

# Stanstead Nursery and Primary School

## SEND Policy



We are committed to safeguarding and promoting the welfare of our children and expect all staff to share this commitment. Our Safeguarding and PREVENT policies are integral to all other policies and practice and form part of our school life. Our aim is to ensure our children are safe at all times.

Updated: September 2018

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## **Aims and Objectives**

This policy explains how Stanstead Nursery and Primary School makes provision for pupils with SEND, in line with the school ethos and current legislative requirements (SEND Code of Practice 2015, Equality Act 2010, Disability Discrimination Act 2005.)

Stanstead Nursery and Primary School is a mainstream school that 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.

Stanstead Nursery and Primary School is a place where:

### **'EVERY CHILD MATTERS!'**

Our school is a place where we ensure:

- All pupils have access to a broad and balanced curriculum
- The Curriculum is appropriately differentiated to the individual's needs and abilities
- The identification of all pupils requiring Special Educational and Disabilities provision is as early as possible in their school career
- Resources are provided to ensure a child with SEND makes good progress and is an active member of school life
- All pupils take as full a part as possible in all school activities
- Parents of pupils with Special Educational Needs and Disabilities are involved, where practicable, in decisions affecting their future provision.

## **Definition of SEND**

This definition is taken from section 20 of the Children and Families Act 2014.

'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 they:

- have a significantly greater difficulty in learning than the majority of others of the same age or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England.

More details about the SEND Code of Practice can be found on the Department of Education's website on:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change that arose from reforms of Special Educational Needs is the introduction of Education, Health and Care (EHC) Plans. An education, health and care plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

You can view an animation describing this relatively new pathway on Nottinghamshire's SEND Local Offer website on:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEN Local Offer includes information about public

services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Responsibility of the co-ordination of SEN provision**

The SENCo is Mrs Patricia Vladev, the Deputy SENCo is Mrs Teresa Terzza.

The SEND Governor is Mrs Deborah Saunders.

### **Head-teacher:**

- have regard to the Special Educational Needs and Disabilities (SEND) Code of Practice in school planning
- determine the use of financial resources, staffing levels and staff deployment
- ensure staff development, in-service planning for Governors, teachers and teaching assistants
- establish policies on class organisations and pupil groupings with staff
- monitor data analysis and report back to governors

### **Governors:**

- determine school's general policy
- appoint the 'person responsible' for Special Needs (SENCO)
- have regard to the Code of Practice in all decisions
- establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- ensure that where the 'responsible person' has been informed by the LA that a pupil has special educational needs those needs are made known to all who are likely to teach him or her
- ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils with special educational needs
- work with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision
- ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

### **SENCo**

- ensures consistent whole school approach to special educational needs
- ensure that relevant background information about individual children with special education needs is collated, recorded and updated
- maintain and upkeep of an appropriate special educational needs register and review when necessary
- seek advice and support and liaise with outside agencies and with other SENCo's
- maintain a provision map to show who is being supported and how
- monitor the impact of the intervention strategies and act upon findings
- arrange formal reviews at least twice a year or when necessary for children on SEN support
- support class teachers and teaching assistant in the identification, assessment, planning and evaluation process
- write Higher Level Need (HLN) bids when appropriate and attend family moderation meetings
- support transfer for those children entering Foundation Stage from Nursery who are on the SEN register, or have been identified with additional needs in liaison with FS staff
- complete transfer for those children at the end of Year 6 who are on the SEN register, in liaison with Year 6 staff
- liaise with SENCO's at new/secondary schools
- monitor the use of, maintain and develop SEN resources
- liaise with parents and other agencies at formal and informal meetings
- contribute to the in-service training of staff
- organise a timetable of Teaching Assistant (TA) support and adjust timetables throughout the year to respond to need and effectiveness of intervention strategies
- monitor the effectiveness of Teaching Assistants and support when necessary

### **Class Teachers:**

- take responsibility for the needs of all their children
- ensure planning is fully inclusive
- liaise with TAs to ensure they have full understanding of individual needs and that pupils are supported appropriately
- liaise with SENCo, TAs, parents and children to write appropriate SEND support plans

- be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- meet termly with the Head Teacher and also as a year group team including TAs to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- complete notes for and be involved in review meetings with families and SENCo
- implement in-class support and differentiate teaching
- liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum
- ensure support staff have planning in advance
- show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter
- where appropriate, share with the children their learning targets and enable them to participate in decision making regarding their special needs
- liaise with the new class teacher in school and where children move schools regarding needs, share all information either in a meeting or a recorded telephone conversation
- implement strategies to ensure classrooms are dyslexia friendly

### Teaching Assistants

- liaise with class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- support children to achieve their targets
- implement dyslexia friendly strategies where appropriate
- implement interventions, monitor their impact and feedback to the class teacher
- work with groups and individuals to help them become independent learners
- attend review meetings when necessary
- attend training where necessary
- work alongside SENCo and class teacher to make sure all children's needs are met including physical and care needs

### Other staff in school

- it is the responsibility of all staff in school to make sure all children feel included
- all staff should be aware of the schools aims and help to create a positive learning environment for all
- where necessary, staff may need training to help with this, eg. Behaviour management training for mid-day supervisors

### **Identification and assessment of SEND**

Many of the children who join Stanstead have already been in pre-education. In some cases, children joining us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If staff, or parents, suspect that a child may need support that is additional to, or different from, the general daily strategies already in place, then a series of steps will be followed to identify if support is necessary. First, the class teacher will discuss their concerns with the SENCo, who will then observe in a range of settings, for example: classroom based, PE and playtime. At this stage, advice and new strategies may be put in place to provide support in the school environment. Parents will be informed of any significant changes and may be asked to support the class teacher with these changes. If it is felt that support from a specialist service is required, the SENCo will meet with the family to discuss which service may be best placed to offer advice.

At Stanstead we work alongside several outside agencies including: Inclusive Education Service (IES), Autism Team, Educational Psychologist, Behavioural and Mental Health Support Team and medical services including Community Paediatrician Speech and Physiotherapy teams. We also access support from CAMHS (Child Adolescent Mental Health Service) if a child needs support with mental health issues.

The SENCo/Deputy SENCo meet regularly with representative from each service to ensure that the needs of each individual are being met throughout the year.

The SENCo/Deputy SENCo review all interventions, put in place to support children with their learning, formally on a weekly basis, and informally throughout the week to ensure that the correct interventions are being used to maximum progress.



## **Inclusion of pupils with SEND**

At Stanstead, the SENCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the year. The school curriculum is regularly reviewed by the Senior Leadership Team and curriculum teams within school to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

We will also make any reasonable adjustments to ensure that all children can access school visits and extracurricular activities. The school will seek advice, as appropriate, around individual pupils, from external support services.

## **Specialist SEN provision**

In our school, we aim to offer excellence and choice to all our children, whatever their abilities or needs. We have high expectations of all our children and ensure that all children can experience challenge and success relative to their own level of achievement and personal development. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

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
- needs 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 mobility planning to develop children's understanding through the use of all their senses and varied 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

*How will the school support me to support my child's learning?*

We will record, on provision map, the strategies used to support the child. If it is felt that further clarification of short term targets is needed, then an

individual provision map will show the short term targets, and the teaching strategies to be used. It will also indicate the planned outcomes, and the date for the map to be reviewed. In most cases this review will take place once a term.

We aim to make provision maps accessible to both the child and their family. We aim to engage in open dialogue with parents, carers, to ensure that families can fully support the work taking place in school.

***How is the decision made about the type and level of support provided to my child?***

At Stanstead Primary and Nursery School, we work in line with the Nottingham City Provision Maps to assess when a child may need specialised support, this is known as: "Children requiring SEND support ." This means that a child requires interventions that are different from, or additional to, those provided as part of the schools usual working practices.

***How will I know how well my child is progressing?***

Parental support is vital to the progress of any child. Class teachers are available to discuss progress at mutually convenient times throughout the year. We also hold two parents evening meetings and provide a written report at the end of the summer term. If your child has been identified as requiring SEND support, you will have the option of attending an additional review meeting, with the SENCo, in the summer term to discuss the progress made and the next steps. All agencies involved with a child will be invited to the review meetings.

**In service training (CPD)**

The SENCo and Deputy SENCo attend regular training over the year, which is then cascaded to all relevant staff.

If a staff member requires specific training, this may be provided by other previously trained members of staff, or may be assessed via one of the external agencies we work with.

When a child requires specialist medical support eg. Physiotherapy or administration of insulin, key members of staff are trained by the appropriate medical services and work alongside them to ensure the best care possible for each child.

The Senior Leadership Team consider the needs of the whole school when planning a programme of training for the coming year; this will include any requirements for training for children with SEND.

If parents or families require specific advice, or training, this can be accessed via the Local Offer for Nottinghamshire, link listed below.

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

### **Working in partnership**

#### **Parents:**

If you have any concern about your child's progress, or development, please raise this with the class teacher as soon as possible, who will then inform the SENCo.

If staff have concerns about your child's progress, or development, they will discuss this with you as soon as possible.

We encourage parents to have an active role in their child's education and welcome their views on progress, and next steps, at each review meeting.

#### **Pupils:**

We aim to include children in all decisions which affect them and ensure that their views are included in every review meeting.

Before each review children are given the opportunity to consider the things they feel are going well and the things they might like to improve. These views will then be share in a manner that is appropriate to the child and family during the review meeting.

Children are able to discuss their views in class council meetings, and with their class teacher, or teaching assistant, on a daily basis.

## Transition:

*How will the school support the transition of my child on admission to the school, moving onto the next class or key stage and in preparation for a new school?*

Each transition is considered, and planned for, on an individual basis to ensure that needs of each child are met to the best of our ability. We do not follow a set plan for transition at any stage, but instead develop a plan in consultation with the child, parent/carer, relevant staff and actively involved external agencies. We may consider staggered starts, a programme of additional visits, photo/social stories and meetings with key staff. We seek advice from outside agencies such as the transition team with the Autism Support Service.

## Complaints procedure

If a parent is worried and wishes to discuss any concerns relating to their child, the first point of contact should be the child's class teacher. Most concerns can usually be addressed by a meeting between the class teacher and parents to discuss any issues and identify actions to address them. Out school usually resolves concerns in this way.

However, if there are on-going concerns, specifically relating to a child's special educational needs or disability, a meeting should be requested with the SENCo via the school office. The SENCo and Deputy SENCo will then usually arrange a meeting with parents, the class teacher and in some cases the child and other support staff or professionals if appropriate.

We endeavour to communicate with parents 'face-to-face' to address concerns, however if this is not suitable telephone conversations with the class teacher or SENCo can be arranged.

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. The Chair of Governors may be involved if necessary. In case of an unsolved complaint the LA may be involved. Please see the complaints policy on the school website or request a copy from the school office.

Review Date: July 2019

