



## **SEND Policy**

Suffah Primary School

Autumn 2 2020

Review Date: Autumn 2 2021

# 1. INTRODUCTION

Suffah Primary School is a fully inclusive primary school that admits pupils from Nursery to year 6. We aim to ensure that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

The school provides a broad and balanced curriculum for all children. We treat all pupils fairly and without discrimination. Teachers plan learning following the National Curriculum making any adjustment by differentiating the teaching to meet the needs of all pupils.

Pupils are identified as having SEND when their progress is significantly below national expectations and/or has slowed or stopped and the interventions and resources put in place do not enable improvement.

## 2. DEFINITION AND IDENTIFICATION OF SEND

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for her or him.

A child has a learning difficulty if they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

In addition, we identify special educational needs within the context of the usual differentiated curriculum within the school.

Children are identified as having SEND if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning

2.1. Children are identified as having special educational needs through a variety of other ways including:

- Concerns raised by parents
- Concerns raised by teacher for example behaviour affecting academic performance
- Consultations between the class teachers and the SENDCo or Leadership team during
- Pupil Progress Meetings (where the pupil's progress is discussed termly)
- Liaison with external agencies e.g. the Educational Psychologist service
- Health diagnosis through a paediatrician
- Liaison with previous school setting/s
- Results of an tests that identify needs

Once this occurs, we have specific needs-based plans and pupil profiles which help support their development and progress.

Suffah School aims to cater for SEND children with mild to moderate disabilities such as ASD, ADHD, Dyslexia and Dyspraxia if the child is eligible for an EHCP or if parents are able to pay the school fees according to our current banding system.

### **3. AIMS**

Our school aims are:

- To provide for the needs of any pupil who has difficulty either short or long term in the areas of learning, behavioural, physical or emotional development.
- To provide for the needs of any pupil who has difficulty either short or long
- That all children with SEND should where appropriate be educated alongside their peers. It is acknowledged that self-esteem is a key consideration when a pupil is unable to access their peer group curriculum; careful judgments must be made as to when a child may find working with a younger/older peer group more acceptable.
- To promote children's self-esteem and confidence through appropriately differentiated material and work methods.
- To have high but realistic expectations of all pupils regardless of ability and celebrate individual success.
- To involve parents at all stages of the SEND assessment and provision cycle.
- To maintain continuity of provision with the professional flexibility to assess pupil's developing needs.

#### **3.1. How we aim to meet these objectives: -**

- The School will treat every application from a SEND applicant in a fair and open-minded way. It will be crucial to assess all pupils for admission on the basis of its standard selection criteria.
- Parents of SEND children or learning difficulties are kindly advised to discuss openly their child's requirements with the School before the School considers the application for a place and so that on the trial days offered (usually three days in Summer before the start of the new academic year) adequate provision can be provided.
- Parents are asked to provide copies of all relevant medical reports available including the educational psychologist's report and any diagnosis reports to support their request. If the child does not have any, but the family suspects any additional need, they are also required to be open with us.
- Before an offer of a place is made, the School SENDCo and Class Teacher will assess whether they are able to adequately cater for and meet any SEND and disabilities (if known or suspected) through meetings with parents, consideration of any professional reports and references from previous schools, and the assessment of the pupil at the trial days, as appropriate.
- The School provides a quality education at the lowest reasonable fee level and has very limited scope for funding additional resources or staffing. Parents and carers will therefore be requested to pay the fees according to a banding system. The Banding system will allow the school to provide for extra learning support and equipment.
- e.g. Green Band £3,300
- e.g. Orange Band £4,700
- e.g. Red Band £6,700

- An offer of a place may not be made if the School determines, following consultation with parents, assessment and discussion about reports, that they are unable to meet the child's needs.
- Where, after all reasonable adjustments have been put in place to cater for the child's needs, the School determines that it is still unable to accommodate a SEND pupil or meet their needs, they may require parents, after appropriate consultation, to withdraw their child.
- Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.
- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at SPS are available to children with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.
- Ensuring that all staff receive training and are able to recognise emerging needs and implement a graduated approach to SEND.
- We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs.
- Termly planning and reviewing of Individual Education Plans for all pupils with SEND, involving both parents and pupils as much as possible
- Ensuring that advice from outside agencies is sought and incorporated into ILPs if needed.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts
- Monitoring the provision and progress of pupils with Education Health Care Plans (EHCP).
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child. - Supporting social, emotional and mental health through the provision of nurture groups and social skill groups.

#### **4. CODE OF PRACTICE GRADUATED RESPONSE**

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

## **5. CO-ORDINATING AND MANAGING PROVISION**

### **5.1. The SEND coordinator is responsible for:**

The day-to-day operation of the school's SEND policy;

- Liaising with and advising class teachers;
- Coordinating with the Head Teacher in managing the provision for pupils with SEND;
- Overseeing the records of all pupils with SEND;
- Maintaining the register, action taken and outcomes.
- Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies;
- Contributing to INSET training for all staff.
- Advising on graduated approach to SEND support
- Attending review meetings of SEND pupils where appropriate.
- Managing Learning Support Assistants with tasks specific to SEND.
- Overseeing the working relationship between staff and parents of pupils with SEND
- Ensuring smooth transitions from Early Years to Key Stage 1, from Key Stage 1 to Key Stage 2 and KS2 to secondary school.

## **6. THE CLASS TEACHER**

The National Curriculum (2013) Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum. (Code of Practice 2014)

The Class Teacher is responsible and accountable for progress and development of all pupils in their class:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCo
- Planning and delivering differentiated interventions for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEND documentation in accordance with the SEND code of Practice and liaising with the SENDCo, parents and pupils
- Collaborating with the SENDCo to match classroom provision to the specific needs of the pupil

- As part of the graduated approach, to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with teaching assistants and nursery key workers to ensure quality provision for pupils with SEND focussed on outcomes. - Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

## **7. LEARNING SUPPORT ASSISTANTS (LSA)**

They are responsible for the following:-

- Collecting evidence of progress through observations both formal and informal.
- Alerting the class teacher to concerns which have been observed through close working with the pupils.
- Tracking progress towards outcomes set by a class teacher for specific SEND pupils.
- Providing effective feedback to the teacher on interventions
- Collaborating with the SENDCo to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews or annual reviews.

## **8. REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN**

If a child has significant long-term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals. A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEND budget.

### **8.1. Supporting children with Medical Condition or a Disability**

At Suffah we recognise that children with medical conditions should be properly supported so 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 school will comply with its duties under the Equality Act 2010. Some children may also have SEND and may have an Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; the school follows the 2014 SEND Code of Practice for these children.

There is a disabled toilet and a lift access to the first floor.

## 9. REVIEWING THE POLICY

This policy will be reviewed annually in line with the SEND Code of Practice and shared with the school governors, all school staff and placed on the school web site.

Reviewed by: \_\_\_\_\_ Board of Governors\_\_\_\_\_

Seen by SEND Governor:

Review Date:

Signed by: