

# *Sneyd Green Primary School*

## *SEND Policy*



*"Together we make a difference."*

At Sneyd Green Primary School, we are committed to offering an inclusive education to ensure the best possible progress, so that all pupils achieve their best and become confident individuals living fulfilling lives whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but this policy represents all of these pupils. (S.E.N.D)

This policy promotes the successful inclusion of all pupils with special educational needs and disabilities at Sneyd Green Primary School.

## Definition of SEND

"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 him or her." (xiii)

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age,  
or
- Has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." (xiv)

"A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory school age or would do if special education provision was not made for them (Section 20 Children and Families Act 2014)

(Taken from the Special educational needs and disability code of practice: 0-25 years. 2014)

*Children will 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.*

## Policy Aims

- To identify pupils with special educational needs and disabilities and ensure their needs are met.
- To provide access to a balanced, broad based curriculum including the National Curriculum;
- To ensure that children with SEND are offered equal opportunities, which may sometimes require additional human or material resources;
- To experience a safe and appropriate learning environment which will allow pupils to derive maximum benefit from the whole curriculum;
- To ensure that all learners make the best possible progress through receiving an appropriate level of challenge and corresponding expectations from the teaching staff;
- To ensure that parents are consulted regarding their child's needs and progress and that they understand the additional support that is being provided for their child.
- To ensure that there is effective consultation with parents with regard to their child progress and difficulties;

- To ensure that learners are given the opportunity to express their own views in relation to their education and welfare;
- To promote effective partnerships with outside agencies when appropriate.

This SEND policy details how Sneyd Green Primary School will make its best endeavours to ensure that the necessary provision is made for any pupil who has special educational needs and / or disabilities (SEND). The school will ensure that children with SEND are included in all of the activities of the school regardless of their need, so far as is reasonably safe and practical.

The school will have regard to the Special Educational Needs and Disability Code of Practice 0 to 25 years (2014) when carrying out its duties toward all pupils with SEND and ensure that parents are consulted and included in decisions concerning SEND provision for their child.

## Responsibility for co-ordination of Special Educational Need and Disability provision

The SENCO for Sneyd Green Primary School is Mrs K Tideswell.

Mrs Tideswell is an experienced SENCO who was in post pre 2009. She can be contacted in school on (01782)234460.

The SENCO is a member of the Senior Leadership Team (SLT) and is responsible for:

- The strategic development of the SEN policy and provision.
- The day to day responsibility for the operation of the SEN policy.
- The coordination, mapping and planning of specific provision made to support individual pupils who have SEND including those who have EHC plans in order that available resources are used to maximum effect.
- Preparing a web based SEN information report annually and a termly report for the Governing Body.
- Maintaining an up-to-date register of SEN pupils.
- To provide professional guidance to staff and work closely with parents, staff and other agencies
- Monitoring the provision for SEN pupils through lesson observations, monitoring of planning, work scrutinies and examination of performance data and setting targets for improvement.
- Termly meetings with the Phase Leaders (and class teachers if appropriate) to jointly analyse the provision and outcomes of intervention groups and plan next steps.
- Data analysis to support early identification of children with SEN.
- Conducting standardised assessments with individuals, where appropriate, in order to begin to understand more fully the nature of pupils' difficulties.
- Consulting with parents (in conjunction with the class teacher, where necessary and appropriate), regarding the needs and progress of their child.
- Maintaining an up-to-date and appropriate accessibility plan reflecting the needs of all pupils within the school.
- Directing the work of the SEN team.

## Governor's Responsibility

The appointed Governor with responsibility for overseeing Special Educational Needs is Mrs A Surtees, however the Governing Body as a whole is responsible for making provision for pupils with SEND.

### Admission arrangements.

Sneyd Green's aim when considering Inclusion, Special Educational Needs and Disabilities is one of creating and offering provision for all. The school will make its best endeavours to encourage and support individuals to develop to their own maximum ability. The school welcomes applications from all families regardless of their child's special needs.

Sneyd Green Primary is an inclusive Dyslexia Friendly School where quality first teaching and stimulating and supportive environments provide support for all students; irrespective of their learning needs or preferences.

### Identification, Assessment and Provision

At Sneyd Green Primary School, high quality teaching which is differentiated to meet the needs for individual pupils is the first step in responding to pupils who may have SEN.

Identification, assessment and provision for children with special educational needs is a matter for the school as a whole:

However;

*Teachers should set high expectations for every pupil, whatever their prior attainment, Teachers should use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement." (6.13)*

*"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" (6.36)*

### Identification.

At Sneyd Green we are committed to early identification of special educational needs. Children's needs are identified through:

- Pupils previous progress and attainment information (considered alongside national data and expectations of progress) through half termly assessments
- Standardised test information
- Pupil concerns.
- Staff concerns and parental concerns (may be associated to academic progress, speech language and communication difficulties, behaviour, social, personal, self help skills or physical difficulties);

*Staff concerns procedure:  
Step 1 TEACHERS*

The member of staff will raise their concerns with the phase leader. They will complete the cause for concern document ([Appendix 1](#)), collect evidence to support their concerns and raise their concerns formally with the parents. Action points will be made, personal achievable and challenging targets will be set through the schools assertive mentoring procedures and children will be involved in intervention groups as appropriate. They will **not** be placed on the SEN register at this point. Their progress will be closely monitored and recorded and outcomes will be shared on conclusion of the intervention/s.

### *Step 2 PHASE LEADERS*

Phase leaders will meet with the SENCO termly to discuss interventions and outcomes. If the intervention/s over 3 assessment points does not result in the child making expected progress, then further advice and support will be offered by the SENCO and the child may be placed on the SEN register, a pupil passport may be formed.

### *Step 3 SENCO*

The SENCO may make a referral to an appropriate external service ([Appendix 2](#)) to support the pupil and school. Parental permission for this will be formally requested and the child **will** be placed onto the SEN register.

Copies of referral documentation will be kept in the child's file.

*Parental concerns procedure:* The class teacher (phase leader or SENCO) will conduct structured recorded discussions with the pupil and their parents to identify strengths, weaknesses, barriers to learning and concerns. ([Appendix 3](#)). Information will then be shared amongst other involved staff. The procedures outlined above will follow if appropriate.

- Concerns from external agencies s including health services and pre-school settings

NB - There is no need for the pupil to be registered as having SEN unless the school needs to take action or seek advice which is additional to, or different from, what is available to **all** other pupils. Pupils will still receive appropriate support and intervention from class based staff and personal targets will be set without the need to be registered as having SEN

### **Assessment**

- Children's learning is reviewed and assessed half termly and progress is continually tracked.
- When children have made less than expected progress after 3 assessments (6 months) then concerns will be raised by staff and parents will be consulted. A range of evidence will be gathered (as above) if necessary and interventions will be agreed between the class teacher, phase leader, parents and SENCO.
- If SEN is registered for a pupil, diagnostic assessments and standardized assessments may be required to further identify children's difficulties and barriers to learning. These will be carried out by the SEN team within school, the Educational Psychology Service or the LA SEND support services by specialist teachers and will be conducted according to need s parental permission will be requested for external assessments to be made. Careful tracking of progress through standardized testing will take place at 6 monthly intervals and provision altered accordingly.
- See below for information concerning a coordinated assessment towards an EHC plan.



## Provision

- Children with SEN will work with staff to produce a personal Inclusion Plan (*Appendix 4*) which identifies their needs, strengths and weaknesses, interventions and outcomes. This will be individually formed with the child with parent consultation and reviewed termly. Staff involved with the pupil will have access to the pupil profile and pupils will keep their own copy in their Assertive Mentoring File an additional copy will be placed in the Supply Teacher's Handbook. These will also be copied to parents.
- Parents will be signposted to the LA information, advice and support services for further support (which they can access at their own discretion).
- Support and intervention will be provided according to need & class teachers will be supported by the Phase Leaders and the SENCO to plan and assess the impact of support and interventions and advised on how they can be linked to classroom teaching. The class teacher will retain the responsibility for the pupil, however, structured programmes are likely to be taught by the SEN team of the SENCO and specialist SEN TA's within school.
- Provision will be coordinated and monitored by the SENCO where withdrawal programmes are appropriate either in a small group or 1:1.
- A graduated approach will ensure that interventions, advice and access to external agencies are matched to need. (All interventions will have a four part cycle assess-plan-do-review through which earlier decisions and actions are revisited, refined and revised. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the need.)
- If support and advice is required from external services parental permission will be formally requested.
- Transition between year groups and Key Stages will be carefully planned to meet the needs of all pupils, giving due regard to their difficulties.

## School request for a coordinated assessment - EHC plan.

Where a request for a coordinated assessment is made by the school to the LA, the child will have demonstrated significant cause for concern, external agencies will have been involved over time and despite the graduated approach to intervention and support - progress is minimal and the gap is widening between the achievement of the pupil and their peers. Reports from external agencies will support the schools' decision. The LA will request information about the child's progress, intervention, targets and outcomes over time. The LA will also seek information from Health and Care services involved with the child. Parental views and the views of the child will also be requested.

*Parents are able to make a direct request to the LA for a Coordinated Assessment for their child if they feel that it is appropriate.*

## Education Health and Care Plan (EHC plan)

A coordinated assessment involves consideration by the LA, Health and Care services working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHC plan is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources

normally available to mainstream schools, the LA in conjunction with Health and Social Care services will consider the case for a coordinated assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA, Health and Care services to determine the child's special educational provision through an EHC plan. An EHC plan will include:

- the pupil's name, address, date of birth, ethnicity, religion, first language, UPN, NHS number and Care first number (if appropriate) GP details
- details of those who have parental responsibility
- child profile, long term visions, future aspirations, strengths and weaknesses
- details of the child's SEN, health and social care needs and the provision necessary to meet the pupil needs (and outcomes on review)
- details of a personal budget if appropriate
- the type and name of the school where the provision is to be made

All children with EHC plans will have short-term targets set for them in relation to the long term targets identified in the EHC plan. These targets will be set out as part of their Pupil Passport and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Pupil Passport will be the responsibility of the class teacher in conjunction with the SENCO and key teaching assistant working with the child.

The child's overall education s including the provision of suitably differentiated work (in relation to the child's statement targets) within the classroom setting remains the responsibility of the class teacher.

### Annual review of a statement of special educational needs or EHC Plan

All statements and EHC Plans must be reviewed at least annually with the parents, the pupil, the LA, Health and Care services as appropriate. The school, parents and professionals involved with the pupil are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the provision specified in the EHC plan. The annual review should focus on the child's achievements as well as on any difficulties that need to be resolved. Please note that a "Statement of Educational Need" will transfer to an EHC plan when the child enters the next Key Stage of their education.

### Facilities for vulnerable pupils, those with SEN or who are disabled.

Please give due regard to the schools' accessibility plan. (Appendix 5)

### Facilities for children who are looked after by the LA and have SEN.

Children with SEN who attend Sneyd Green Primary School and are looked after by the LA have the same right as all others.

### Working in partnership with parents.

At Sneyd Green we feel that collaboration with parents is key in enabling children and young people with SEN and disabilities to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to provide a comprehensive view of a child's needs and the best ways of supporting them. We aim to be transparent in our policies and accessible to parents in order to support pupils fully. All parents of children with special educational needs will

be treated as partners and supported to play an active and valued role in their children's education. They will be formally consulted regarding their young person's achievements and progress.

### Procedures for concerns.

We will make our best endeavours to ensure that all children receive appropriate support to reach the challenging targets set for them and thus make progress to reach their own individual potential. If there are any concerns we encourage parents to approach the class teacher in the first instance. A response from the class teacher, the SENCO or the head teacher (as appropriate) will be made as soon as possible.

### Associated Policies

Please give due regard to associated school policies:

Anti-Bullying, Behaviour, Equality, Health and Safety, Attendance, Safeguarding, Curriculum subject policies, Off site visits.

Mrs K D Tideswell

SENCO

September 2018 Annual Review

Information in this policy is taken from  
Special Educational Needs and Disability Code of Practice: 0-25 years  
2014

### Appendix 1 s Cause for Concern Document



## Appendix 2

### External Agencies, Support Services and voluntary organisations.

The support services aim to support the development of effective partnership between families, school and the LEA to the benefit of children with special educational needs. Service level agreements will be made annually with the LA support services.

- The SEND (Special Educational Needs and Disabilities) Team (Contact Moira Cooper 232531)  
This team will be called in to assist the SENCO and staff to identify and support the pupils who have significantly greater difficulties in learning than their peers. They will also work in partnership with teachers, parents and pupils. Parental consent will be requested.
- The Education Welfare Service (Contact Tracy Calder s 235420)  
This service maintains regular contact with staff where poor attendance is giving cause for concern. They also provide advice about pupil welfare, ie, where social problems are causing a child to have learning difficulties.
- School Health Service. (Contact Jo Wemyss s 03007900164 ext 6205)  
The school nurse will be called in to check a child's hearing/sight where these are giving cause for concern in order to eliminate physical problems as being a cause for special educational needs. Parental consent will be sought.
- City of Stoke-on-Trent Psychological Service. (Contact Kofi Aygei - 234700)  
The Educational Psychologist makes an assessment of individual children, planning, monitoring and evaluating intervention programmes. Individual contact/involvement with children requires parental consent. Parents will receive written reports and will meet with the Educational Psychologist if appropriate
- Parent Partnership Support Services. (Contact 234701)  
This is an independent service offering support to parents of children with SEN's
- Outreach Support.  
Outreach support and resources are available from Special Schools and are drawn on as and when appropriate.
- α CAHMS (Child and Adolescent Mental Health Service).
- α Education Welfare
- α School Counselling Service
- α Access to Learning Team (Previously the Primary Behaviour Support Team)

α Referrals can be made to these services when appropriate often in partnership with the schools Home School Link Worker Mrs S Myatt (Tel 234460)

### Appendix 3 s Parent consultation meeting form



Appendix 4 s Example Pupil Passport

Appendix 5 s Accessibility Plan