



STATUTORY POLICY

Date Reviewed: Spring 2019

Date to be Reviewed : Spring 2020

Approval by : SEND Committee

Signature of Chair of Governors:

1. Introduction

This policy adheres to the Department for Education's Code of Practice (2014). All the Bury Partnership Schools are committed to giving all pupils the opportunity to achieve high standards. The policy is in keeping with the school's aims, its teaching and learning policy and its policy on equality of opportunity. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and wellbeing of all children matter - including those identified as having special educational needs or disabilities (SEND). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

We aim to offer a curriculum which ensures the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

1.1 Definitions

Annual Review: An Annual Review ('AR') is a review of a child or young person's Statement/EHC plan. This must be reviewed at least once every 12 months by the Local Authority to check the child or young person's progress and the Statement/EHC plan's continuing relevance.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAHMS, which provide in-patient care for those who are severely mentally ill.

Education, Health and Care Plan (EHC Plan): An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the Local Authority after an EHC Needs Assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies.

Graduated Approach: A model of action and intervention at settings, schools and colleges to help children and young people who have Special Educational Needs. This approach recognises that there is a continuum of Special Educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local Authorities in England are required to set out their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have Special Educational Needs or are disabled, including those

who do not have Education, Health or Care (EHC) Plans. Local Authorities must consult locally on what provision the Local Offer should contain.

Early Years Foundation Stage (EYFS) : This sets out clear, full and statutory entitlement to learning for children up to the age of five, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

National Curriculum: This sets out clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under Section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility or who cares for him or her.

Special Educational Needs and Disability Coordinator (SENDCo): A qualified teacher in a school or maintained nursery school who has responsibility for coordinating SEND provision.

Special Educational Provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum at school or to study at college.

1.2 What is SEND?

A child or young person has Special Educational Needs and/or a Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision will be matched to the child's identified Special Educational Need and/or Disability.

Children who have SEND are generally described in the following four broad areas of need:

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

1.3 Principles and Objectives

The principle objectives of our SEND policy are as follows:

- to ensure that all students with special educational needs and disabilities are identified at an early stage and that their needs are met.
- to ensure that quality first teaching, differentiated for individual students, is embedded in every class and that teachers are held accountable for the progress and attainment of all students whether or not they have additional needs.
- to ensure that all students have access to a broad and balanced curriculum.

- to ensure that all learners make the best possible progress and realise their full potential.
- to encourage and support learners to participate in decision-making which affects their education, seeking their views and taking them into account.
- to encourage an effective parent partnership to ensure that parents are informed of their child's SEND and communication between parents and school is effective.
- to enable all staff to have a role in identifying students with SEND and to take responsibility for recognising and addressing their individual needs.
- to ensure that all students with SEND are able to participate in all activities of the school (Equalities Act; Disability Discrimination Act 2010).
- to promote effective partnership and to involve external agencies where appropriate.
- to encourage the whole school community to demonstrate a positive attitude toward SEN

2. SEND in Sebert Wood

At this school a student has SEND where their learning difficulty/disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Providing higher quality teaching to the whole class reduces the number of students who require such support. This school will assess each student's skills and levels of attainment on entry, building on information from previous settings and parents where appropriate. We will consider evidence that a student may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them.

All teachers are responsible and accountable for the progress and development of students including where students access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual students is the first step in responding to students who have or may have Special Educational Needs.

Special Educational Needs and Disability Coordinator (SENDCo):

The SENDCo in our school is Mrs Sharon Dade. She is a qualified teacher with the National SENCo award and has responsibility for co-ordinating SEND provision and will be involved in strategic development of the SEND policy. She has responsibility for the day to day operation of the SEND policy, through School Support including children with a Statement/EHC Plan, working closely with staff, parents and other agencies.

Headteacher:

The Headteacher has overall responsibility for the strategic development of the SEND policy and provision and management of staff and resources. The Headteacher will keep the Governing Body informed and works closely with the school's SENDCo.

SEND Governor:

The Governor in school with responsibility for SEND is Marie MacInnes. She will liaise regularly with the SENDCo about developments in SEND, undertake monitoring to see that statutory requirements for meeting SENDCo within school are met and report to the Governing Body regularly.

Safeguarding and Children in Care (CIC):

The member of staff with responsibility for Child Protection is Mr Dewhurst. The alternate members of staff are Miss Bradburn and Mrs. Dade and the Governor with responsibility is Mr Jamie Gaskin.

The member of staff responsible for Children in Care is Mrs. Dade and the Governor is Mrs Helen Edgar.

The Governing Body:

The Governing Body is responsible for ensuring that the school fulfils its statutory duties and will review this policy having regard to the SEND Code of Practice. It will ensure that governors receive appropriate training to fulfil their roles. It will review this policy having regard to the SEND Code of Practice. It will hold the

Headteacher to account for the provision and outcomes of children with SEND.

3. Processes

3.1 Admissions

This school follows the Suffolk County Council Co-ordinated Admissions Policy. Places will be offered to those children with an EHC Needs Assessment that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parent's views will be considered carefully by local authority staff. Parents who wish to see if this school is suitable for their child can find details of our local offer and the Bury Schools Partnership Offer for pupils with SEND on our website <http://www.sebertwoodschoo.co.uk> or ask for a copy from the school office.

3:2 Identification

The school is committed to early identification of special educational needs and adopts a Graduated Approach to meeting special educational needs in line with the SEND Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements; if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. Triggers for school support are used for the identification of Special Educational Needs. There is no need for students to be registered or identified as having special educational needs unless the school is taking additional or different action to that of a class teacher's differentiated lesson and normal support plan. If a student previously identified as having SEND has made progress and no longer has significant needs they will still be monitored each term to review whether any additional support is required.

Provision and / or action that is additional to or different from that available to all pupils will be recorded in the Pupil Passport. This will be written by the class teacher in consultation with the SENDCo, pupils, parents and carers. It may also involve consultation and advice from external agencies. Provision may take many forms in order to meet individual needs and may include 1:1 provision (usually children with an EHC plan), general classroom support and small group work with Teaching Assistants or Teachers (under the class teacher's and / or SENDCo's guidance).

The Pupil Passports will set targets for the pupil and will detail:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed

The Pupil Passport (PP) will be reviewed on a regular basis and the outcomes will be recorded. Pupils will participate in the review process and parents/carers will be invited to participate in the target-setting and review process.

3.3 English as an Additional Language

A child must not be regarded as having a learning difficulty solely because the language in the home is not English. Where children with English as an additional Language are considered to have special needs, further action takes place using the aforementioned process.

3.4 Provision and Funding

Universal: High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Targeted: Additional programmes of support, in groups or individually, will be provided to pupils according to their needs.

Specialist: External advice and/or support from other professionals will be sought for pupils who need

further intensive provision.

The school will provide resources to support children with SEND as appropriate within the school's delegated budget. Children who have particularly complex needs may qualify for high tariff funding in order to provide specific support for their needs. The Headteacher manages the allocation of funding and resources.

All teachers are teachers of children with SEND. A number of support staff have received training in specific SEND provision and the SENDCo and Headteacher will deploy staff appropriately. As part of ongoing professional development the SENDCo and Headteacher will arrange training for staff to enable them to meet the needs of pupils with SEND in the school.

3.5 EHC Plans (Statements)

A referral to the Local Authority for an Educational Health and Care needs assessment may be requested by the child's parents; the SENDCo or Headteacher, someone acting on behalf of the school or anyone else acting in the interests of the child. A referral from the school will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This should be done with the knowledge and agreement of the Parent / Carer. The referral will be as laid down in the SEND Code of Practice 2014 and will be subject to an Annual Review.

3.6 Complaints Procedure

The Governing Body will ensure that anyone who wishes to make a complaint in relation to SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school complaints procedure. In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENDCo. If they wish to pursue a complaint they should contact the Headteacher and follow the school's complaints procedure. If the complainant remains concerned after following the complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

3.7 Partnership with Parents and Stakeholders

The school will work in partnership with other agencies with a role in provision for pupils with SEND. This may include:

- Advisory Teacher for Special Needs and Psychology Service
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Paediatricians
- Medical Services
- Support for Hearing or Visually Impaired children
- Child and Adolescent Mental Health Services (CAMHS)
- County Inclusive Support Service (CISS)
- Parent Partnership Services
- Child Development Centre
- Pupil Referral Centres
- Outreach specialist support
- Others as appropriate

3.8 Transition Procedures

The SENDCo and Early Years staff will liaise with Pre-School Providers to arrange Transition Plans for pupils with statements / EHC plans (and other pupils with SEND who may benefit from a personalised transition plan). Also the SENDCo and class teachers will liaise with staff from receiving schools on transfer when

leaving Sebert Wood. This will take place in spring and summer terms before transfer takes place or as soon as we have been informed that the child has moved to a new school if it is not at the 'usual' transfer time. We will engage in regular liaison to share information and familiarise students with the new school environment which will include visits by students and meetings between staff and parents as appropriate. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education [Pupil Information] Regulations 2000.

For further information and to access the Local Authority offer go to www.access-unlimited.co.uk

3.9 Criteria for Evaluating the Success of the SEND Policy

Regular meetings are held between the SENDCO, Headteacher and all staff to evaluate the effectiveness of both policy and practice. The use of the School Self-Evaluation of Special Educational Needs Provision document on an annual basis will provide all the necessary evidence required to judge the effectiveness of the policy and provision.

4. Contacts

Special Educational Needs and Disability Coordinator: Mrs Sharon Dade

Headteacher: Mr Peter Dewhurst

Governor with responsibility for SEN: Mrs Marie MacInnes

Chair of Governors: Mr Jamie Gaskin

Local Authority – Suffolk: Mrs Mary Marks

This policy has been written in conjunction with the Bury Schools Partnership
www.buryschoolspartnership.co.uk