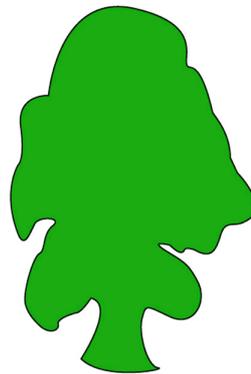


# POCC Committee 14 November 2017: ITEM 19f Special Educational Needs and Disabilities Policy

## FOR ELMHURST SCHOOL & 2 YEAR OLD PROVISION



Adopted:	October 2017
Next Review Date:	October 2018
Responsible Committee	Pupil Outcomes, Curriculum and Community
Committee.	

Signed:

Headteacher.....

Chair of Governors.....



## **Elmhurst School Special Educational Needs and Disabilities Policy**

### **Compliance**

This policy complies with the statutory requirement laid out in the [SEND Code of Practice 0 – 25](#) (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2012: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 July 2014: available at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The Statutory Framework for the Early Years Foundation Stage March 2014
- The National Curriculum in England Key Stage 1 and 2 framework document July 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENDCo with the SEND governor in liaison with the SLT, all staff and parents of pupils with SEND in the spirit of current reform.

## **SENDCo**

Miss Jacqueline R Moore

01296 481380

[jmoore58@blpmail.org.uk](mailto:jmoore58@blpmail.org.uk)

- At Elmhurst the SENDCo is responsible for managing the settings response to the provision we make for children and young people with SEND.
- The SENDCo holds the National Award for SEN required by Clause 67, C & F Bill, 2014.
- The SENDCo is a member of the SLT. Ref: SEND Code of Practice, 6.87

## **Mission Statement**

At Elmhurst School we are committed to providing all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupil's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. This policy helps to ensure that this happens for all of our pupils irrespective of attainment, disability, ethnicity, gender or background.

**Every teacher is a teacher of every child including those with SEND.**

## **Aims**

Our school aims to raise the aspirations of and expectations for all pupils with SEND. All pupils are set challenging targets to aspire towards and aspiration is one of the curriculum drivers for the school. All targets are personalised and these are shared and explained in an age and ability appropriate method with all pupils. All pupils with SEND have a personalised support plan which is followed by all adults who work with them. This plan has a focus on outcomes for pupils, not just an outline of provision and support.

## **Elmhurst's 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 0 – 25
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 Disabilities Co-ordinator (SENDCo) who will work within the SEND policy.
5. To provide support and advice for all staff working with special educational needs pupils.

## **Identifying Special Educational Needs**

The purpose of identification is to ensure that the SENDCo is able to work out what action the school and 2 Year Old provision needs to take to ensure that every child is able to access education appropriately. Elmhurst recognise and use the four broad categories of need as described in the SEND Code of Practice, 2014:

1. Social, Emotional and Mental Health
2. Cognition and Learning
3. Speech, Language and Communication
4. Physical Disabilities

Elmhurst also identify the needs of the whole child which will include not just the special educational needs of the child. These include:

- Disability; Attendance and Punctuality; Health and Welfare; EAL; Being in receipt of the Pupil Premium Grant; Being a Looked After Child; and Being a child of Servicemen/women.

Identification of behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child's behaviour should be described as an underlying response to a need which we, as the educational provider, will work to recognise and identify.

## **A Graduated Approach to SEND Support**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. A progress check will be carried out for all children between the ages two and three years, in which practitioners will review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. A targeted SEN Support Plan will be drawn up for those children identified with a Special Educational Need involving parents and/or carers and other professionals (for example, the school SENDCo or health professionals) as appropriate.

If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects or areas of learning to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Elmhurst School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Ref: SEND Code of Practice, 6.37

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Elmhurst School apply the ASSESS – PLAN - DO – REVIEW cycle as follows:

ASSESS	<p>Through pupil progress meetings (termly) and regular data collection points (termly) pupils may be identified as underperforming. This may be because the following have not been met:</p> <ul style="list-style-type: none"> <li>○ Age related progress not met.</li> <li>○ Age related attainment not met.</li> <li>○ Progress has slowed significantly based on previous performance.</li> <li>○ Gaps between attainment of pupil and his/her peers continues to widen, fails to reduce.</li> </ul> <p>Parents and pupils are encouraged to share their own concerns about the above through termly meetings with the class teacher.</p>
PLAN	<p>Where pupils are underperforming intervention is put in place by the class teacher in the first instance. This intervention is coordinated by the Key Stage Leader with:</p> <ul style="list-style-type: none"> <li>○ Clear entry and exit measures outlined</li> <li>○ ‘SMART’ (Specific, Measurable, Achievable, Relevant and Time Bound) outcomes</li> </ul> <p>All of this is shared with parents and pupils and where appropriate they are involved in the writing of outcomes. See appendix A</p>
DO	<p>Intervention may be 1:1 or as part of a small group. It may run with other pupils who are underperforming or with pupils who already have identified SEND needs. Parents and pupils are encouraged to support the intervention through home learning activities.</p>
REVIEW	<p>Following the completion of adult led intervention the level of progress made is reviewed. Through discussion with the class teacher, Key Stage Leader, parents and pupil a decision is made as to the next steps. These decisions are specific to the pupil but usually one of the following is decided:</p> <ul style="list-style-type: none"> <li>• Repeat of the APDR cycle – intervention is led by the class teacher.</li> <li>• Pupil is placed on the SEND register, further assessments are sought and intervention is led by the SENDCo.</li> <li>• No further action is taken at this stage, quality first teaching is sufficient for the pupil to make expected progress, reach expected attainment levels.</li> </ul>

### Managing Pupils Needs on the SEND Register

All pupils on the SEND register are supported at a single category of support, SEND SUPPORT. The process for managing pupils needs mirrors the APDR cycle.

ASSESS	<p>Through pupil progress meetings (termly) and regular data collection points (half termly) pupils with SEND may be identified as underperforming. This may be because the following have not been met:</p> <ul style="list-style-type: none"> <li>○ Expected progress not met.</li> <li>○ Expected attainment not met.</li> <li>○ Progress has slowed significantly based on previous performance.</li> <li>○ Gaps between attainment of pupil and his/her peers continues to widen, fails to reduce.</li> </ul> <p>Parents and pupils are encouraged to share their own concerns about the above through termly meetings with the class teacher.</p>
PLAN	<p>Where pupils with SEND are underperforming intervention is put in place. This intervention is coordinated by the SENDCo with:</p> <ul style="list-style-type: none"> <li>○ Clear entry and exit measures outlined</li> <li>○ ‘SMART’ (Specific, Measurable, Achievable, Relevant and Time Bound) outcomes</li> </ul> <p>All of this is shared with parents and pupils and where appropriate they are involved in the writing of outcomes. This is outlined within an SEND support plan – see appendix B.</p>
DO	<p>Intervention may be 1:1 or as part of a small group. It may run with pupils who are underperforming or with other pupils who already have identified SEND needs. Parents and pupils are encouraged to support the intervention through home learning activities.</p>
REVIEW	<p>Following the completion of adult led intervention the level of progress made is reviewed. Through discussion with the class teacher, SENDCo, parents and pupil a decision is made as to the next steps. These decisions are specific to the pupil but usually one of the following is decided:</p> <ul style="list-style-type: none"> <li>• Pupil continues with intervention which is additional to/different from that provided by quality first teaching, further assessments may be sought.</li> <li>• Quality first teaching is sufficient for the pupil to make expected progress, reach expected attainment levels. Pupil progress is still monitored by the SENDCo but further intervention is not deemed necessary.</li> </ul> <p>Sometimes it is felt by all stakeholders that mainstream provision will no longer meet the needs of the pupil. Should this be agreed then external agencies are consulted and evidence collected so that where possible a smooth transition to alternative provision is achieved.</p>

It is the SENDCo’s responsibility to keep the register up to date and it is formally reviewed three times a year. The information with regards number of pupils, current attainment and primary needs is shared with all teaching staff.

All children have their needs assessed as deemed relevant by the SENDCo through discussion with parents, class teachers and where possible the pupil themselves. Additional support and the engagement of specialist services is determined on a case by case basis with the individual pupil’s learning needs being the key factor in the decision making process.

There are three levels of funding available to pupils

1	Core funding for all pupils – Quality first teaching
2	SEND Support – funds provided to the school to allow for <b>up to</b> £6000 additional support, resources etc.
3	Higher Needs Funding, Education Health and Care Plan – where a pupil needs support or resources in excess of £6000 per year additional funds can be applied for

All parents of pupils with SEND are made aware of the current level of funding that their child is receiving.

### Criteria for Exiting the SEND Register/Record

Pupils enter and exit the SEND register dependant on need and it should not be expected that a pupil remain on the SEND register throughout their time at Elmhurst school. Pupils only need to be on the SEND register if they require support that is additional to/different from quality first teaching. Parents and pupils are consulted should the need for SEND intervention cease. The SENDCo will continue to monitor the attainment, rate of progress and achievement of pupils who have been on the SEND register previously and will support the class teacher should they begin to show signs of underperforming.

### Supporting Pupils and Families

The Local Authority local offer for children and young people from birth to 25 with special educational needs and disabilities can be found here

[http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/family\\_page?familychannel=5](http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/family_page?familychannel=5) Ref: SEND Code of Practice, 4

The School's SEND information report can be found here

<http://www.elmhurst.bucks.sch.uk/equality--send.html> Ref: SEND Code of Practice, 6.79

The schools works closely with many agencies a list of the most commonly accessed services and their websites is below, many will support parents in referring their children or parents can work with the SENDCo to refer through school:

Child and Adolescent Mental Health – CAMHs <a href="https://www.oxfordhealth.nhs.uk/fresh/bucks/">https://www.oxfordhealth.nhs.uk/fresh/bucks/</a>
Educational Psychology Service <a href="https://www.buckscc.gov.uk/services/education/educational-psychology/">https://www.buckscc.gov.uk/services/education/educational-psychology/</a>
Occupational Therapy <a href="http://www.buckshealthcare.nhs.uk/childrenandyoungpeoplesOT">http://www.buckshealthcare.nhs.uk/childrenandyoungpeoplesOT</a>
School Nursing Service <a href="http://www.buckshealthcare.nhs.uk/School-nursing/">http://www.buckshealthcare.nhs.uk/School-nursing/</a>
Social Services <a href="http://www.buckscc.gov.uk/social-care/children-and-families/">http://www.buckscc.gov.uk/social-care/children-and-families/</a>
Specialist teaching services for Cognition and Learning; Communication and Interaction; and Sensory and Physical <a href="http://www.learningtrust.net/service/send-and-inclusion/">http://www.learningtrust.net/service/send-and-inclusion/</a>
Speech and Language Therapy Service <a href="http://slt.buckshealth.link">http://slt.buckshealth.link</a>
Pathways Pupil Referral Unit <a href="http://bucksprimarypru.co.uk/about-us/">http://bucksprimarypru.co.uk/about-us/</a>
Community Paediatrics <a href="http://www.buckshealthcare.nhs.uk/Our%20clinical%20services/A%20to%20Z%20of%20clinical%20services/community-paediatrics.htm">http://www.buckshealthcare.nhs.uk/Our%20clinical%20services/A%20to%20Z%20of%20clinical%20services/community-paediatrics.htm</a>

### Admissions Arrangements

- Provision for children with SEND/EAL/disability is a matter for the school as a whole.
- We welcome all children to our school and 2 year old provision and endeavour to ensure that appropriate provision is made to cater for their needs.
- Pupils with Education Health and Care plans are admitted into school and 2 year old provision and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.
- All pupils with SEND who are entered into formal exams and tests will be assessed prior to these to ensure that no other additional arrangements are required. Where necessary additional time may be applied for, scribes and readers put in place or pupils may complete their assessments in a different area.
- Transition between classes, key stages and schools is supported by the SENDCo. Individual programmes may be drawn up to meet the needs of pupils with SEND.

### Supporting Pupils at School with Medical Conditions

The School's policy on managing the medical conditions of pupils can be found here <http://www.elmhurst.bucks.sch.uk/policies.html> Ref: SEND Code of Practice, 2.19, 3.62

Elmhurst 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. Pupils with medical conditions may also have additional provision put in place to ensure that they are able to fully access the curriculum. This is arranged through the SENDCo along with parents and relevant health professionals.

Some may also have special educational needs (SEND) and may have a 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 (2014) is followed.

### Training and Resources

SEND is funded as outlined above. The majority of these funds is spent on supporting children to access their learning in class, interventions, the purchase of resources and the part funding the cost of the SENDCo.

Training needs of staff are identified and planned for through the school appraisal system and funds are allocated to support this. All staff are encouraged to undertake training and development to ensure that they are able to respond to the strengths and needs of all pupils. Each child in the Nursery and 2 Year Old provision is provided with a fully qualified key person who is responsible for ensuring that individual needs and targets are met, including those with Special Educational Needs. Training is identified through appraisal and supervision meetings and provided where relevant.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attends the Local Authority (LA) SENDCo network meetings in order to keep up to date with local and national updates in SEND.

### Roles and Responsibilities

- Role of the SENDCo to:
  - Overseeing the day-to-day operation of the school's SEND policy.
  - Supporting the identification of children with special educational needs.
  - Co-ordinating provision for children with SEND.
  - Liaising with parents of children with SEND.
  - Liaising with other providers and outside agencies.
  - Ensuring that the school keeps the records of all pupils with SEND up to date.

- Role of SEND Governor to:
  - Ensure a governor is designated to monitor SEND.
  - Ensure that provision is made for pupils who have SEND.
  - Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
  - Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
  - Report to parents on the implementation of the school's policy for pupils with SEND.
  - Have regard to the Code of Practice when carrying out its duties to pupils with SEND.
  - Ensure that parents are notified of the decision of any extra provision being made for their child
  - Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
  
- Role of the Class Teacher
  - Delivering quality first teaching to each and every pupil.
  - Implementing a range of teaching strategies to support the inclusion of all pupils.
  - Using formative and summative assessment to check, and plan for, the progress of all pupils.
  - Apply all relevant School policies, for example: Marking and Feedback, Assessment and Behaviour.
  - Liaise with the Learning Support Assistants to ensure high quality targeted interventions allow pupils to make progress.
  - Liaise with parents, external agencies and the SENDCo as required.
  
- Role of SEND Learning Support Assistants – line managed by their relevant Phase Leader – this is not a definitive list
  - Clarify explanations
  - Support the reading of challenging texts
  - Carry out structured classroom assessment
  - Provide frameworks for writing & recording for those who need it
  - Help students develop better organisational skills
  - Work on differentiated activities with groups of students
  - Supervise & support practical work, reinforcing any health & safety requirements
  - Read back students' work as a form of checking to enable students to identify errors & area for improvement
  - Act as an informal amanuensis to help students who have difficulties to record their ideas & thereby build their confidence
  - Help students to develop information retrieval skills
  - Contribute to the planning & reviewing of support plans, perhaps by identifying significant difficulties and specific subject areas where the students' needs are greatest.
  - Support teaching staff in ensuring that any specific resources and equipment required by disabled students is in place
  - Support disabled students in moving around the school and in accessing the curriculum without obstructing the development of independent learning
  - Support students in unfamiliar surroundings, i.e. on school visits
  - Reinforce the school behaviour code and support behaviour strategies used in class
  - Work with students with emotional/behavioural difficulties, to re-focus them on their work and defuse potential conflict situations
  - Focus attention and redirect to task, where students have concentration difficulties
  - Help build the students' confidence & self-esteem by developing positive relationships with them and ensuring that they can experience success in the tasks that they are doing
  - Model & encourage appropriate social skills for those students with communication & social interaction difficulties

- Anything about medication e.g. diabetes children and monitoring them etc

Name of Designated Teacher with specific Safeguarding responsibility

Miss J Moore – Assistant Head Teacher

Name member of staff responsible for managing PPG/LAC funding

Miss J Moore – Assistant Head Teacher

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils

Miss J Moore – SENDCo

Name of nominated governor for SEND

Mrs J Turner

### **Storing and Managing Information**

All staff who work with pupils with identified SEND have access to this policy. SEND Support plans, referral forms, reports and all other electronic information related to pupils with SEND is stored securely on the school network. Where information is to be passed to external agencies the county AnyComms secure system is used, this is only accessible to members of the SLT, admin staff and the SENDCo. Electronic communication of pupil information within the school is anonymised. Paper copies of pupil records are stored in the school in secure files that can only be accessed by the Head Teacher and SENDCo.

Records are kept for 30 years, then destroyed unless action is pending.

### **Reviewing the Policy**

- The SLT/governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

### **Accessibility Statutory Responsibilities**

The School's accessibility plan can be found here

- <http://www.elmhurst.bucks.sch.uk/policies.html> Ref: SEND and Disability Act 2001

### **Dealing with Complaints**

- We try to ensure that parents are aware of the policy for SEND and Inclusion in the school and listen carefully to any concerns raised.
- Parents are made aware of ways in which they can receive independent advice. Parents are also made aware of the SEND section at Buckinghamshire County Council.
- Complaints from parents and pupils will be handled through the usual procedure for such complaints via the head teacher.

### **Bullying**

The School's behaviour policy can be found here

- <http://www.elmhurst.bucks.sch.uk/policies.html> Ref: SEND Code of Practice, 6.22

Safeguarding the needs of pupils with SENs, promoting independence and building resilience in their learning is a priority for Elmhurst School

### **Safeguarding**

Research tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff need therefore to feel confident to **question behaviours** and be **professionally curious** about changes noted, being prepared to "think the unthinkable", raise the

concern and ensure safeguards are in place. Children with communication difficulties may be especially vulnerable.

### **Appendices**

Several links have been included throughout this policy. Additional information, including a glossary of terminology, can be made available upon request from either the school office or the SENDCo.

**Appendix A** - Tracking Class Provision

**Appendix B** - Support Plan