

Sparsholt C of E Primary School

Special Educational Needs and Disability (SEND) Policy 2021-2022



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1. Vision

At Sparsholt C of E Primary School we believe passionately in the importance of inclusion and equality for all children and adults, and strive to ensure that these values are at the heart of our SEND practices.

We will always involve parents and children in key decisions, as well as planning and reviewing progress; we know that parents are the first educators of their child and that we need their knowledge and co-operation to plan effectively.

We know that the earlier we identify SEND and provide support, the more successful our children will be.

We are committed to providing expert support and resources for children with SEND to fulfil their individual potential.

Our starting point is to guarantee a whole-school approach to providing for the needs of children with SEND. We make sure that all staff have the knowledge and skills to support all children, including those with SEND, throughout our School.

2. Principles and Objectives

Special Educational Needs, Disabilities (SEND) is defined as, ***“a significantly greater difficulty in learning than the majority of children of the same age and/or; a disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LEA”***.

(SEND Code of Practice 2014; p.15: xiv)

At Sparsholt we believe that all teachers are teachers of pupils with special educational needs.

The SEND Policy is:

- A working document for all members of staff and governors
- A document of information and reference for persons with parental responsibility

The policy will be reviewed and adjusted in the light of legislative change and school relevance.

Aim

Our aim is to promote a whole school approach to SEND, supporting within a fully inclusive ethos and developing a high quality provision that meets the special educational needs of all children, enabling them to reach their potential through:

Equality: Valuing all children equally in their right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours.

Diversity: Recognising and meeting the diverse needs of children through a range of flexible, responsive and varied provision, where reasonable adjustments are made that take into consideration the needs of all learners.

Access: Ensuring that all children have access to a broad, balanced and relevant curriculum with high expectations that is differentiated to meet individual learning styles, recognising personal strengths and needs in a positive and caring environment.

Partnership: Working in partnership with parents and carers in meeting the needs of their children and in developing responsive and timely support for their child. Empowering children so that their voice is heard and heeded in decisions made about themselves and about wider developments in their support. Maintaining links with outside agencies and other relevant schools.

Celebration: Celebrating children's achievements and enhancing their self-esteem.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a ***“whole pupil, whole school”*** approach to the management and provision of support for SEND
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with this SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils.

3. Whole School Approach and Arrangements for Co-Ordinating Educational Provision for those Pupils

Coordinating SEND Identification and Provision

All staff are responsible for the identification and teaching of SEND pupils but to different degrees. The following section outlines the roles and responsibilities for the staff at Sparsholt C of E Primary School.

At Sparsholt C of E Primary School the role of SENDCO includes:

- Responsibility for the strategic direction and development of SEND provision in the school.
- Monitoring the achievement of pupils with SEND e.g. through analysis of data and attending pupil progress meetings.
- Securing the attainment and progress of pupils with SEND.
- Ensuring full National Curriculum entitlement of pupils with SEND where appropriate.
- Coordinating provision for pupils with SEND.
- Reviewing, amending and monitoring the Special Needs policy in the light of the SEND Code of Practice and be responsible, jointly with the Head and governors, for the day to day operation of the policy.
- Liaising with parents.
- Providing class teachers and LSAs with advice on integrating children with special needs in the classroom and suggesting a variety of support strategies for pupils.
- Coordinating training (as and when needed) for all teaching staff to keep them up to date with the latest SEND information and guidance.
- Liaising with external agencies including Hampshire Educational Psychology Service (HEPS), Speech and Language Therapy (SALT), school health, Social Care, and voluntary bodies.
- Liaising with Teacher Advisors and HIAS inspectors, facilitating meetings where appropriate.
- Maintaining an up-to-date SEND Register and overseeing the records of all pupils with SEND.
- Keeping up to date with current County and National practices for pupils with SEND and liaising with other SENDCOs. Sharing this information with staff and contributing to in-service training.
- Reporting to the Governing Body through the Governor for SEND on the effectiveness of SEND policy, resources and provision required.
- Developing effective liaison between schools and Pre-school settings to ensure that there is good continuity in terms of support and progression in learning when pupils with SEND transfer into and from our school.
- Assisting in the reviews of PLPs to identify progress made and to develop new targets.
- Encouraging strong relationships between SEND pupils and all staff, developing the involvement of pupils in decisions about their learning in order to make them feel they are listened to and their views are valued.
- Work in partnership with the Designated Teacher with responsibility for children in care (Head teacher).
- Coordinating referrals to the Early Help Hub

The Special Needs Coordinator is Mrs Jane Gwilliam

At Sparsholt C of E Primary School, the role of the Headteacher and Governing Body:

The Governing Body has a statutory duty to ensure that the needs of children with SEND are met. The Head teacher has overall responsibility for managing the provision of the education for pupils with SEND; She has the responsibility to keep the governing body fully informed.

The SENDCO and SEND Governor meet regularly, at least termly. The SEND Governor informs the Curriculum and Standards Committee who inform and update the Governing Body.

The SEND Governor at Sparsholt C of E Primary School is **TO BE CONFIRMED**

At Sparsholt C of E Primary School, the Class Teachers role is:

The class teacher has responsibility for pupils with SEND within their individual classes. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. (SEND Code of Practice, 2014)

Their role includes the following:

- Identifying pupils with SEND.
- Seeking advice from the SENDCO when a child is causing concern.
- Informing parents and carers when a child has been identified as having SEND.
- Collation and analysis of data.
- Writing, recording implementing and reviewing targets on Personal Learning Plans (PLPs) at SEND Support level and those on an Education, Health and Care (EHC) Plan.
- Liaising with LSAs and the SENDCO and attending review meetings.
- Liaising with parents regarding Personal Learning Plan targets and discussing ways in which they can be reinforced at home.
- Giving consideration to classroom organisation, teaching materials, learning styles and differentiation. These should be developed so that the pupil is enabled to learn effectively.
- Maintaining files containing information, Personal learning Plans, and guidance about pupils with additional needs.
- Attending annual reviews and other outside agency meetings (when required).

At Sparsholt C of E Primary School, the role of the Learning Support Assistants is:

- Liaison with class teachers and the SENDCO regarding their involvement with children identified with SEND.
- Working with individual/groups of children depending on individual needs.
- Planning programmes with teachers for identified children.
- Recording pupils' progress in interventions run by themselves.
- Planning and implementing specialist programmes.
- Involvement with review meetings for pupils with an EHC Plan.
- Attending training to support pupils with SEND.
- Attending review and other outside agency meetings, where appropriate.

4. Admission Arrangements

At Sparsholt C of E Primary School our admission procedures for pupils with SEND correspond to Hampshire County Council's policy for all pupils.

5. Specialist SEND Provision

There is no specialist provision at Sparsholt C of E Primary School (i.e. there is no unit for a specific area of need).

6. Resources

Sparsholt C of E Primary School is a Victorian, single storey building with 5 classes: Early years/Year 1, One Key Stage 1 class and 3 Key Stage 2 classes. Entrance to the building is through the main reception area, which has gentle sloping access. The school has one disabled toilet. There are two classrooms accessed by stairs and the playground is accessed by steps for all classes. Any further alterations to the building will take into account the Disability Discrimination Act. There are no SEND units in the school.

Resources for special needs are purchased as appropriate through the school budget and are available to all members of staff. Specific individual resources are purchased as necessary and in some cases may also be used to support other children.

A number of learning support staff are employed to support children with SEND. Sparsholt C of E Primary School uses a range of 1:1 interventions and small group programmes to develop the skills of children with a range of SEND. The school also accesses a number of outside agencies to support children with SEND.

7. Allocation of Resources

The school is allocated a Notional budget for SEND. The Head teacher, SENDCO and Governing Body will discuss and deploy resources to ensure that the needs of pupils with SEND are met.

8. Identification, Assessment and Review Procedures

There are four areas of concern laid out in the Code of SEND Practice (See Ch 6 paragraph 6:28 onwards). These are listed below;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Assessment and monitoring of all children is an integral part of teaching and learning and is identified in a number of ways:

- School records i.e. outcomes from Early Years Foundation Stage Profile (EYFSP) results, Y1 phonics screening, SATs Y2 and Y6, baseline assessment results, performance level descriptions within the National Curriculum
- Transfer documents
- Pupil Progress Meetings
- PLPs (records, assessment and outcome)
- Observation by class teacher/LSAs in a variety of contexts over a period of time
- Concern raised by staff/parents/carers with responsibility for the pupil
- Discussion with the pupil
- Standardised tests are used i.e
- Diagnostic tests such as NFER Reading Tests.
- Reports from outside agencies e.g. (SALT, HEPs, PBS etc.)

Early Identification

The earlier a child with SEND is identified the better. At Sparsholt C of E Primary school staff are encouraged to monitor pupils who are just falling behind age related expectations. Progress is observed and assessed by the class teacher to provide information where a child is not making satisfactory progress, even though the teaching and learning has been differentiated. Concern expressed by a member of staff, parents/carers, health or social care professionals may also trigger intervention. An internal SEND referral is discussed with the SENDCO.

Should the concern persist despite this initial intervention; the pupil may be moved onto the SEND Register if he/she:

- Makes little or no progress even when teaching/learning approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and/or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional/behaviour difficulties which are not improved by the positive behaviour strategies.
- Has sensory/physical difficulties and continues to make little/no progress despite the provision of specialist equipment.
- Has communication/interaction difficulties and continues to make little/no progress despite provision of a differentiated curriculum.

The class teacher will inform the parents that SEND provision is being made for the child and consult them for their views.

Graduated Approach to SEND Support

Early SEND Support

At the Early SEND Support stage, the SENDCO and class teacher decide on the action needed to help the child to progress. SEND Support interventions are provided that are **additional to or different from** those provided as part of the school's usual differentiated curriculum.

The SENDCO and class teacher will:

- Collate relevant information
- If appropriate, collate further information from sources outside the school
- Draw up a Personal Learning Plan that is pupil friendly, setting targets to ensure that progress is tracked and achievement identified and celebrated
- Monitor and review the pupil's attainment and progress on a termly basis
- Consult the pupil at each termly review.

Early SEND Support might include the following:

- Provision of different learning materials
- Specialist equipment
- Individual/group support with the class teacher or LSA
- Staff development or training in alternative strategies
- Adult time to plan interventions and/or monitor progress

- Advice from outside agencies. If a pupil continues to make little/no progress in learning or behaviour, the pupil will be moved to a higher level of SEND Support and school will seek further help from outside agencies such as the Educational Psychologist, Primary Behaviour Support and therapists in the Health Service.

Higher Level SEND Support

For those children whose needs are more complex, they may be placed at a higher level of SEND Support where additional provision may be included to match specific needs.

According to the needs of the child, support may be given in the following ways:

- Support may be given in or outside the classroom
- The learning programme may be delivered by the class teacher, or the LSAs
- Records will be kept of the pupil's progress, including behaviour logs, programmes and reports from outside agencies, ABC charts, reading and spelling records where appropriate. Termly reviews involving the relevant staff will take place to monitor and update progress.
- Liaison between staff, parents/carers and the pupil as regards to programmes and strategies, takes place between the reviews where necessary i.e. a flexible system is available to meet the needs of the pupil.

At both levels of SEND Support, the school applies the Graduated Approach of:

ASSESS – PLAN – DO – REVIEW cycle described above to ensure the needs of the child are met.

Education, Health and Care Plan (EHCP)

Some children may require an EHCP needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHCP. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND, Code of Practice, 2014, Ch 9)

Further information about formal assessment can be found in the following;

- Education, Health and Care Plan. A guide for parents and carers.
- SEND Code of Practice 2014 (Ch 9).

9. Access to the Curriculum

Some pupils will be provided with additional English and/or maths support, emotional support or physical/speech therapy according to their identified SEND need in order for them to fully access the curriculum. A flexible approach to timetabling such provision is

needed. The pupil is involved, through their termly review with their teacher/SENDCO, in identifying his/her difficulties and strengths, in setting goals, agreeing a development strategy and in the monitoring and reviewing of his/her progress. Advice will be sought from appropriate organisations on appropriate resources. The library resources are regularly reviewed by the English leader and Library Service to ensure they include books that reflect the range of SEND and come from a disability equality perspective. At Sparsholt staff also recognise the importance of increasing awareness of other forms of communication in classrooms e.g. visual timetables.

10. Inclusion

All pupils at Sparsholt C of E Primary School have access to all educational, social and spiritual aspects of school life. Inclusion is continually developed, by recognising that the school provides for the needs of all pupils in the community, by:

- Working with pupils, parents/carers, governors and staff to embed inclusive practices.
- Ensuring that staff have the necessary skills, capacity and confidence to provide for the diversity of children with special educational needs.
- Identifying any barriers to inclusion that prevent a pupil from learning.
- Matching levels of support as closely and effectively as possible to the identified needs of children and the development of inclusive provision for them.
- Evaluating the success of provision.

11. Evaluating the Success of the Provision

The Head teacher, Governor for SEND and SENDCO will monitor the special needs provision and ensure that the policy is applied in practice. Evaluation and monitoring promotes an active process of continual review and improvement of provision for all pupils.

12. Complaints Procedures

Where possible, it is always best to try to resolve concerns amicably through the teacher or SENDCO. However, if the matter cannot be resolved, contact should be made with the Head teacher. The school's complaints procedure will be followed as appropriate, see Complaints Policy.

13. Professional Development

Areas highlighted in the School Development Plan guide the relevant training required. The SENDCO disseminates to staff: knowledge, materials, techniques, methods and information about training and availability of resources to meet individual needs through in service training. This includes nationally led initiatives. The SENDCO regularly attends Local Authority SENDCO network meetings, in order to keep up to date with

local and national updates in SEND. The SENDCO and LSAs are also encouraged to attend courses relevant to their personal development and to the school's needs, this links to their performance reviews.

14. Links to Support Services and Voluntary Organisations

Where necessary and appropriate, the school works in partnership with outside agencies such as;

- Specialist Teacher Advisors (STA)
- Educational Psychologists (HEPs)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists (PT)
- Child and Adolescent Mental Health Service (CAMHs)
- Primary Behaviour Support (PBS)
- Ethnic Minority and Traveller Support Service (EMTAS)
- Locality Team and other medical, social and welfare services.

Outreach support from staff from a special school may be available through consultation or teaching support to ease integration of children from special schools. The SENDCO makes any necessary arrangements for visits from outside agencies and forwards paperwork and reports to assist in any outside agency assessment.

15. Working in Partnership with Parents

At Sparsholt C of E Primary School, partnership is vital. We value the role of parents/carers as important partners in their child's learning. We believe working together is crucial to meet the needs and potential of any pupil. Any parent may contact their child's class teacher immediately if they have a concern. The SENDCO can be contacted through the administrative staff or by email and she holds regular meetings with parents as appropriate. Contact with parents/carers is managed in the following ways:

- Home/school book
- Informal discussions
- Parent evenings
- Annual review meetings for pupils with an EHC Plan
- Assessments/review with staff from outside agencies e.g. the Educational Psychologist
- Early Hub assessments and reviews
- Primary Behaviour Support reviews

The SENDCO is happy to meet parents/carers when there are issues to discuss, and as a school we have an 'open door' policy for any parents/carers who wish to raise concerns.

Parents/carers are given the opportunity to contribute views about their child and these may include:

- Views on their child's health and development
- Perceptions of their child's performance, progress and behaviour at school and at home
- Factors contributing to any difficulty
- Contribution to targets on the child's Personal Learning Plan
- Ways in which reinforcement of targets can be carried out at home
- Action that the school may take

16. Links with Other Schools

The SENDCO attends SEND Cluster meetings and SENDCO Circles with pyramid schools to develop a localised support network. Our SENDCO liaises with SENDCOs of receiving secondary schools; meetings are held if appropriate to ensure smooth transition. The EYFS team liaise with pre-school groups and nurseries.

Extra transition experiences are arranged during transitions into YR, and Y7 for pupils with SEND who need more support.

This policy is reviewed at least annually and complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) Section 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act (2014)
- SEND Code of Practice 0 – 25 Section 6 (January 2015)
- Schools SEND Information Report Regulations (2014)

It should be read in conjunction with other relevant policies including our SEND Information Report.

Review Frequency	Annually
Reviewed by Curriculum Committee Chair	March 2021
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Statutory or Non-Statutory	Statutory
Signature of Headteacher	
Signature of Chair of Full Governing Body	

Glossary

- **CoP** Code of Practice
- **CPD** Continued Professional Development
- **EHCP** Education, Health and Care Plan
- **EI** Early Intervention
- **EYFS** Early Years Foundation Stage
- **FEIPs** Framework Enhanced Individual Pastoral Support
- **HCC** Hampshire County Council
- **HEPs** Hampshire Educational Psychologists
- **HLTA** Higher Level Teaching Assistant
- **IPA** Inclusion Partnership Agreement
- **KS1** Key Stage 1
- **KS2** Key Stage 2
- **LA** Local Authority
- **PBS** Primary Behaviour Support
- **PD** Physical Difficulty
- **PLP** Personal Learning Plan
- **SATS** Standard Assessment Tasks/Tests
- **SEND** Special Educational Needs & Disabilities
- **SENDCo** Special Educational Needs & Disabilities Coordinator
- **SDP** School Development Plan
- **STAS** Specialist Teacher Advisory Service