



SEN and Disability Policy

Approved by Staff:	September 2020
Approved by Governors:	September 2020
Review Frequency and Governor Delegation:	Annually
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“The roots to grow, the path to follow and the wings to fly.”

SEN and Disability Policy

The 'Guide to SEND at The Pathfinder Church of England Primary School' for parents is an essential part of this policy. A copy of the guide can be accessed by parents through the school website and a paper copy can be obtained from the school office.

Personnel SENDCo – Alex Housden

SEND Governor – Matthew Wood

Aims:

The Pathfinder Church of England Primary School is committed to providing high quality care and education to all of the children who learn and play at our school. We believe that all children, including those identified as having special educational needs or a disability (SEND) are entitled to a broad and balanced academic and social curriculum, which is accessible to them. They must have every opportunity to be fully included in all aspects of school life.

Our school's aims and values place inclusion, equality and high aspirations at the centre of all that we do. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, feel safe and benefit from high quality teaching. This does mean that children will all have access to the same curriculum but it does not mean that we will all access it in exactly the same way; we will respond to learners in ways which take account of their varied life experiences and needs, so that they are able to achieve to the best of their abilities.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEN code of Practice, 2014
- To operate a holistic, "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Disability Co-ordinator who will work within the SEND Policy
- To provide support and advice for all staff working with children with special educational needs and disability
- To promote the attainment and progress of all SEND children in academic and personal development and provide all children with equal access to opportunities and the curriculum.

Identification and Provision:

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision."

Code of Practice 2014

A child who is identified as having SEN is placed on the schools SEN register. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (Pg 88 Section 6.37 onwards).

What is **not SEN** but may impact on progress and attainment?:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN) ☐ Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of Serviceman/woman

The Pathfinder Church of England Primary School adopts the Code of Practice's (2014) graduated response procedure for the identification of provision for pupils with special educational needs.

The Graduated Response is as follows:

1. In class differentiation through quality first teaching
2. Intervention overseen by the class teacher
3. SENDCo advice and further support/intervention
4. Request for support and advice from specialist teaching team and/or educational psychologist
5. Request for Education, Health and Care Plan
6. Educational Health and Care Plan

1. In class differentiation: Children's needs are met by a differentiated curriculum ensuring they are progressing at an appropriate level for the individual. This is managed by the class teacher.

2. Intervention: If a child's progress is below expectations and in class differentiation is not sufficient to close this gap, an intervention will be devised. This may be carried out by the class teacher, a Learning Support Assistant or a specialist teacher. The class teacher is responsible for leading and monitoring the provision for the child on a daily basis. At this stage, or possibly earlier, a class teacher may have concerns that a child has special educational needs. A parent might also express concerns. When this is the case, the class teacher is required to complete a SENDCo referral form which describes her/his/parents' concerns, the child's strengths and the intervention and support which has already been implemented and its impact.

3. SENDCo advice: If a child has not made sufficient progress through class based interventions or if a teacher or parent has completed a SENDCo referral form, the SENDCo will review this information and offer further advice. They may decide to carry out an assessment(s), observe the child and/or request specialist support (see below).

4. Request for specialist support: At times, it may be decided that a child requires specialist support from an outside agency. This will happen in consultation with parents or carers. In these cases the SENDCo will inform and meet with outside agencies to discuss the needs of the child and agree actions to be taken. The SENDCo will also ensure advice from the specialist is passed on to adults involved with the child such as class teachers, learning support assistants and parents.

5. Request for an Education Health and Care Plan: It may be decided that an Education, Health and Care plan needs to be requested for the child so that the school is able to provide necessary additional support. This may be because, despite having an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working substantially below age expected levels
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and now requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

In these cases, evidence will be collected and submitted to the Local Authority where they will consider the need for statutory assessment and, if appropriate, make a multidisciplinary assessment. In these cases the SENDCo will coordinate the gathering of evidence with parents, the class teacher and any other adults involved.

6. Education Health and Care Plan: Where a child has had an Education, Care and Health Plan agreed, the actions and targets to be met will be agreed by all relevant adults involved with the child. The Education, Health and Care Plan will then be written following Local Authority Guidelines.

Once it is implemented in school the SENDCo:

- Is involved in any further assessments of the child
- Plans future interventions for the child in discussion with colleagues
- Monitors and reviews the action taken
- Arranges and attends an annual review to ensure the child's needs are reviewed and changed if necessary.

In all of the above circumstances it is our policy to follow an assess-plan-do-review cycle in order to constantly personalise the support and learning for an individual child.

Individual Learning Plans (ILP) and Pastoral Support Plans

All children on the SEN register must have an Individual Learning Plan (ILP). This document is developed for any child identified as having SENs and requiring support beyond that offered by normal classroom differentiation. ILPs will be written by class teachers in consultation with the SENDCo and other staff and/or specialist teachers who are supporting the child. These will then be shared with parents. An ILP will summarise a child's strengths and learning targets relevant to the individual at the point they are at in their learning journey. The targets are intended to be achievable within 6-8 weeks. An ILP should be a living document, to be considered when planning for relevant curriculum areas and personalised learning activities. Targets will be discussed and shared with children in an age appropriate manner and the child will also be involved in the review process.

Pastoral Support Plans (PSP) are written for children who require support and intervention relating to emotional and/or behavioural needs. These plans outline how all adults should interact and respond to the child on a day-to-day basis to support them to behave in line with expectations and what further support and consequences are implemented should the child start to behave in a way that is below expectations. The plan is agreed with parents and the child, as well as the class teacher. Outside agencies may also be involved directly or in an advisory role. Once complete, the plan is then shared with all staff so that they approach and respond to the child in the same, consistent way. The PSP is also reviewed on a termly basis.

Supporting Families

The school website has links to the LA local offer (Regulation 53, Part 4) The website also contains the schools own SEND Information Report (A Guide to SEND at The Pathfinder Church of England Primary School); Regulation 51, Part 3, section 69(3)(a) of the Act. This includes comprehensive information on how the school works in partnership with parents. All relevant policies for parents are accessible via the school website and paper copies can be requested from the school office.

Supporting Pupils at School with Medical Conditions Please see separate policy.

Training & Resources

The school has an allocated budget for SEND. This is set on an annual basis and, as much as the overall budget allows, reflects the particular resource needs at that time. The school organises a comprehensive programme of training for teachers and Learning Support Assistants, involving the sharing of in-house expertise and training from external specialist teams. We constantly reflect on current practice and needs within the school and seek to ensure that everyone working with our children has the necessary skills, advice and training, and in doing so, seek to ensure the best provision for our children.

The SENDCo attends SEND briefings in order to keep up to date with the local and National priorities for SEND.

The SENDCo and Headteacher are involved in the performance management of LSAs. As part of this process, training needs and opportunities for professional development are identified and addressed. Training opportunities and professional development targets are also linked to school priorities within the School Development Plan.

All teachers and support staff undertake induction on taking up a post and this incorporates an introduction to The Pathfinder's SEND systems and structures. When appropriate, they also meet with the SENDCo to discuss the needs of individual pupils.

Monitoring & Evaluation of SEND

Progress of SEND children:

The school reviews the support provided to all children, in order to ensure provision is always effective and of high quality. This is mainly achieved through Pupil Progress meetings which take place every term. A Pupil Progress meeting takes place with every teacher and with the SENDCo. At these meetings the progress of SEND children is analysed and reviewed, as is the impact of intervention programmes.

The Pupil Progress meetings include an initial discussion of next step targets and intervention/support. Class teachers are then responsible for updating the ILP and the class provision map, in consultation with relevant staff, outside agencies, parents and the child. If significant progress is made towards age-related expectations, and a child becomes more able to access the curriculum through standard classroom differentiation, a decision may be made to change or reduce the degree of support provided. This would be done in consultation with all relevant staff and parents, and after careful review of the evidence. Conversely, if the gap between a child's attainment and age-related expectations increases, and/or the child's ability to access the curriculum lessens and barriers to learning increase, then support for the child will be reviewed and necessary next steps implemented. All decisions about the support provided are made within the limitations of the resources available to the school.

Monitoring of provision:

The monitoring of planning, teaching and children's learning which is carried out by the Leadership Team will also include reference to SEN provision and progress. Such monitoring is used to inform our termly strategic planning, the allocation of resources, Performance Management targets for staff and training needs.

Monitoring of Improvement priorities:

The Leadership Team, Local Authority, Diocese and Governors all carry out a range of monitoring activities to evaluate the impact of school improvement measures on attainment and broader outcomes. This monitoring is also used to identify subsequent next steps. Such monitoring is detailed in the School Self-Evaluation Calendar. Improvement priorities may relate to any aspect of SEND provision.

Governor monitoring:

In addition to the monitoring of improvement priorities outlined above, the governing body monitor all aspects of SEND through a named governor (Matthew Wood). This governor meets with the SENDCo on a termly basis to discuss current priorities, evidence, new training, latest legislation etc. Following this meeting, discussions from these meetings are presented to the rest of the Governing Body at the next appropriate meeting. The SENDCo also presents updated SEN information annually to the full Governing Body.

Roles & Responsibilities

The SEND Governor

The SEND Governor meets with the SENDCo on a regular basis to discuss current school policies and practice, and Local and National updates to SEND. The SEND Governor and Head Teacher report to the Full Governing Body on matters relating to SEND policy and practice.

The SENDCo

The SEND Coordinator (SENDCo), in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND. The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENDCo also provides related professional guidance and training to colleagues and organises training by external providers where necessary.

Learning Support Assistants

The role and responsibilities of LSAs adopted by the school match those detailed in the EPM TA competences.

Other relevant roles

The Designated Teacher with specific Safeguarding responsibility is Stephanie Lockwood (Headteacher). The Deputy Headteacher (Alex Housden) is the second Designated Teacher. The Safeguarding Governor is Judith Osler. The Headteacher is responsible for managing PP/LAC funding, and for managing the schools responsibility for meeting the medical needs of pupils.

Admissions Policy

The Admissions Policy makes no distinctions as to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an Education, Health and Care Plan, the child's parents can request that a school be named on the plan. No pupil can be refused admission solely on the grounds that she/he has special educational needs or a disability.

The SENDCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the child. When a child with an EHC transfers to The Pathfinder School, the SENDCo and Headteacher will plan and implement a transition programme with the feeder school, parents and child.

Storing & Managing Information

All SEND records are stored in a locked cabinet in the schools SEND filing cabinet and electronic protected versions are kept on the school's server. SEND information is also stored electronically within the school's management information system (Pupil Asset). Relevant documents, including a child's EHC Plan, are copied for class teachers and learning support assistants and kept within a class SEND file. All school documents are treated as highly confidential. Records for any child transferring from The Pathfinder School to another school at any point in their education, are sent to the new school. All Year 6 SEND records are handed on to the relevant Secondary schools at the end of the Summer term.

Dealing with Complaints

Please see our Guide to SEND at The Pathfinder Church of England Primary School which provides staff, parents and carers with an overview of this aspect of our support for children who have any form of SEND. Please also refer to our Complaints Policy.

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013 and Equality Policy
- Supporting Pupils at School with Medical Conditions Policy
- The National Curriculum in England Key Stage 1 and 2 2014
- Safeguarding & Child Protection Policy
- Accessibility Plan
- Teacher Standards 2012
- Positive Behaviour Policy