



# Stamford Bridge Primary School

## Special Educational Needs and Disability (SEND) Policy

### Introduction

Stamford Bridge Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs or disabilities (SEND) either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The term 'Special Educational Needs and Disability' (SEND) refers to all children who experience barriers to their learning.

At Stamford Bridge, we recognise that pupils learn at different rates and that there are many factors which affect and contribute to a child's achievement.

There are four broad areas of special educational need set out in the Special Educational Needs and Disability Code of Practice: 0-25 years, Department for Education and Department for Health (June 2014)

- **Communication and interaction**
- **Cognition and learning including specific learning difficulties**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

### Aims and objectives

The aims of this policy are to:

- create an environment that meets the special educational needs of each child
- ensure that the special educational needs of children are identified, assessed and provided for
- make clear the expectations of all partners in the process
- identify the roles and responsibilities of staff in providing for children's special educational needs
- enable all children to have full access to all elements of the school curriculum



- ensure that parents are able to play their part in supporting their child's education and that there is effective communication between parents and school
- ensure that our children have a voice in this process

### **Educational inclusion**

We support the inclusion of all children in our school.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Special educational needs**

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from, or additional to, that normally available to pupils of the same age." (SEND Code of Practice 2014, 6.12, p.82)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Stamford Bridge Primary School will have due regard for the Special Educational Needs Code of Practice (2014) when carrying out duties towards all pupils with special educational needs and disabilities, and ensure that parents are notified when SEND provision is being made for their child.

Therefore in identifying whether a pupil has SEND or is underachieving, the following considerations will be made:

- Prior attainment
- Attendance
- Standardised testing
- Progress in relation to nationally defined expectations
- Organic pathologies (genetics)



- Linguistic factors

The **Local Offer** is published on our website and gives information of the services that are available locally, providing a single point of access.

The **Core offer** is what is available at our school and again this can be accessed from the School website, within the SEND Information report.

## **Roles and Responsibilities**

### **Class Teacher**

The Class Teacher is responsible for the education and progress of all pupils in their class, including those with SEND. Their duties include:

- Assessing pupils' learning needs and outcomes, through their daily teaching and more formal assessments, and setting new targets in conjunction with pupils and their parents/carers for their pupil passports
- Provide and plan for or liaise with staff who plan and implement appropriate teaching and learning programmes to enable pupils to make progress
- Managing support staff assisting any pupils in their care and ensuring that support staff are appropriately prepared to carry out the planned teaching and learning activities to positive effect

### **Special Educational Needs and Disabilities Co-ordinator (SENDCO)**

The school SENDCO:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- creates and maintains a provision map which indicates the children who are accessing the intervention programs
- supports and advises colleagues
- maintains a school SEND register
- contributes to and manages the records of all children with special educational needs
- manages the school-based assessment and completes the documentation required by outside agencies and the LA
- acts as the link with parents
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- act as link with external agencies and other support agencies
- with HT, monitors and evaluates the special educational needs provision and report to the governing body
- manages a range of resources, human and material, linked to children with special educational needs
- Monitors and advises on the Termly Support Programs and pupil passports
- monitors and promotes the training of staff in SEND issues, alongside the HT



### **The governing body**

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. There is a named governor responsible for SEND.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy and the LA policy on inclusion.

### **Allocation of resources**

The SENDCO, in conjunction with the Senior Leadership Team, is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with Educational and Health Care Plans.

The headteacher informs the governing body of how the funding allocated to support SEND has been used.

### **Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices.

The SENDCO works closely with teachers, parents and pupils to plan an appropriate programme of intervention and support.

The SENDCO is responsible for creating, coordinating and updating the intervention map which records provision.

In line with the SEND New Code of Practice, the process of the "plan, do assess and review" cycle is to be followed via Passports to Success.

Passports to Success have been introduced and will be used to document progress towards the desired outcomes. Intervention programmes are reviewed by class teachers and the information is shared with and monitored by the SENDCO.

The school uses a "Graduated Response" in the meeting of special educational needs in line with the 2014 Code of Practice. This records and documents when a concern is first raised and how the need will be resourced and catered for.



## **Categories of Need**

### **Core Support**

This caters for children who are working below their expected level and accessing interventions to boost their learning. Parents should be informed when their child is taking part in intervention groups or are working below age related expectations (ARE). Children may be entered on this stage if they are just below and are not making progress. Children accessing core support interventions aren't necessarily on the special education needs register. If a child is accessing core support interventions their progress will be monitored.

### **School Concern**

This is an internal register which records children who are not making expected progress or may have an additional learning need. After a term of being monitored as school concern it is decided if the child is making sufficient progress with core support or if they need to be moved to SEN Support.

### **Registers**

The SEND register records the children who are receiving SEND support. They may have a specific educational need, such as attention deficit hyperactivity disorder (ADHD) or have other identified barriers to their learning such as slow processing skills or speech and language difficulties.

### **SEND Support**

If a child is taking part in interventions which are "different from or additional to those provided by the school's core offer" then they are moved to SEND support. At this stage the child will be accessing interventions and/or specialist services from the SEND support category. The child is then entered on the SEND register. The class teacher is still responsible for working with the child on a daily basis and may be supported by classroom assistants, or other staff who may deliver programmes of work. The SENDCO is responsible for monitoring the progress of all children on the school's SEND register.

### **Passports to Success**

To support children with a special educational need or concern a personal 'Passport to Success' is created. This records information about the child and their learning needs. It sets out termly targets and how they may be achieved. Passports are shared with children and parents and are written from the point of view of the child so they are aware of their targets, what they need to do to achieve them and who will help them. Passports are reviewed termly by teachers, parents and SENDCO. If a child is not progressing through the support outlined in the passport further interventions and support are considered.



At this stage outside agencies may be contacted for additional advice and assessment (for example a speech and language assessment). In spite of these interventions, if the child has still not made any progress, then a discussion will take place about the need to make a statutory assessment. Before making a request for a statutory assessment due regard will be taken of the Local Authority (LA) assessment criteria.

### **Request for Statutory Assessment**

A statutory assessment is a full investigation of a child's educational needs carried out by the LA where your child lives. A statutory assessment is a legal process. It isn't to be confused with other assessments which the school or other professionals may arrange for your child. Requests for statutory assessments will usually be initiated by the SENDCO in close consultation with colleagues, parents and the child. Usually the child will have been catered for at the "SEND Support" stage within school. There will be involvement of outside agencies including a recent assessment by the Educational Psychologist.

### **An Education and Health Care Plan (EHCP)**

This will be awarded by the Local Authority (LA) to pupils who meet the LA criteria. Additional resources may be provided by the LA for those children.

The LA seeks a range of advice before making an ECHP. The needs of the child are considered to be paramount in this. An ECHP commissioning officer will guide the school, parents and the child through this process.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. We use a combination of whole class, small group and one to one work, as we do with all children.

### **Partnership with parents**

The school prospectus contains an outline of our policy for special educational needs, and the arrangements made for children in our school. It also gives the name of the SEND governor and SENDCO.



At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

Meetings are held to share the progress of children who have additional needs with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

### **Partnership with children**

Teachers will discuss targets by formulating a Passport to Success with pupils. Pupils with EHCPs will be consulted about their thoughts of school and how we can support them.

### **Children with disabilities**

Pupils with disabilities (according to SEND requirements) will be subject to the same admission arrangements regardless of special educational needs and or disability. The current admission policy allows children with an ECHP to name a school and this gives them a priority in terms of admissions. All pupils will be encouraged to participate in a full range of school and extra-curricular activities as far as is reasonably practical.

### **Monitoring and evaluation**

The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with an annual summary of the impact of the policy on the practice of the school in terms of pupil progress. This may be done directly or through the Headteacher or SEND governor.

The SENDCO is involved in supporting teachers to complete the Passports to Success and the planning of intervention groups for children. The SENDCO and the headteacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold termly meetings to discuss findings and identify priorities.

The staff and Governing Body review this policy annually and consider any amendments in light of the annual review findings.

### **Complaints procedures**

The school's complaints procedure is outlined on the school website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

**Policy agreed:** February 2019