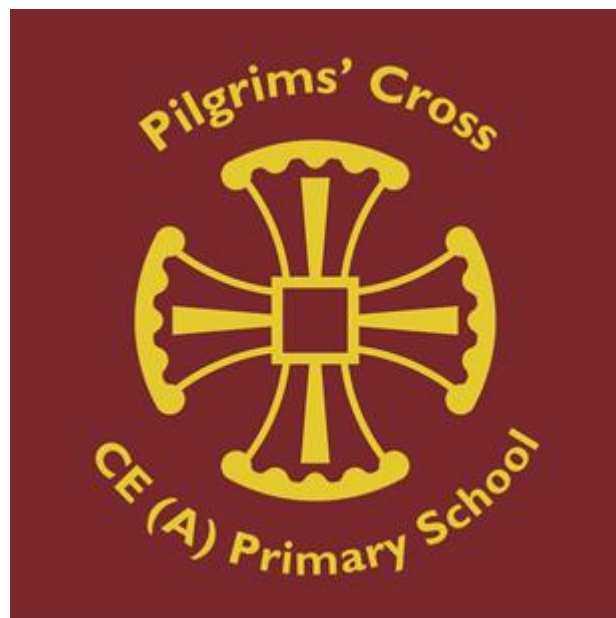


*Learning, to make a difference,
in God's world*

Pilgrims' Cross CE Aided Primary School



Special Educational Needs And Disabilities Policy

Reviewed By	SENCo	Authorised By	T&L
Last Review	October 2021	Review Cycle	Every 2 years

Pilgrims' Cross CE Aided Primary School

Every decision we make as a school is driven by our WHY, the school VISION, detailed below, which is based on the school VALUES of LOVE, COURAGE and TRUST.

“Children at Pilgrims' Cross CE Aided Primary School will be LOVING, COURAGEOUS and TRUSTWORTHY so they can become TALENTED, ROLE MODELS and make a POSTIVE DIFFERENCE in GOD's WORLD.”

We have decided that our educational provision will be providing Adventurous Learning for ALL. Adventurous Learning has 5 elements – Interesting Destination and Flexible Maps (Our Curriculum), BEING A GREAT GUIDE (how to ensure our children learn), ADVENTURE SKILLS (Personal Development) and UP FOR IT ATTITUDE (Personal Development and Behaviour)

The result of this VALUES / VISION driven education is we are working towards being a TRANSFORMATIONAL SCHOOL, which is where ALL children achieve better than anyone would have expected!

Special Educational Needs & Disabilities Policy demonstrates and focusses on the school's value of Love & Trust.

PILGRIMS' CROSS CE AIDED PRIMARY SCHOOL

Send Policy

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0-25 (December 2015) and has been written with reference to the following documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- Special Educational Needs and Disability Regulations 2014 (Schedule 1: Information to be included in SEND Information Report)
- Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2011

This policy has been created by the Special Educational Needs Coordinator (SENCo) in liaison with the Special Educational Needs (SEN) Governor, Senior Leadership Team, Staff and families of pupils with Special Educational Needs and Disabilities (SEND).

Strategic lead for Vulnerable Children: Richard Osmond

SEND Governor: Abigale Churchill

SENCo: Hannah Clark

1. Aims and Objectives

At Pilgrims' Cross we aim to provide every child with access to a broad, balanced and adventurous curriculum. We recognise that some pupils may have additional needs at some time during their school life and this policy details the way in which the school responds to meet these needs.

Our objectives with respect to supporting children with special educational needs and disabilities (SEND) are:

- To enable all children to become confident individuals achieving their potential
- To ensure that all children are valued equally.
- To ensure that all pupils have access to a broad, balanced and adventurous curriculum through identifying and overcoming barriers to learning.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that pupils with SEND take a full part in all school activities.
- To work with families to ensure the best outcomes for children; involving them at all stages of their child's education, reporting on progress and supporting them to understand SEND procedures and practices.
- To promote consistently high expectations and aspirations for pupils with SEND.
- To build a school environment that develops reflective and life-long learners, supporting pupils with SEND to reflect on their learning and contribute to decisions about their support.
- To work collaboratively with outside agencies to access the best support for pupils.

So that all children are able to flourish.

2. Definition and Identification

The Special Educational Needs and Disabilities Code of Practice (2014) provides the following definition of SEN:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

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 (b) above or would do so if special educational provision was not made for them.

The fields in which children may experience SEND are broadly defined by four areas of need:

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

Behaviour is not identified as a category of need as any behaviours should be viewed as a form of communication and the focus should be on identifying the underlying cause and supporting to address those needs. As a THRIVE ambassador school we utilise the THRIVE approach to identify and meet the emotional needs of children based on the stage they are at in their own development.

The purpose of identification of any additional needs is to ensure appropriate support can be identified and provided, not to fit pupils into categories. The school seeks to evaluate the needs of the child as a whole, not simply academic. This is to ensure that all barriers to learning can be addressed and to provide the best chances of success and achievement for every child.

Many factors may impact on the progress and attainment of children, but not all factors are considered SEN, these may include:

- 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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Whilst in isolation these do not constitute a special educational need, these factors may still be present for children with SEND.

A Graduated Approach to SEND Support

Assess – Plan – Do – Review

At every stage of support for children we employ an assess, plan, do and review process. This is an ongoing cycle to enable the provision to be refined and revised as understanding for the needs of the pupil grow. This may be the class teachers own assessment and adaptation of learning within the classroom environment, it may be in collaboration with the SENCo and families as part of our response to children requiring SEND Support or external agencies. The cycle also enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. A written record of this process is maintained through individual support plans (ISP). These outline barriers to learning that have been identified, targets and provision as well as showing half termly reviews of targets.

Higher Quality Teaching

It is important to recognise that higher quality teaching is central to the provision for every child at each stage of support, including when children are placed on the SEND register and additional support is sought.

Stage 1

Class teachers plan to meet the needs of all learners in their class. Pupils who may be at risk of not making progress or achieving age appropriate standards are identified by teachers and adaptations to teaching will be made to try and facilitate progress.

Stage 2

If concerns regarding a child are ongoing following adaptations by the class teacher then they will meet with the SENCo to discuss their concerns and what they have already done to support the child. At this stage some actions will be agreed to further support the child and the class teacher will meet with parents to discuss.

SEND support

Stage 3

Where action has been taken following the class teacher meeting with the SENCo and there are still concerns about a child's learning, progress or achievement then the decision may be taken to add the child to the SEND register. The class teacher will discuss barriers, targets and the provision that will be put in place with the family and child (where appropriate) and these will be recorded on an ISP. We welcome the

input and feedback of families to this process; we recognise that they are uniquely placed to help us to build a full a picture of the child as a whole. A copy of the ISP will be shared with families.

Stage 4

If, at any stage of the assess-plan-do-review process, it is felt that additional advice may be needed from external agencies to ensure the best support for a child then we will discuss with parents prior to making any referrals. Agencies may include; educational psychology, outreach support from other schools, primary behavior support, CAMHS, specialist teacher advisory services, schools therapy services, among others.

Reports and advice provided by outside agencies will be shared with families, adaptations needed in school will be made and the review cycle will continue.

Stage 5

In some cases it may become clear that a significant amount of additional support is needed in order to enable a child to access their learning and achieve progress. In such cases we may decide, in consultation with parents, to make a request for an Education, Health and Care Plan (EHCP) assessment.

An EHCP outlines the support needed for an individual child where the needs are more complex, perhaps life-long and often multi-agency support is needed.

The decision to make a request for assessment can be made at any point in the assess-plan-do-review cycle, but would usually happen at a review point. Further information on the EHCP process can be found on the Hampshire local offer site at: <https://fish.hants.gov.uk/localoffer>

Coming off the SEND register

Our goal is to enable children on the SEND to make accelerated progress in order to close the gap between themselves and their peers. Once we see sufficient progress so as to place children within age appropriate parameters we then need to ensure that they sustain steady progress so the gap does not open again. When we are satisfied that progress has been sustained we may take the decision to remove the child from our SEND register.

This will be discussed with families and each child will continue to be closely monitored through the same plan-do-review process that identified their initial need. They will also continue to have access to the higher quality teaching that is delivered at every stage of support.

3. Managing, Monitoring and Evaluating provision

Provision for children on the SEND register is managed and overseen by the Strategic Lead for SEND and school SENCo.

The SENCo maintains records relating to the provision for and progress of children on the SEND register throughout the school.

Progress is reviewed half termly through a range of assessment strategies; standardised assessments, class teacher assessment progress towards age related expectations (including what gaps have been addressed from previous year groups). Findings are analysed by SENCo and Strategic Lead for SEND.

Adequate progress is defined as that which:

- narrows the attainment gap between the pupil and their peers
- prevents the attainment gap increasing
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves the pupil's previous progress rate
- ensures full curricular access
- shows an improvement in self-help, social or personal skills
- shows improvement in the pupil's discharge behaviours, demonstrating that underlying needs are being addressed.

Class teachers are responsible for ensuring ISPs are updated and children are given opportunities to apply skills within the classroom. They are also responsible for sharing ISPs with families. ISPs for children with SEND are looked at regularly by the SENCo.

The SENCo is responsible for monitoring the delivery and effectiveness of interventions as well as being responsible for identifying any gaps in provision and taking steps to remedy this; including ensuring opportunities for staff CPD. This is done through observations, reviewing outcomes for children and discussing progress with children themselves.

4. Supporting pupils and families

We firmly believe in developing a strong partnership with families and believe that this enables children and young people with SEND to achieve their full potential. The school recognises the family's key role in the process and that they have much to contribute as they have a unique overview of the child's needs and ways to support them.

Likewise pupils will be encouraged to participate in the decision-making processes affecting them, depending on age and appropriateness. Support will be given to pupils to allow them to engage at an appropriate level in the process.

Our Schools Family Support Worker (Mrs Chamberlain) is committed to providing support to families and can assist in accessing support outside of the school setting, where this may be appropriate. Information relating to Hampshire's local offer, as well as direct contact information for some service is readily available to parents through the schools website or on request if internet access is not available.

<http://www.pilgrimscross.co.uk/special-educational-needs-and-disability/>

5. Supporting pupils at school with medical conditions

The school recognises 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 school will comply with its duties under the Equality Act 2010.

Whilst a medical condition does not mean a child will automatically be placed on the SEND register, some may experience SEN. In these instances the child may already have a statement of special education needs, or education, health and care plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

Further information can be found in our policy *Supporting Pupils with Medical Conditions* on our school website:

<http://www.pilgrimscross.co.uk/policies-2/>

6. Training and resources

Training needs are met through a number of different means. These include:

- Internal continuing professional development (CPD) sessions provided to staff to ensure appropriate information is disseminated.
- Staff have access to online training resources for their own personal CPD.
- Opportunities are taken for relevant CPD and training to be provided by outside agencies.

Resources are continually reviewed and updated to reflect the current needs of the children within our setting. We have a number of resources and intervention

materials that staff can draw upon to assist in delivering support to children with SEN. Relevant assessments to measure entry level and progress are also held.

7. Role and responsibilities

The role of SENCo

The SENCo plays a crucial role in the SEND provision of the school, this involves working in collaboration with the head teacher and governing body to determine the strategic development of the SEND policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Liaising and giving advice to fellow teachers
- Managing the delivery of interventions to have impact on pupils
- Overseeing records of pupils with SEND
- Liaising with parents of pupils with SEND
- Making a contribution to INSET
- Maintaining a provision map for pupils with SEND
- Liaising with external agencies, LA support services, health, social services and voluntary bodies.

The role of the Governing Body

The Governing Body has an important responsibility with regards to pupils with SEND, these include:

- Ensuring that the provision for SEND pupils is made, and that this is of a high standard
- Ensuring that all staff involved with teaching pupils with a statement are fully informed of this statement
- Ensuring that SEND pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEND pupils
- Being fully involved in developing and the subsequent review of the SEND policy
- Informing parents on the school's SEND Policy by publication on the school website

The role of the Head Teacher / Leadership Team

The Head teacher's responsibilities include:

- o The day-to-day management of all aspects of the work of the school, the SEND provision included
- o Keeping the governing body well informed of SEND within the school
- o Working closely with anyone in the SEND team
- o Informing parents of the fact that SEND provision has been made for their child via the SENCo and class teachers.
- o Ensuring that the school has clear and flexible strategies for working with parents, ones that encourage parental involvement in their child's education.

The role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to special needs provision:

- o Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND pupils
- o Collaborating with the SENCO to decide what action is required to assist the SEND pupil to progress
- o Working with the SENCO to collect all available information on the SEND pupil
- o In collaboration with the SENCO develop ISPs for pupils with SEND.
- o Working with SEND pupils on a daily basis delivering the individual programme as set out in IEP
- o Developing positive and constructive relationships with families.

8. Storing and managing information

All information is managed and stored in compliance with The Data Protection Act 1998.

All Provision Maps, IEPs, EHCPs and other information in relation to the SEND of the pupils are kept in the staff work room in a lockable cupboard. Information stored electronically is on the schools secure server. Relevant information is copied and given to the class teacher, support staff and parents.

Any Child Protection, Child In Need or other Social Care paperwork will be kept in a locked fireproof cupboard with the Designated Safeguarding Lead.

All copies of paperwork will be kept for the specified number of years in the regulations and will remain confidential.

9. Reviewing the policy

This policy is reviewed every two years*. However, interim reviews may be carried out should it be considered necessary in light of any relevant information.

10. Accessibility

All classrooms and learning areas within the school are fully accessible. We also have accessible toilets available near the reception area, along the Key Stage 2 corridor and by the entrance to the staff wing of the school, this also has wet room facilities.

Further information on accessibility can be obtained through the schools Accessibility Policy and Plan at: <http://www.pilgrimscross.co.uk/policy-documents/>

11. Complaints

The school's complaints procedure is outlined in the school brochure and complaints policy. A copy of the complaints policy and procedure is available from the school office for parents and carers upon request and also available to download from the school website.

The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these can be explained to parents if required.

12. Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place in our school, we act immediately to stop any further occurrences of such behaviour.

Please refer to our school behaviour policy for further information:
<http://www.pilgrimscross.co.uk/policy-documents/>