

The Links Primary School



Special Educational Needs and Disability (SEND) Policy

Created: Autumn 2020

Reviewed: Due Autumn 2022

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1.0 Statement of Intent

The Links Primary School provides a safe, happy and inclusive environment for its pupils. Here it is our belief that all children have an equal right to access a broad and balanced curriculum which will enable them to achieve to their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (2015).

Every teacher is a teacher of every child including those with Special Educational Needs. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies. This policy has been created by the SENCo and reviewed by the governing body, SLT, all staff and shared parents of pupils with SEND. It has the child and family at the core of its ethos.

2.0 Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act, 2014
- Health and Social Care Act, 2012
- Equality Act, 2010
- Mental Capacity Act, 2005
- Children's Act, 1989

It will also take into account statutory and non-statutory related guidance including, but not limited to:

- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (SEND Code of Practice)
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

3.0 Definitions

The SEN Code of Practice states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/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/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

Though there is a lot of overlap between the groups, children who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs.

Within special educational needs there are two overall levels within which children are categorised: SEN support (See section 9.0) and Education, Health and Care Plans (See Section 10.0).

4.0 Areas of Special Educational Needs

At The Links Primary School, we identify and make provision for the four main areas of need as set out in the SEN Code of Practice. The four areas of need are:

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

See Appendix A for further information about the four areas of need.

It is important that needs are identified to allow professionals involved in supporting the children to implement the correct strategies and intervention. It is not to fit children into a category.

5.0 Management of SEND within School

At The Links Primary School, provision for all children with special educational needs is a matter for the whole school community. All staff are made aware of children's needs relevant to their role in our school. All teaching staff and teaching assistants are aware of procedures in place around SEND and supporting the development and progress of children with SEND.

Below is an outline of the roles and responsibilities specific to key stakeholders in supporting children with special educational needs within our school.

5.1 The role of the SENCo

The Special Educational Needs Coordinator (SENCo) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and Head Teacher, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Head Teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have Education, Health and Care Plans (EHCP).
- Liaise with the relevant designated teacher where a looked after pupil (Child in our Care) has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaise with the parents of students with SEND.
- Liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.

- Draw up a Pupil Profile of the child or young person.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure that the school keeps the records of all students up-to-date.
- Contribute to the professional development of all staff through assessing and identifying training needs.

5.2 The role of the Head Teacher

The Head Teacher has a responsibility to:

- Ensure that those teaching or working with the students are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered.

5.3 The role of the Governing Body

The Governing team have a responsibility to:

- Be aware of their responsibilities in supporting children with SEND.
- Engage parents and / or young people with SEND when drawing up policies that affect them.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Provide a SENCO who has responsibility for co-ordinating provision for students with SEND.
- Appoint a designated teacher for 'Children in Care'.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that students are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for students with SEND.
- Publish annual information about the arrangements for the admission of students with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist students with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.

- Comply with Local Authority complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and students through a single point of access.

The SEN Governor is Mrs Jill McGuire.

5.4 The role of the Class Teacher

All class teachers have a responsibility for pupils with SEND in their class, firstly to ensure 'Quality First Teaching', with differentiation and personalisation to meet need.

The class teacher is responsible for:

- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Using appropriate assessments to set targets which are deliberately ambitious.
- Planning lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Using their best endeavours to meet the needs of ALL children in their class.
- Having a positive and sensitive attitude towards all pupils.
- Writing Support Plans, in collaboration with the SENCo, child and parents, which are reviewed termly with all involved.
- Planning and reviewing support for their students on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the pupil themselves.
- Attending training that helps them acquire skills and expertise needed to help overcome children's individual barriers to learning.

6.0 Identification and Assessment

At The Links Primary School, we recognise that early identification of need is key in being able to provide the correct support for children. Once a need has been identified, communication will take place between the parent, class teacher and SENDCo to discuss next steps and identify an action plan in moving forward.

A child's needs may be identified by a number of indicators:

- Whole school tracking data.
- Teacher assessments.
- Concerns raised by staff.
- Concerns raised by parents.
- Concerns raised by child.
- Information received from pre-school settings and from previous schools if pupils transfer.
- Information received from other services (eg health care).

When staff are concerned about the progress of a child or feel there is a need, they will complete an 'In School Referral Form' which outlines the concerns, evidence of intervention/support and the impact of that. This will then be sent to the SENCo who will determine next steps.

7.0 Transitions

We recognize that transitions can be difficult for a child with SEND, so we take steps to ensure that any transition is as smooth as possible.

7.1 Joining school

When children with SEND join our school from another school:

- Families have the opportunity to visit school and stay for a taster session, if this is appropriate
- The SENDCo and/or class teacher will liaise with the previous school in preparation for transfer
- All relevant documents will be obtained to give school and staff a full overview of the child and their needs
- The SENDCo will meet with parents to discuss needs, create a pupil profile and identify an action plan for next steps
- The class teacher will, using all relevant information about the child, write a support plan in conjunction with the child and parents. This will then be reviewed termly.

7.2 Within school

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Support plans and pupil profiles will be shared with the new teacher.
- For children who require an enhanced transition, when we know the new staffing structure, we can build in visits to the new class teacher before the break for summer.
- The SENDCo will ensure the new class teacher has read/given a copy of all relevant paperwork, including EHCPs.
- Children have a transition day before the end of the school year where they meet their new teacher, where possible with new staff starting school, as well as meeting their class. We aim to transition children in the new classroom they will be in to give them advance notice of where their new class will be within school.

7.3 Moving on

If your child is moving to another school:

- We will contact the school SENDCo and ensure they are aware of any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo and/or school representative from the new school
- We will make sure that all records about your child are passed on

When children are in year 6 and are due to transfer to secondary school:

- The SENDCo and transition lead will discuss the specific needs of your child with the SENDCo or representative of the child's secondary school. In most cases, a transition review meeting to which parents will be invited will take place with the SENDCo from the new school.
- Children will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, children will visit their new school on several occasions, and in some cases staff from the new school will visit children at The Links Primary School.
- We are included in the Stockton Transition Guarantee.

8.0 Pupil Profiles and Support Plans

When a child is added to the SEND register, parents will meet with the SENCo and class teacher to identify an initial action plan and to share further information about the child. From this information, a pupil profile will be created.

The Pupil Profile will contain information about the outside agencies involved in supporting the child and outline their recommendations for support.

8.1 Pupil Profiles

The Pupil Profile will be updated by the SENCo using reports and advice from staff and outside agencies. These will then be shared in school to keep all relevant staff updated on the child's need and outline the support/provision the child requires. The Pupil Profile will record the child's attainment and attendance through each academic year. It will be used to inform through transitions and for applications to the authority (One Point Panel and Statutory Assessments).

8.2 Support plans

The class teacher will write a Support plan each term with input from parents and the child (The SENCo can attend if required). These will be reviewed termly with all involved. The plan is a working document to be reviewed termly as part of our school's graduated approach – Assess, Plan, Do, Review.

Support Plans include:

- The child's primary area of need
- Their current attainment
- SMART Targets.
- Review of the Targets from previous term. These are RAG rated by the child, parent and teacher.
- Support/provision in place. This may include support provided in the home setting as well.
- Pupil, parent and teacher views.

9.0 SEN Support

The Links Primary School promotes an inclusive ethos, in which diversity of need and ability is acknowledged and nurtured. We meet this need, in the first instance by ensuring high quality teaching, differentiated for individual pupils, throughout the school. However, for some children, due to their barriers to learning or additional needs, they require support different or additional to what is provided in the classroom. This relates to children who are identified as 'SEN Support', but do not have needs complex enough to require an Education, Health and Care Plan (See Section 10.0).

For a child accessing SEN Support, parents will have met with the SENCo and class teacher to identify their child's need and sign them to the SEN register. An action plan will then be discussed with the class teacher writing a support plan for the child (See section 8.0). The provision identified for pupils is related specifically to their needs.

The range of provision available on SEN Support may include, but is not limited to:

- In class support for small groups with a Teacher or Teaching Assistant.

- Small group withdrawal for the further differentiation of whole class learning objectives or as an additional intervention programme.
- Individual class support or individual withdrawal for the above.
- Further differentiation of tasks and resources.
- Peer group learning partners.
- Provision of alternative learning materials/ special equipment.
- Staff development/training to undertake more effective strategies.
- Access to Educational Psychology Service, or other support services for advice on strategies, equipment, or staff training.

When, as a school, the support we offer is not having a positive impact in reducing the child's barriers to learning, the school can apply to the authority for additional support through the One Point Panel. Support may be through LA representatives working closely in school depending on need, or additional funding.

10.0 Education, Health and Care Plans (EHCP)

For most children and young people with SEND, their needs can be met within our primary school at SEN Support. However, for some children who have complex, lifelong needs, they may require a needs assessment to establish whether the local authority feel it necessary to make provision for the child through an EHCP.

The purpose of an EHCP is to secure the best outcomes for the child across their education, health and social care needs to prepare them for adulthood. An EHCP is a legal document. A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs if the school are unable to meet the child's needs.

10.1 Request for Statutory Assessment

If it is agreed that the individualised programme of support and intervention at SEN Support is not currently meeting the child's needs, The Links Primary School will, in consultation with the child's parents, request a statutory assessment. A Statutory Assessment might also be requested by a parent or outside agency.

In making this application the school will include:

- Signed parental consent.
- An overview of how the child displays within the school setting, including evidence of the impact from current and past interventions.
- Support Plans.
- If relevant, the school's costed provision maps for the individual child.
- Information on the pupil's health and relevant medical history.
- National Curriculum attainment information.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of the pupil, where this is appropriate.
- The views of parents.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. See Appendix C for an outline of what an EHCP will cover. Initially, a draft plan will be issued which will be reviewed and amended if needed. Once the final plan has been issued, this will be shared with relevant staff in school.

If the Local Authority declines to issue an EHC plan, clear reasons for this decision must be provided to parents and they have a right to appeal.

10.2 Reviewing an EHC plan

When an EHCP has been written, it must be reviewed annually. The SENCo will organise these review meetings and will invite the following:

- The pupil's parent/carers.
- The pupil if appropriate.
- The relevant teacher.
- Any other person the SENCO or parent/carer considers appropriate including health, care or educational professionals.

If professionals are unable to attend the meeting, a report of their support and recommendations will be requested. Within the time limits set out in the Code of Practice, the SENCo will complete the annual review forms and send it, with any supporting reports to the Stockton's Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an EHCP.

In some cases; children's needs may change, new information from professionals may be provided or the it is felt the school can no longer meet the child's needs as the child is not showing any progress. In these circumstances, the SENCo will arrange on interim EHCP review.

11.0 Data and Record Keeping

The Links Primary School will maintain accurate and up-to-date information regarding individual children's SEN, the provision they require as well as store all outside agency reports.

Records belonging to individual children on the SEND register, as well as for those children accessing outside agency support, are kept updated by the SENCo. All records are stored securely, in line with our and Data Protection Policy, and with the General Data Protection Regulation (GDPR) 2018. All relevant information is shared with the appropriate members of staff. With parent consent, we can share school's record of information with outside agencies in supporting them to understand the child.

The Links Primary School uses CPOMS (Child Protection Online Monitoring System) to enable good communication between staff, ensuring that all issues relating to children are recorded, shared and actioned appropriately.

12.0 Local Offer

The Links Primary School will work in partnership with the local authority and local partners in the development and review of the local offer. More information about support on the authority's Local Offer for children and young people with SEND and their families can be found at:

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0>

13.0 School Offer

In addition to Stockton's Local Offer, The Links Primary have also developed a school offer outlining the support and provision available within school. It is available at:

...

14.0 Review of Special Educational Needs and Disability Policy

The SENCo will review this policy every 2 years, unless otherwise requested. Before being published on the school's website it will be approved by all staff and governors. The policy, once approved, will be shared with all parents of children with SEND.

Appendices

Appendix A

Areas of Special Educational Needs

Definitions

As stated in the Code of Practice:

Cognition and Learning

“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.” Section 6.30, SEND Code of Practice.

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

Communication and Interaction

“The profile for every child with Speech, Language and Communication Needs (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 in their lives.” Section 6.28, SEND Code of Practice.

“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.” Section 6.29, SEND Code of Practice.

Social, Emotional and Mental Health

“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.” Section 6.32 – 6.33, SEND Code of Practice.

Sensory and/or Physical

“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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.” Section 6.34, SEND Code of Practice.

Appendix B

Education, Health and Care Plan

Timescale

“The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested (or a child or young person is brought to the local authority’s attention) until the final EHC plan is issued, must take no more than 20 weeks.” Section 9.40, SEND Code of Practice.

- *“Local authorities must give their decision in response to any request for an EHC needs assessment within a maximum of 6 weeks from when the request was received or the point at which a child or young person was brought to the local authority’s attention*
- *When local authorities request information as part of the EHC needs assessment process, those supplying the information must respond in a timely manner and within a maximum of 6 weeks from the date of the request*
- *If a local authority decides, following an EHC needs assessment, not to issue an EHC plan, it must inform the child’s parent or the young person within a maximum of 16 weeks from the request for a EHC needs assessment, and*
- *The child’s parent or the young person must be given 15 calendar days to consider and provide views on a draft EHC plan and ask for a particular school or other institution to be named in it.”* Section 9.41, SEND Code of Practice.

Statutory timescales for EHC needs assessment and EHC plan development

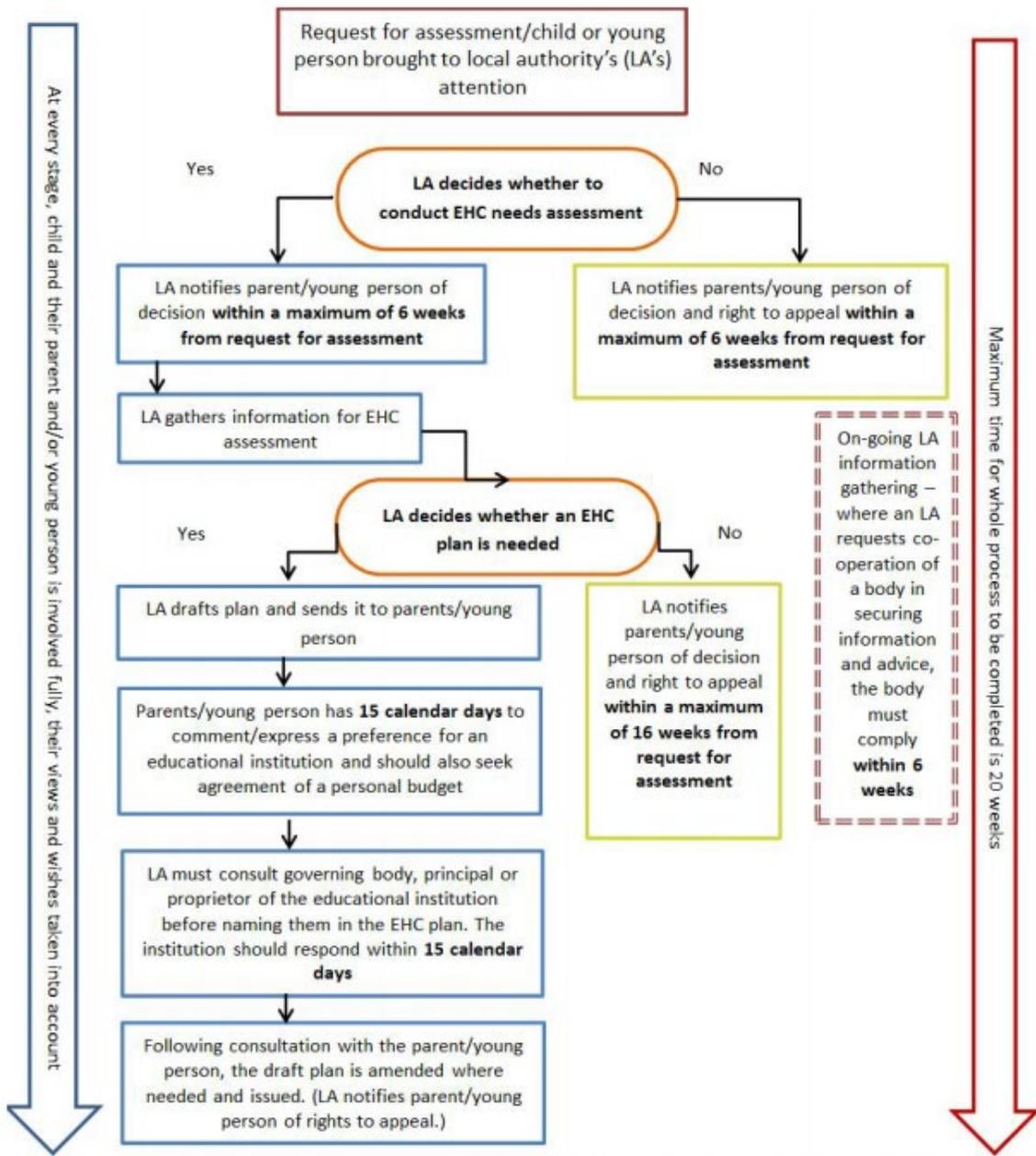


Image taken from Code of Practice.

Appendix C

Education, Health and Care Plan

When the Local Authority has completed its assessment of a child, it will decide whether to issue an EHC plan.

This will include the following sections:

Section A: The views, interests and aspirations of the child and his or her parents or the young person.

Section B: The child or young person's special educational needs.

Section C: The child or young person's health needs which are related to their SEND.

Section D: The child or young person's social care needs which are related to their SEND or to a disability.

Section E: The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.

Section F: The special educational provision required by the child or the young person.

Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND. Where an individual Health Care Plan is made for them, that plan should be included.

Section H1: Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.

Section I: The name and type of the school, maintained nursery school, post16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).

Section J: Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.

Section K: The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information.

Section 9.62, SEND Code of Practice.