND Code of Practice (2014).
- For details outlining the specific support for pupils with medical conditions, please see the school's policy for supporting pupils with medical conditions.

Monitoring and Evaluating of SEND

- The Leadership Team (LT) regularly and carefully monitor and evaluate the quality of provision that we offer to all pupils.
- Monitoring of SEND provision is conducted through a combination of regular audits and sampling of the views of parents, children and staff. The SEND governor meets with the Inclusion manager regularly to discuss and review the content of the monitoring data.
- The school's monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

- SEND is funded from the school's main budget. Part of that budget is specifically allocated for SEND, but is supplemented with monies from the Revenue budget.
- Individual staff training needs are identified as part of the ongoing process of Continual Professional Development (CPD). Specific training will be provided to meet areas of need identified in the school's strategic plan.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff undertake regular training and professional development.
- All teachers and staff undertake induction on taking up post. This includes a meeting with the Inclusion Manager to explain the systems and structures around the school's SEND provision and practice and to discuss the needs of individual children.
- The school's Inclusion Manager regularly attends the local authority's SEND network meetings, as well as the local Special Educational Needs (SENCo) support group, in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole.

The school's governors, in consultation with the Head Teacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. The governors maintain

a general overview and have an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- The necessary provision is made for any child with SEND
- All staff are aware of the need to identify and provide for children with SEND
- Children with SEND join in school activities alongside other children, so far as is reasonably practical and compatible with their needs and the efficient education of other children
- They have regard to the requirements of the SEND Code of Practice (2014)
- Parents are notified if the school decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Head Teacher is responsible for:

The management of all aspects of the school's work, including provision for children with special educational needs

- Keeping the governing body informed about SEND issues
- Working closely with the Inclusion Manager
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The Inclusion Manager is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for children with SEND
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify children with SEND
- Carrying out assessments and observations of children with specific learning problems
- Supporting class teachers in devising strategies, drawing up PLPs, setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of children with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of children with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year NFER tests, SATs etc.
- Contributing to the in-service training of staff
- Liaising with receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- Taking part in county SEN moderation

Class Teachers are responsible for:

- Providing high quality inclusive teaching for all children
- Assessing children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the child (in liaison with the Inclusion Manager, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including children with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

Learning Support Staff are responsible for:

- being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- using the school's procedure for giving feedback to teachers about pupils' progress.

LSA work as part of a team with the teachers and Inclusion Manager, supporting children's individual needs and ensuring inclusion of pupils with SEND within the class and playground. They play an important role in implementing PLPs and monitoring progress.

Storing and Managing Information

All documents relating to SEND are maintained with careful consideration towards security and confidentiality. Individual pupil records are kept electronically. All staff are aware of the need for security and confidentiality in handling the records of children with SEND.

Reviewing the Policy

The Inclusion Manager will ensure that the SEND policy will be reviewed annually. The next review date for this policy will be October 2022. The review will be conducted with the input of parent, children and governor representatives.

Accessibility

The Equality Act 2010 places a duty on all schools to increase the accessibility of schools for disabled children. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Overton CE Primary School's Accessibility Plan forms part of our Equality Plan and Procedure policy, which can be found on the school website under the 'Policies' tab.

Dealing with Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the 'Policies' tab.

Linked Policies/Documents

- Accessibility Policy and Plan
- Administration of Medicines Policy
- Anti-bullying Policy
- Behaviour Policy
- Complaints Procedure
- Confidentiality Policy
- Data Protection Policy
- Equality Policy
- Health and Wellbeing Policy
- Safeguarding Policy
- SEND Information Report