



**SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**Review Date: Spring 2021**

**Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND 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:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 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.

**COMPLIANCE**

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

- Equality Act 2010: advice for schools, DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Burley and Sopley Primary Schools Safeguarding Policies
- Burley and Sopley Primary Schools Accessibility Plans
- Teachers' Standards 2011 (updated 2013)

This policy was created by the federation's executive headteacher, with the SEND Governor, in liaison with the senior leadership team, staff and parents of pupils with SEND. This policy was a co-production by all stakeholders in the spirit of the current Special Educational Needs reforms.

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

<https://www.gov.uk/government/publications/special-educational-needs-support-in-schools-and-colleges>

**BE THE BEST YOU CAN BE**

**Values:**

Honesty      Enthusiasm      Ambition      Respect      Togetherness

**Vision Statement:**

We are a federation of two schools where children know that they are at the heart of the New Forest community. Children are nurtured, and their successes are celebrated, within a safe, fun and welcoming environment. Together we grow inspired, wholesome, happy individuals with enquiring minds and a thirst for learning.

The whole community came together to shape the vision and values of the schools and collectively we continually remind the whole community of the importance of these. The federation values are used in all areas of school life and the children are encouraged to demonstrate them in their learning behaviours and all areas of school life.

The SEND coordinator (SENDCo) is responsible for leading the federation's response to the provision made for children and young people with SEND ( SEND Code of Practice, January 2015). (Clause 64, Children and Families Bill, 2014). The SENDCo can be contacted through the school's offices by phone: 01425403375 (Burley) or email [adminoffice@burley.hants.sch.uk](mailto:adminoffice@burley.hants.sch.uk) or 01425 403375 (Sopley) or email [adminffice@sopley.hants.sch.uk](mailto:adminffice@sopley.hants.sch.uk).

The SENDCo is a member of the school's leadership team.

At Burley and Sopley Primary Schools we believe in raising the aspirations of and expectations for all pupils with SEND, and our schools provide a focus on outcomes for children and young people and not just hours of provision or support.

## 1. OBJECTIVES

- To identify and provide for pupils who have special educational needs, disabilities and additional needs
- To work within the guidance provided in the SEND Code of Practice, January 2015
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a special educational needs and disabilities co-ordinator (SENDCo) who will work with the SEND inclusion policy
- To provide support and advice for all staff working with pupils with special educational needs

## 2. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice describes the four broad categories of need

- Cognition and learning, including specific learning difficulties
- Speech, language and communication, including children on the autistic spectrum
- Emotional, social and mental health (ESMH)
- Sensory and physical difficulties

(Pages 97 onwards in the SEND Code of Practice, 2015 details these categories).

These four broad areas give an overview of the range of needs that we plan for. The purpose of identification is to work out what action the schools need to take.)

We use a range of ways to identify special educational needs and disabilities, including:

- Concerns raised by teachers and/or parents
- Liaison with previous school or nursery
- Regular monitoring, assessment and analysis of progress
- Specific screening or assessment for example Salford sentence reading and comprehension, Vernon Spelling, Language Links, PM Benchmark reading and comprehension, DEST-J dyslexia screening assessment, Sandwell Early Numeracy assessment.
- Consideration of the advice of external professionals.

There are a number of different variables that may impact on a child's progress and attainment that are not necessarily indicators of special educational needs. For example, a child's progress and attainment may be affected by:

- 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 SEND)
- Attendance and punctuality
- Health and welfare issues
- English as an additional language

- Being in receipt of the pupil premium funding
- Being a looked after child
- Being a child of serviceman/woman or from a traveller family

Any concerns relating to a child or young person's behaviour will be considered an underlying response to a need that we will be able to recognise and identify as we will know the child well.

### **3.A GRADUATED APPROACH TO SEND SUPPORT**

Children who have been identified as having a special educational need are included on our SEND record or 'register'. Our criteria for including a pupil on this record take account of:

- In the federation schools, 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. It is recognised that additional intervention and support, however well planned and delivered, cannot compensate for a lack of good quality teaching.
- The schools regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement, through regular monitoring of teaching and learning by members of the schools' leadership teams, with feedback to the class teachers. There are also opportunities for book scrutiny and pupil conferencing. We also review and, where necessary, help to improve, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered in their classrooms.
- When deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered from within the schools about the pupil's progress, alongside national data and expectations of progress. This information includes high quality and accurate formative teacher assessments, and also using effective tools and early assessment materials, such as standardised tests for reading, spelling and mathematics.
- For higher levels of need, Burley and Sopley schools will draw on more specialised assessments from external agencies and professionals. We work closely with external agencies, relevant to each individual child's needs. These agencies currently include GPs, school nurses, paediatricians, speech and language therapists, occupational therapists, educational psychologists, primary behaviour support workers, specialist advisory teachers for hearing, visually impaired or physically disabled pupils, specialist outreach workers, family support and other social services.
- The decision to place pupils on the register is made after consultation between the class teacher, parent and SENDCo. These children have not made adequate progress even when they have had intervention/adjustments and good quality personalised teaching.
- When a class teacher has initial concerns a 'Record of Initial Concern' is drawn up which looks at a child's strengths and areas of difficulty and this is discussed with the parent or carer and shared with the SENDCo. A plan is drawn up and support is provided and monitored for a period of approximately six weeks or half a term. This plan is then reviewed for its effectiveness and the current position is reconsidered.
- If expected progress is being made, then the provision will continue, the adjustments that have been made will be adopted and progress will continue to be carefully monitored.
- If, despite the interventions that have been put in place, progress continues to cause concern, a consultation between parent/carers, teacher and SENDCo will take place and the child may be placed on the SEND register.

### **4.MANAGING PUPILS NEEDS ON THE SEND REGISTER**

- Children on the SEND register are recorded as having one of the four needs listed at the beginning of section 3.
- Most children are recorded at the level 'school support'.
- Some children, with greater difficulties, may have an inclusion partnership agreement (IPA) set up.

- An IPA involves more regular consultations and discussions between class teacher, parent and SENDCo. In some cases, the advice of an educational psychologist may be included.
- A few children, with the most complex needs, may require a **statutory assessment** to help cater for these needs. A request for statutory assessment is made to the local authority children's services.
- If successful, statutory assessment may lead to the writing of an **education, health and care plan (EHCP)**, (formerly known as a statement of special educational need).
- An EHCP will detail the child's needs and state their targets for the coming year, as well as expected long-term outcomes for the child.
- An EHCP is reviewed annually by the SENDCo, class teacher and parents.
- Children's views are collected/used both for annual reviews and for target and outcome setting when appropriate.
- Each child's abilities in reading, comprehension and spelling are assessed at the beginning of every school year. Their reading, comprehension and spelling ages are recorded as well as their standardised scores.
- Children who are shown to be well below the age related expectations (ARE) for their year in mathematics are also tested using a recognised, standardised maths assessment.
- Standardised scores compare children with others of the same age and a standardised score of 100 is expected, within the range 85 to 115, considered to be average. Children with a standardised score that is 78 or less in one or more areas are considered for extra support or intervention. Children with a standardised score of 85 or below are supported within the differentiation in the class and continuously monitored to ensure progress is made.
- Class teachers use assessment for learning in their classrooms on a daily basis and adjust their teaching for individual children accordingly.
- Class teachers make more formal judgments at the end of each half-term's teaching, using the subject AREs.
- Children who are on the SEND register are tested for reading, comprehension, spelling and, if appropriate, mathematics, again in December and March.
- Every child is tested again in July for a final assessment of progress.
- For some children, particularly in Early Years and Key Stage 1, assessments of phonic skills and the ability to read or write common exception words may be used in place of other assessments.
- The purpose of these assessment arrangements is to ensure that the children who have difficulties with reading, writing or mathematics are receiving interventions that are effective, are making good progress and are closing the gap with their peers.
- Children receiving interventions have a **personal support plan (PSP)**, written by the class teacher, in consultation with the parents, the learning support assistant (LSA), and the SENDCo
- The PSP gives details of what the child finds difficult, their current targets, details of the type of help they will receive, when, how often, who will provide the support and when it will be reviewed.
- PSPs are sent to parents for their information and parents are asked to sign a copy and return it to school.
- PSP targets can be amended or updated at any point within a term as a result of progress, meetings with parents or advice from external agencies such as the speech and language therapist.
- Updates are recorded on the class room copy of the PSP.
- PSPs are usually reviewed at the end of each term or sooner if more appropriate. The review is carried out by the class teacher with the LSA and recorded on the PSP, with evidence from the most recent assessments. This is then passed onto the SENDCo and informs the target setting for the next PSP.
- All children on the SEND register at the levels of school support, IPA and EHCP, will have a PSP.
- Some children are included on the SEND register for their emotional, social or mental health needs. For these children, the Boxall Profile is the most commonly used assessment tool, to provide diagnostic information and to measure progress. These children may have their outcomes and targets recorded on a PSP, which may be reviewed at more frequent intervals.

## 5. CRITERIA FOR EXITING THE SEND REGISTER/RECORD

If, at the review point, a child has made sufficient progress to close the gap between him/her and his/her peers and projected progress is expected to be good, the child's name will be removed from the SEND register and...

- The parents will be informed.
- The child's progress will continue to be monitored by the SENDCo, until at least the end of the school year to ensure that it is sustained.

## **6. SUPPORTING PUPILS AND FAMILIES**

- Burley and Sopley schools each have their own dedicated SENDCo assistants who can be contacted through the school's offices by phone:  
Burley– 01425 403375 or e-mail: [adminoffice@burley.hants.sch.uk](mailto:adminoffice@burley.hants.sch.uk)  
Sopley– 01425 403375 or e-mail: [adminoffice@Sopley.hants.sch.uk](mailto:adminoffice@Sopley.hants.sch.uk)

Further information about the provision, services, support and resources available for children or young people with SEND and their families within the Hampshire Local Education Authority is available through the Hampshire County Council 'Local Offer'. This can be found at:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

- From 1st September 2014, every school, college and educational setting has been required to provide a SEND information report for parents. (Regulation 51, Part 3, section 69(3)(a) of the Children and Families Act, 2014). The SEND information reports can be found on the schools' websites: [www.burley.hants.sch.uk](http://www.burley.hants.sch.uk) and [www.sopley.hants.sch.uk](http://www.sopley.hants.sch.uk)
- Our SEND information reports also include links to the Hampshire local offer.

## **7. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The schools recognise 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 schools will comply with its duties under the Equality Act 2010.
- Some pupils with medical conditions may also have special educational needs (SEN) and have an EHCP, which brings together health and social care needs as well as their special educational needs and ensures that the SEND Code of Practice is followed.
- The federation's policy for supporting pupils with medical conditions can be found on the schools' websites at:

[www.burley.hants.sch.uk](http://www.burley.hants.sch.uk) and [www.sopley.hants.sch.uk](http://www.sopley.hants.sch.uk)

## **8. ACCESSIBILITY**

- The federation aim to increase and promote access for all pupils, including disabled, EAL and SEND, to the school curriculum through teaching and learning opportunities and the wider curriculum such as participation in after-school clubs, leisure and cultural activities or school visits.
- The federation aims to continually improve access to the physical environment of the schools, through improvements to the physical environment and with physical aids to access education.
- The federation embraces the requirements of the legislation in the Equalities Act 2010, in terms of improving access to written information.
- The federation has the ability to produce key documents for pupils and/or parents in appropriate fonts, print styles and different languages.
- The websites allow for 'high contrast' viewing, translation, and access to printing in braille via the local authority.

## **9. MONITORING AND EVALUATION OF SEND**

- There is a governor who is responsible for monitoring the provision for children with special educational needs in school (the SEND governor).
- The SEND governor will meet each term with the SENDCo to talk through the progress that the children are making and then report back to the governors. In these meetings all discussions and data are anonymised.
- Governors look at data to ensure that SEND children make progress that is at least as good as the rest of the children in the schools.
- The SENDCo reports to the governing body and/or the curriculum and standards committee.
- The governor responsible for monitoring pupil premium visits the schools regularly to check on the progress of these children and how the pupil premium money from the government is spent.

## **10. TRAINING AND RESOURCES**

- All teachers and support staff experience induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the SEND provision and practice, and to discuss the needs of individual pupils.
- The SENDCo regularly attends the local authority's SENDCo network meetings in order to keep up to date with local and national updates in SEND.
- The training needs of staff are identified and planned so that as a federation we have the expertise we require to support the different needs of the children.
- Training may be provided within each school by an experienced and qualified member of the school staff, for example the SENDCo, English or maths leaders, or by an expert brought in to deliver training.
- Some staff members, both teaching staff and learning support assistants (LSAs), attend professional development run by the Hampshire Inspection and Advisory Service or the Hampshire Teaching and Learning College.
- Local organisations may also provide support and training for staff.
- Some SEND training may be accessed on-line.
- The SENDCo meets regularly with the SENDCos of the other schools within the New Forest cluster.

## **11. ALLOCATION OF RESOURCES**

- A proportion of the budget is allocated for resources, which include identified materials to support children with SEND.
- The provision of appropriate additional support is made from the delegated SEND budget.
- We have a range of resources to support children with SEND, these link with the priorities stated in the school improvement plan.

## **12. ROLES AND RESPONSIBILITIES**

- The SEND governor will meet each term with the SENDCo to talk through the progress that the children are making and then reports back to the governors. In these meetings all discussions and data are anonymised.
- The role of the SEND governor is to ensure that the schools meet their obligations to provide for the needs of children with SEND.
- All the LSAs employed across the schools have responsibility for supporting children with SEND.
- The executive deputy headteacher has responsibility for line-managing LSAs in Key Stages 1 and 2
- The executive headteacher is the designated safeguarding lead, the executive deputy head teacher and SENDCo assistant are deputy safeguarding leads.
- The executive headteacher is the member of staff responsible for managing pupil premium grants and looked after child funding.
- The governing body has responsibility for managing the schools' policies for meeting the medical needs of pupils.
- The class teachers are responsible for identifying, reporting, planning for and delivering high quality differentiated learning opportunities for every child in their class, including those with SEND.

## **'Every teacher is a teacher of every child or young person including those with SEND' (SEND Code of Practice 2014)**

### **13. STORING AND MANAGING INFORMATION**

- The schools have data protection policy which can be found on the websites.
- The federation aims to ensure that all personal data collected about staff, students, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

### **14. REVIEWING THE POLICY**

- The SEND policy is a statutory policy.
- Pupils' PSPs are reviewed at least three times a year to ensure that the targets are appropriate and provide success for the child and that progress is made.
- Evaluations of the school improvement plan regarding SEND are made on a termly basis between the executive head teacher and SENDCo
- This SEND policy will be reviewed annually.

### **15. DEALING WITH COMPLAINTS**

- The first point of contact will always be the child's class teacher.
- The SENDCo may also be consulted.
- If an independent source of support is required, Hampshire 'Impartial Special Educational Needs and Disability Information, Advice and Support' service (SENDIASS) can be contacted at: <https://www.hampshiresendiass.co.uk/> or Independent Special Education Advice at <http://www.ipsea.org.uk>
- The federation has a formal complaints policy, which can be found on the school websites, along with a complaints flow chart.

### **16. BULLYING**

- The schools have anti-bullying policies that can be found on the school websites.
- Pupils will be taught what is meant by bullying and that bullying is unacceptable behaviour.
- Children will be encouraged to report incidents of bullying and develop social skills through class discussion, circle times, role play, themes in assembly and frequent reminder of class and school rules.
- Children will understand the school values and that bullying is completely against these values.
- When classes include children with specific learning, communication, sensory or physical needs the class may receive particular tuition to help them to understand what those child's needs are, and how the school will be working to meet those needs.

This policy should be read in conjunction with the Single Equalities Scheme, all other school policies and the schools' SEND information reports.