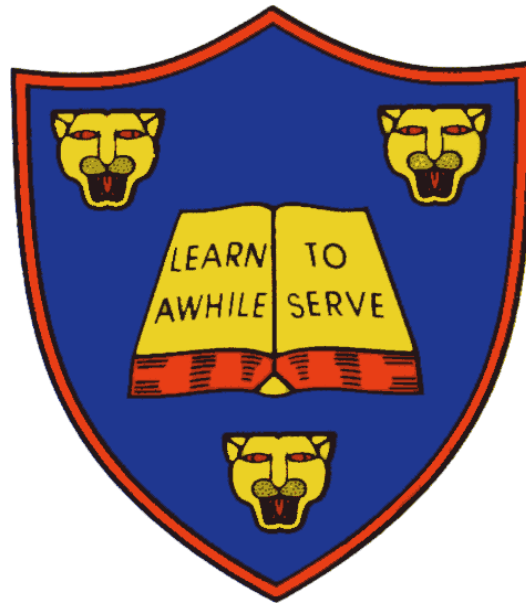


# STRATFORD PRIMARY SCHOOL



## Special Educational Needs and Disability (SEND) Policy

<b>Date adopted by Governors:</b>	<b>December 2021</b>
<b>Date for policy review:</b>	<b>December 2022</b>
<b>Person responsible for review:</b>	<b>SENDCo</b>
<b>Signed by Chair of Governors</b>	<b>December 2021</b>

## **School Statement:**

At Stratford Primary School we believe that 'children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them'.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

When organising additional support it is very important that we provide children with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with Special Educational Needs should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with Special Educational Needs within the classroom.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## **Aims:**

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

## **Access to the curriculum:**

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

Individual Education Plans feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children who are in receipt of an EHC Plan and those who are on 'SEN Support' will have an Individual Education Plan.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Educational inclusion:**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. 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;
- need a range of different teaching approaches and experiences.

Teachers and other support staff respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all their senses and of 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.

All the children who join us have already been in early education. In most cases children join our school 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 our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. Our Graduated Response demonstrates the systems we have in place for identifying barriers and the processes involved to meet the specific needs of each pupil. If a child is placed on the SEND register, the first level of support is called SEN Support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices or Quality First Teaching. The teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs and Disability Coordinator (SENDCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCo will then take the lead in further assessments of the child's needs.

We will record, in an Individual Education Plan (IEP), the strategies used to support the child. They will show the targets set for the child, and the teaching and classroom provision strategies to be used and termly reviews will take place. 'Provision Maps' for each class will accompany the IEPs, detailing the interventions over the course of each half term aimed at overcoming the barriers to progress, which are being targeted.

If the review identifies that support is needed from outside services, we will consult parents prior to any support being requested. In most cases, children will be seen *in school* by external support services. This may lead to additional or different strategies, which will enhance the level of support being received. External support services will provide information for the child's new plan. The new strategies will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request.

**The role of the SENDCo (Miss T Bradburn) is to:**

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs;
- act as the link with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contribute to the professional development of all staff.

**The role of the governing body:**

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs and Disability Co-ordinator;
- delegated powers and responsibilities to the Head of School to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- to report annually to parents on the effectiveness of the school's special educational needs policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Head of School and the SENDCo and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

**Role of the Head of School**

The Head of School will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENDCo, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- ensure parents are informed when special educational needs provision has been made for their child;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

- annually report to the Governing Body on the success and development of this policy

### **Role of Class Teachers**

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- deliver the individual programme for each special educational needs pupil as set out in their Individual Education Plan;
- develop targets for special educational needs pupils by working closely with the SENDCo and support staff;
- comply with all aspects of this policy;
- undertake appropriate training.

### **Partnership with parents:**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

A named governor takes a particular interest in special educational needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children 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.

### **Pupil participation:**

In our school we encourage children to take responsibility and to make decisions.

Children are involved at an appropriate level in setting targets and in review meetings. Children should be encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

### **Allocation of resources:**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans (Education Health and Care Plans).

The Executive headteacher informs the governing body of how the funding allocated to support special educational needs has been used.

### **Assessment:**

We recognise that the identification of a child's need can be made by a number of people including G.P., Health Visitor, previous teacher/educator and parent.

- 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. This is an ongoing process.

- The SENDCo works closely with parents and teachers to plan an appropriate programme of support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- The Local Authority seeks a range of advice before making a formal Education, Health and Care Plan. The needs of the child are considered to be paramount in this.

### **Referral for an Education, Health and Care Plan (EHCP):**

If a child has a lifelong or significant difficulty they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Children's Services
- Health professionals

Information will be gathered relating to the current provision on offer, action points that have been taken, and the preliminary outcomes of targets set. A decision will then be made by representatives from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: <http://www.warwickshire.gov.uk/requestehcassessment>

We also encourage parents/carers to make use of Warwickshire's SENDIASS service which provides free and impartial advice.

The website can be accessed at <https://www.family-action.org.uk/what-we-do/children-families/special-educationalneeds-services-children/warwickshire-parent-partnership-service/>

### **Education, Health and Care Plans (EHC Plan):**

- Following the statutory assessment, an EHC Plan will be provided by Warwickshire County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.
- Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Monitoring and review:**

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo/Head teacher provides regular summaries of the impact of the policy on the practice of the school.

The SENDCo is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENDCo and class teachers 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 regular meetings.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.

This document is written so that class teachers, peripatetic staff, supply teachers, student teachers, support assistants and voluntary helpers are aware of the way SEND support is delivered at our school. It is the aim of this policy to enhance understanding of SEND in the National Curriculum and in so doing develop quality learning situations for all the children in our school. It has been compiled with whole school consultation.

**Stratford Primary School**  
**Graduated Approach to Supporting Pupils with SEND**



Parent/carer/child expresses concern about their learning to the class teacher/other member of staff.

Teacher expresses concerns about child's learning to parents/carers. SENDCo is informed.

Quality First Teaching methods are adapted, and an **intervention** plan *may* be put in place.

Significant concern is raised about a need that is not being met by quality first teaching methods. A '**Record of Concern**' is completed by the teacher.

The child shows improvements within the identified area for concern.

Class teacher/SENDCo discuss outcomes with parent/carer. No further SEN intervention is required.

Teacher has a meeting with the SENDCo sharing evidence collected: interventions tried, observations, assessments, work in class etc

Recommendations are made for specific quality first teaching methods to be adapted at class level intervention. Children may require some individual/small group intervention on the class '**Provision Map**'

**Improvements are made. Improvements are not made.**

Improvements are made and targets achieved. The child is fully able to access the curriculum again.

**Child taken off the SEN register.**

A decision is made, with parental consent, to place the child on the SEN register.

**Step 2**

An **IEP/Provision Profile** is written, discussed and agreed with parents/carers and the child. Small group/1:1

interventions put in place **Rapid** focusing on targets set on '**Provision Map**'. Progress is monitored by class teacher and SENDCo against targets each term. Possible referral to external

Statutory Assessment: The graduated response has not been successful and progress has not been made or a specific/complex need has been identified. Further support is requested

**Step 1**

**Rapid**

Addition assessments are made. An **IEP** and '**Provision Map**' may be written. Specific small group/1:1 intervention is put in place and progress monitored by the

SENDCo and class teacher.

service to gain more information about areas of

**Poor**

through SENDAR. An Education Health and Care



Poor

need and identify specific next steps.

Plan referral is made.

