



Special Educational Needs and Disabilities Policy Spring 2022

This report has been written with regard to the Children and Families Act 2014, The SEND Code of Practice 2015, The Equalities Act 2010 and meets the statutory guidance Supporting pupils with medical conditions 2014. To be read in conjunction with the School's SEND Information Report to parents.

Rationale

Many children need a little extra support at certain times in their life. At Clements Primary Academy we are committed to offering an inclusive curriculum to ensure the best possible progress of all our children whatever their needs or abilities. SEND arise when a pupil has difficulties which prevent them from accessing any part of the curriculum.

Broad Guidelines

In order that all children can access all aspects of the curriculum at any time we at Clements are aware of the importance of:

- Early identification of children with Special Educational Needs and disabilities ensuring their needs are met
- Providing a programme suited to their individual needs
- Keeping their needs under review and responding accordingly
- Ensuring that children with Special Educational Needs and disabilities have the opportunities to participate in all activities of the school
- Enabling all children to make the best possible progress
- Ensuring parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- Ensuring that all children with SEND are given the opportunity to express their views and are involved in decisions which affect their education
- Promoting effective partnership and involving outside agencies when appropriate
- To create an environment that meets the needs of each child.

What Constitutes SEND?

A child or young person has 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 facilities of a kind generally provided for others of the same age in mainstream schools

SEND may be in the areas of:

Communication and Interaction

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

What happens when SEND is identified?

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2015. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a specific period of time. If no progress is noted after this time the child may be added to the school SEND register.

A range of evidence is collected through the usual assessment and monitoring arrangements and may include:

- Standardised tests
- Classroom observation
- Foundation Stage Profile
- Reports from other agencies

If a child is significantly below the average range of abilities as measured by any of the above tests and it is decided they need additional or different provision the school will consider placing the child on the SEND register. This ensures a graduated response which aims to provide support for that child for as long as it is needed. There is no need for children to be registered or identified as having special educational needs unless the school is taking additional or different action from normal class differentiation.

The key test of the need for action is whether current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and their peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Inadequate progress can be characterised as progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical difficulties, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Responsibilities

At Clements School the role of the Special Educational Needs Co-ordinator (SENDCO) is undertaken by a teacher who has gained a National Award for a Special Educational Needs Coordinator and the term SENDCO will be used for the remainder of this document.

Mainstream schools must:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO
- discuss with parents when they are making special educational provision for a child
- prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Headteacher/SENDCO

The Headteacher has the responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.

Specifically the SENDCO will:-

- Manage SEND support stages, pupil passports, Reviews at the different stages
- Liaise with outside agencies e.g. Educational Psychologist, Speech Therapist
- Develop pupil passports in consultation with teachers
- Give advice to class teachers
- Co-Ordinate provision for children with SEND
- Provide INSET when needed
- Liaise with parents
- Maintain a register of children with SEND
- Organise and expand resources for SEND
- Ensure all staff are fully aware of those children with SEND who do not have a learning difficulty
- Ensure the requirements of the Code of Practice are adhered to.
- Ensure the school brochure outlines provision for SEND
- Monitor pupil passports and ensure their implementation
- Carry out assessments and formal testing of children when needed
- Liaise with Schools for transfer of information
- Monitor the standards achieved by pupils with SEND to ensure they reach their potential.

Governors

Specifically the Governing Body will:-

- Appoint a Governor for SEND
- Monitor the school's SEND policy
- Report to the Governing Body on matters relating to SEND
- Ensure the school has regard to the Code of Practice

Class Teachers

The class teacher will:

- Take responsibility for the progress of children in their class with SEND
- Ensure classroom assistants are fully briefed on pupil passports
- Gather information about a child
- Make an initial assessment of the child's SEND
- Provide differentiated work to meet the needs of the child
- Monitor and review the child's progress
- Liaise with the SENDCO

Where the progress remains limited then the teacher will:

- Set up a meeting with parents

- Inform and liaise with parents
- Target the time of Teaching Assistants/Special Needs Assistants to support the child with SEND
- Discuss with the SENDCO when a child is not progressing in their learning. The SENDCO may then place a child on the SEND register.
- Give relevant copies of all paperwork to the SENDCO for the central file.

School Request for Education Health and Care Plans

In consultation with parents/carers a request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

Children with disabilities

Some children in our school either have or have had disabilities and consequently need/ needed additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Planning

Provision/action for children who are moving towards requiring an Education Health Plan will be recorded on a pupil passport. This will be written by teachers but in consultation with

the SENDCO, other teachers and support staff, parents, carers and pupils. It may also involve consultation and advice from external agencies.

The pupil passport will set targets for the pupil and will detail:

- The short term targets.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan will be reviewed.
- How to support children to meet expected outcomes.

The pupil passports will be reviewed termly and the outcomes recorded. Children will participate fully in the review process according to their age and abilities. Parents/carers will be invited to participate in the target setting and review process.

When children are due to transfer to secondary school, planning for this will be started in the year prior to the year of transfer. Advanced planning for children in Year 5 will allow appropriate options to be considered. The SENDCO will liaise with the SENDCOs of the Secondary Schools to ensure that effective arrangements are in place to support all children at time of transfer.

Emotional and Behavioural Needs

When a child shows emotional/behavioural needs, Clements Primary Academy may provide support in the form of an intervention or preventative strategy. Interventions such as ELSA and social skills groups may be used to support children's wellbeing and interaction with other children. Also, a 'Reflect and Return' room has been set up in school for children who may need a calm and safe space or who may want to talk to someone. If appropriate, outside agencies may also be used to support the child to access the curriculum in a safe and positive way.

School support is considered when there is clear evidence of the following:

- The child exhibits unpredictable, and/or obsessive behaviour.
- The child has experienced minimal success in forming and maintaining purposeful relationships with adults and peers.
- The child's behaviour seriously inhibits their progress within the curriculum.
- The child is consistently unable to comply with school rules.
- The child's behaviour interrupts the learning of others.

External Support Services

These play an important part in helping the school identify, assess and make provision for children with Special Educational Needs.

- The school has regular visits from the nominated Educational Welfare Officer and can request visits from an Education Psychologist.

- The school may seek advice from specialist advisory teachers who can advise on learning support for children with sensory impairment or physical difficulties.
- Liaison meetings are held with Playgroup/Nursery leaders to ensure a smooth start to school for children in Foundation Stage.
- The speech and language therapist contributes to the reviews of children with significant speech and language difficulties.
- Outreach support is available from County Inclusive Support Service (CISS) and The Priory Outreach Service.

Clements Primary Academy may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. We will involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents will always be involved in any decision to involve specialists.

Equal Opportunities and inclusion

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Home/School Links

The school will work closely with parents/carers of children with SEND to ensure that the most effective assessment and provision will be made. For example through:

- Home/school diaries
- Class Dojo/Phone calls
- Regular informal meetings
- Review meetings

Health and Safety

Safe practice must be promoted at all times. Particular attention must be given to completing risk assessments when either vulnerable children or those presenting with behavioural difficulties are taken on school excursions.

Partnership with Parents

The school recognises that it must work closely with parents and understands that parents have a crucial role in their child's education because they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. The school will take account of the wishes, feelings and knowledge of parents at all stages. The school will encourage parents to recognise that they have responsibilities towards their child and that the most effective provision is made when they

are open and confident when working in partnership with the school and other professionals. The school will support parents so they are able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND Framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision.

Partnership with parents is recognised as part of our day-to-day work with all children. This is established through:

- Initial meetings with parents when the child is registered.
- Daily/regular contact and frequent informal 'chats'.
- When a pupil passport is written or reviewed, parents are encouraged to express their views in writing and to offer support.
- Regular report evenings.
- At annual reviews for children with an EHCP (Education, Health and Care Plan)