



Stone C of E School

Special Educational Needs and Disabilities Policy

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The policy is to be reviewed by: September 2019

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, January 2015. 3.66. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25, January 2015
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Schools SEND Information Report Regulations, July 2014
- The National Curriculum in England: July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards July 2011 (introduction updated June 2013)

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

“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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND 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”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re. supporting pupils with medical conditions (DfE 2014).

Fundamental Principles

- Every teacher is a teacher of every child or young person including those with SEND
- It is essential that the school's SEND policy is implemented consistently by all staff
- The school should provide the necessary training to ensure that all children with SEND are fully supported
- We will identify barriers to learning and participation, and provide appropriately to meet a diversity of needs
- We will endeavour to meet the needs of any child with special educational needs within the resources and expertise we can reasonably make available
- The special educational needs of children will normally be met in the mainstream classroom setting, or through periodic withdrawal for small group or individual interventions
- We will involve the child in the whole process of identification, assessment and provision and ensure that the views of the child are sought and taken into account
- We will maintain a strong partnership with parents/carers and involve them in supporting their child's education.
- Children with special educational needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and Key Stages 1 and 2
- We will recognise, celebrate and record the achievements of all pupils, including those with special educational needs, in order to promote their self-esteem and encourage independence for the future
- We will provide for children's physical and emotional wellbeing.

Aims

- Enable all SEND children to achieve their full potential.
- Provide equality of educational opportunity.
- Raise aspirations and expectations for all pupils with SEND.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disability Co-ordinator who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs

Stone school identifies the four broad areas of need outlined in the SEND Code of Practice (Jan 2015):

Communication and Interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, 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

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

6.32 Children and young people 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 behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The progress and attainment of some children may not be the result of SEND, for example:

- Attendance and punctuality
- Disability where the child's needs can be met through reasonable adjustments in line with the current Disability Equality Legislation
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Where behaviour is a cause for concern, it will be described as an underlying response to one of the above broad areas of need.

A Graduated Approach to SEND Support

Quality First Teaching – All children are entitled to Quality First Teaching, which is the responsibility of the class teacher. In providing for all pupils in their class, teachers should make reasonable adjustments, provide regular catch up sessions in the afternoons, when required, and good quality personalised teaching.

Booster (Pre- SEND)

Pupils requiring extra provision will be identified and reviewed at termly Pupil Progress Meetings. A Class Provision Map is created at these meetings. Teachers are responsible for ensuring that the extra provision takes place and that a record is kept using the Intervention Record Sheet provided.

SEND Provision

Where a child does not make adequate progress despite Quality First Teaching and Boosters, parents are consulted and an 'SEND Support Plan' is put in place.

SEND Support Plan

When a pupil has a 'SEND Support Plan', school, parents, the child and agencies, as appropriate, will be involved in the whole process.

One or all of the following will be included in the plan:

- Parents will be asked to provide information regarding family history, including medical needs, aspirations, education and health
- The pupil will draw up an information sheet about themselves, with support if necessary.
- The circle of support for the pupil will be identified
- A Planning Document identifying long term outcomes, short term outcomes and provision is included in the SEND support plan. Targets are shared with pupils.
- Targets are drawn up, reviewed 3 times a year and discussed with parents at parents evening. However, this is a working document, which is updated as and when children meet their targets

The school provides up to £6000 of provision.

Engaging with outside agencies and professionals

Occasionally a child receiving SEND support would benefit from the support of an outside agency or other professional. This could be either to support the school and class teacher in developing strategies, or devising and implementing individualised schemes. At all times parents are informed and permission is always sought by the school or agency before any such work takes place. Examples of relevant agencies are:

The Educational Psychology Service

Speech and Language Therapy Service

Occupational Therapy Service

Specialist teachers for Cognition and Learning, Communication and Interaction, Sensory/Physical and Social, Emotional and Mental Health

Medical services

Pupil Referral Unit

The class teacher and/or SENDCo will discuss any outside agency support fully with parents before beginning any of these interventions.

The Education, Health and Care Plan

If a child has complex, long lasting and significant needs, school or parents can decide to apply for an Education and Health Care Plan (EHC Plan). This plan, if agreed, would be a legally binding document stating the levels and types of provision needed in order for a child to access the curriculum and make progress. The plan is written jointly by the school, parents, child and any relevant professionals from education and health care.

When requesting statutory assessment for an EHC Plan, the school must be able to provide evidence that it has provided support up to and beyond a £6,000 limit and that the child is still not making sufficient progress. The school, therefore, needs to show that the child needs additional resources or professional input. To do this we provide information about:

- the school's action through *Booster and SEND Support*
- completed historical and current Support Plan for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- age related outcomes
- attainments in English and mathematics, including assessments and EYFS outcomes and/or KS1 SATs results
- educational and other assessments/reports, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals including social services or education welfare service.

The decision over whether to grant an EHC Plan to a child is made by Buckinghamshire County Council upon reviewing this evidence, and the process normally takes up to 20 weeks.

Current Statements of Special Educational Needs will remain in place until Bucks CC convert them to EHC plans.

The basis of the EHC plan is educational

- For educational needs alone
- OR
- In combination with health and/or care needs
 - If there are no identified educational needs an EHC Plan will not be appropriate.

If it is agreed that an Education, Health and Care Plan is appropriate, a draft EHC plan is issued by county. When all interested parties agree with the proposed plan – the EHC plan is finalised and put in place.

Only children with the most complex and long term needs, which impact on learning, will require an 'Education, Health and Care Plan'. For children whose needs are not long term but do have an impact on their learning and cannot be met within the school's budget, 'High Needs Funding' may be applied for.

High Needs Block Funding

Occasionally a child may require extra support or equipment that will push the school's expenditure above £6,000, but will not be long lasting. Some examples of this could be specific equipment as a one-off purchase, or increased support during a difficult time of transition. In these circumstances the school can apply for High Needs Block Funding. Such cases are reviewed on a one-to-one basis by Buckinghamshire County Council.

Managing Pupils' Needs on the SEND Register and Roles and Responsibilities

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The SENDCo, in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEND policy and provision in our school. The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENDCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

The SENDCo, with the support of the headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

Therefore, the key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy;
- keeping policy and practice under constant review;
- coordinating provision for children with special educational needs;
- liaising with and advising fellow teachers and Learning Support Assistants;
- monitoring the record-keeping for all children with special educational needs, as maintained by class teachers and TAs;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff, including establishing a personal example of best practice in providing for SEND;
- liaising with the headteacher, governors et al regarding the SEND provision in our school;
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- participating in the monitoring and assessment of a range of our pupils with higher levels of SEND;
- overseeing the use and maintenance of resources, including the purchasing of resources within a delegated budget;
- It is the SENDCo's responsibility to ensure that the SEND List is updated termly and the information entered both on the SIMS database and in hard copy.

The SENDCo will be provided with non-contact time to undertake these duties.

The responsibilities of the governing body

- The governing body should have regard for the Code of Practice when carrying out duties towards all children with SEND;
- They should ensure that the necessary provision is made for pupils with SEND;
- In co-operation with the Headteacher and SENDCo, they should determine the school's general policy and approach to provision for children with SEND;

- They should ensure that the teachers are aware of the importance of identifying and providing for those children with SEND;
- They should report annually on the success of the school's policy for pupils with SEND and include information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services. A current update of SEND should be reported at each Governor's meeting;
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child;
- They should ensure that pupils with special educational needs are included as far as possible into the activities of the school and with other children;
- They should consult with the LA and the governing bodies of other schools, when appropriate, in the interests of co-ordinated special educational provision in the area;
- Consult the LA and governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

Designated Safeguarding Lead

The Designated Safeguarding Lead is the headteacher and the Additional Designated Safeguarding Lead is the deputy headteacher.

Pupil Premium and Looked After Children Funding

The deputy headteacher is responsible for managing Pupil Premium and Looked After Children funding.

Meeting the Medical Needs of Pupils

The deputy headteacher is responsible for meeting the medical needs of pupils.

Communication

A governor will be appointed with responsibility for SEND. The SEND Governor will liaise with the SENDCo. Once a term the SENDCo will provide a list of children receiving support for SEND and update the head with outside agency intervention and the mapping of resources class by class. These will be available to access on the shared network. The figures will also be shared with the governing body in the termly head's report and opportunities will be given for any questions arising from these numbers.

Resources

The SENDCo will receive a percentage of the school budget to spend on resourcing special educational needs and special educational provision. The SENDCo will liaise with school staff and the head teacher to prioritise spending. Resources are located in the Rainbow Room and in individual classes.

Criteria for Exiting the SEND List

This will form part of the review process, which will include parents and pupils. If a child has made good progress and has no greater difficulty in learning than the majority of his or her peers, or a disability which requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they may be removed from the SEND List.

Supporting Pupils and Families

The 'Local Offer' and our SEND Information Report

For further information about how this school and services in Buckinghamshire can meet the needs of your child, please see the local offer for Buckinghamshire and SEND Information report for this school. Both can be obtained online at: www.bucksfamilyinfo.org

The staff at Stone School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

All Support Plans are written by class teachers, with support from the SENDCo where required, and shared with children and parents regularly (at least termly). If a child has an EHC Plan, the plan will be jointly written by all involved professionals, parents and child. Parents and children's views are paramount in the setting of long term targets and discussions of progress and barriers to learning.

The 2014 reforms to SEND practice require all support to be 'child centred', and the views of children will be sought at all opportunities. If, at any time, parents feel that this support needs to be changed then they must arrange an appointment with the Class teacher in the first instance. The SENDCo will always be available to attend these meetings if required.

Admissions

Our normal admissions policy applies to all pupils, and we do not differentiate between applications from pupils with SEND and those without. Therefore, we will admit children already identified as having SEND, as well as identifying and providing for pupils not previously identified as having SEND.

We will continue to provide for any SEND child who joins the school from a different area and who has been identified as requiring special educational provision. This will ensure continuity of provision. The responsibility of placing a child who has a statement or EHC Plan lies with the LA.

Accessing Examinations and Assessments

Children whom have barriers to learning which mean they require additional support to access examinations and assessments will receive extra provision as part of normal classroom practice. Support for exams will be applied for for these pupils.

Transition Between Year Groups

A smooth transition for children with SEND is enhanced by the following procedures:

- Liaison between the previous and subsequent class teachers.
- Discussion/meeting with parents/class teacher/SENDCo as required.
- A transition programme which can involve some or all of the following: extra visits to the new classroom, meeting the new teacher or/and support staff that will be working with a pupil, photographs of the school environment/staff to take home over the school holidays.

School Transfer

When children move schools, we will transfer their school records including any SEND records within 15 school days of the child leaving. As appropriate the SENDCo will liaise with secondary schools prior to transfer of children with SEND in Year 6. When we receive children, we will examine their records immediately upon receipt to check for any SEND previously identified.

Supporting Pupils with Medical Conditions

The school recognises 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.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Our School is committed to providing equal access to all, and details of our current accessibility arrangements along with our future plans can be found in our Equalities and Accessibility Policy.

For further details of how the school supports children with medical needs, please see our Supporting Pupils With Medical Conditions policy.

Monitoring and Evaluation of SEND Provision

The attainment and progress of SEND pupils is regularly reviewed and tracked separately. Provision is reviewed at least termly. The SENDCo regularly monitors class SEND folders and provision, looking at samples of work and taking into account the views of parents, pupils and staff. This process of evaluation and monitoring promotes an active process of continual review and improvement of provision for all pupils.

Training and Resources

The local authority allocates 'notional' funding through the school's budget. All other children's needs will be met through the school budget and reasonable adjustments will be made in line with The Equalities Act 2010.

The training needs of staff are identified through performance management, questionnaire feedback and one to one review meetings. Training is planned based on the primary needs of the school improvement plan.

Storing and Managing Information

Information is stored and managed in line with our Information Management Policy and our Confidentiality Policy.

Evaluating the SEND policy

The SEND policy will be reviewed annually and will be updated and amended in the light of any findings and in line with any new legislation. For the Governing Body's annual report, the SENDCo will report on the implementation of the policy.

Accessibility

Our Disability Equality Accessibility Scheme & Action Plan and SEND Information Report both outline accessibility plans and strategies. The Disability Equality Accessibility Scheme & Action Plan and the SEND Information Report (Local Offer) can be found in the Special Needs Policy.

Complaints

If you have any concerns about the school, or the education we are providing at any time, please discuss the matter with your child's class teacher in the first instance. If you wish to take this further, please speak to the SENDCo or Deputy Headteacher at the earliest opportunity. Most concerns can be resolved at this level, however, if after speaking to the SENDCo/Deputy Headteacher, you are still concerned, please discuss the matter with the Headteacher. If you remain dissatisfied and wish to take the matter further, please refer to the complaints procedure on our website:

<http://www.stone.bucks.sch.uk/policies/Complaints%20Procedure.pdf>

Bullying

At Stone, we believe that every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. The anti-bullying policy outlines our procedures for avoiding, identifying and managing incidences of bullying. It identifies the needs of vulnerable groups and has close links to the Child Protection, Behaviour and Equalities policies. Our Anti-Bullying policy can be found here:

<http://www.stone.bucks.sch.uk/policies/Antibullying2014web.pdf>