

**St Nicholas CE (VA) Primary School**  
**Special Educational Needs and Disabilities Policy, February 2022**

## **Introduction**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (September 2014)

At St Nicholas CE (VA) Primary School we believe that every teacher is a teacher of every child or young person including those with SEND. The class teacher is responsible for the progress and attainment of all children and they will continuously monitor and amend their provision as necessary in line with the progress the child is making. This provision may include the use of a range of differentiated resources and learning to make lessons accessible whilst narrowing the gaps and challenging those that are more able. We consider it vital that parents are fully involved in the process of identification and assessment for possible special educational needs (SEN).

## **Objectives**

The objectives of our policy are:

- To work within the guidance provided in the SEND Code of Practice 2014
- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be identified and appropriate strategies put in place to achieve outcomes
- To ensure that SMART personalised targets are outcome driven and are met through quality first teaching and class provision planning
- To involve children and parents/carers in the identification and review of outcomes and short term targets set for individual children and to work in close partnership with parents/carers of children who have special educational needs
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

## **Definitions**

"A child or young person has special educational needs 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 children 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 children of the same age in mainstream schools or mainstream post-16 institutions.” (p 4 Special Educational Needs and Disability (SEND) Code of Practice: 0 - 25 years).

## **SPECIAL EDUCATIONAL NEEDS**

### **Areas of need**

The SEND Code of Practice: 0-25 years, identifies four broad areas of need.

- **Communication and interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.
- **Cognition and learning:** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

At St Nicholas School we use these categories to define what action the school needs to take.

### **Disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on

their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

### **Personalised Learning Plan**

A personalised learning plan could take the form of the following, depending on the needs of the child;

- Support Plan (Monitoring or SEN Support)
- My Support Plan (SEN support)
- Education Health Care Plan (EHCP) to include an individual support plan.

### **Monitoring**

We track the progress all children make through regular assessment of their need and pupil progress meetings. Subject leaders and/or SLT meet with class teachers to identify children who are failing to make expected progress.

If a child is making slow or less than expected progress, this does not necessarily mean that a child has a SEN. We will also consider other impacts on progress and attainment;

- 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

If the class teacher has a SEN concern regarding a child in their class, they will carry out additional assessments of the child's need.

The Wiltshire Graduated Response to SEND Support (WGRSS) is also used at this stage to help assess the child's needs. The child will then be monitored through the Asses, Plan, Do, Review Cycle and follow the SEND flow chart cycle in APPENDIX 1.

## **SEN Support**

If a child has followed cycle 1 and 2 and are still not making adequate progress, academically or socially, despite quality first teaching and short term interventions, they may be identified as having a Special Educational Need and require SEN support.

Inadequate progress is defined in the SEND Code of Practice: 0-25 years (p84) as progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

## **Provision and support**

St Nicholas School believes that children learn best when they are kept in the class environment as much as possible. In line with this, it is our expectation that the needs of the majority of children will be met in the classroom. Quality first teaching ensures that most of the resources used by children with special educational needs are routinely available within the classroom.

For some children it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific activities related to their identified needs. This may be delivered by the teacher, teaching assistant (TA) or SENDCO and is designed to complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class teacher is responsible for planning and assessing the impact of interventions. Co-ordination of provision across the school is managed by the SENDCO alongside the SLT and class teachers.

## **A graduated approach to support for children with SEND**

The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those adjustments and interventions which are the most effective in supporting the pupil to achieve good progress and outcomes (see appendix 1).

The SENDCO has a central register including the stage each child is on.

## **Assess**

In identifying a child as needing SEN support the class teacher should carry out a clear analysis of the pupil's needs. A Wiltshire Graduated Response to SEND support (WGRSS) is completed to identify and assess the needs of children requiring SEN support. Other assessments tools should be used by the class teacher to identify the child's barrier to learning. This may include, sensory profiles, BOXALL profile, Wiltshire early support for Dyslexia (WesforD), phonics assessments, running records, reading and maths standardised scores, word lists or number facts. These assessments will be used by the class teacher to ensure that support and interventions are matched to the needs of the child and barriers to learning are clearly identified. These assessments and identification of need will be included in the child's personalised learning plan.

Where external agencies are involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **Plan**

When it is decided to provide a pupil with SEN support, parents will be informed through meeting with the class teacher. Parents will be provided with a formal letter informing them of the decision to place them on the SEND register. The class teacher will plan the provision and support that is required to meet individual needs. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Children will have a personalised plan, which will be outcome driven and include personalised SMART targets. All those working with the pupil will be informed of their individual needs and targets, the support that is being provided and any particular teaching strategies/approaches that are being employed. Support plans will be reviewed 3 times a year and parents will be invited to discuss progress towards these targets. At a level appropriate to their age, all children are given the opportunity to say how they like to be supported and what is important to them.

When a child is receiving an intervention outside of the classroom, the class teacher is responsible for planning each intervention and ensuring it links to personalised plans and learning in class.

Once the need for external help is confirmed, parents will be consulted and either a Digital assessment referral tool (DART) or, in more complex cases, as Common Assessment Framework (CAF) or My Support Plan will be raised.

## Do

High quality, differentiated teaching is the first step to responding to pupils who have special educational needs and disabilities. Strategies to reduce barriers to learning are detailed in the child's personalised learning plan and take into account the recommendations of outside agencies involved.

The class or subject teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the classroom. They will work closely with staff to plan and assess the impact of support and interventions, using a class provision map, ensuring links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support can be provided by the SENDCO.

For pupils with more complex needs, the Wiltshire 'My Support Plan' is used to plan provision. For pupils who have an Education, Health and Care plan, known as a 'My Plan' in Wiltshire, provision is planned using the information provided in the My Plan, and from the latest annual review.

## Review

Class teachers will regularly review each personalised learning plan. They will ensure progress is being made to meet the targets set and discuss any changes that need to be made. They will formally review targets 3 times a year with the involvement of parents. These review meetings will take place during parent consultation meetings in October and January. An additional meeting for SEN children will be held in April.

At the end of each block of intervention the class teacher will measure the impact of the intervention and record progress made and any relevant assessment data. The SENDCO will track interventions across the school and analyse the impact of data. Reviewing pupil progress will be made at 'Pupil Progress' data checks. The SENDCO will revise the support in light of pupil progress and development; making any necessary amendments going forward.

## Education, Health and Care needs assessment

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the LA to request an **Education, Health and Care needs assessment**. If it is agreed that there is enough evidence to support a request, the request will be formalised and Wiltshire Council must adhere to the time frame laid out within the SEND Code of Practice 0-25, June 2014 (p 140-143). This may or may not result in Wiltshire Council issuing an EHC Plan (formerly a Statement of SEN). Where a child has an EHC Plan we will carry out an annual review which parents, child, outside agencies, SENDCO and other staff as appropriate, will be invited to attend.

For children who have a CAF, My Support Plan or EHC plan, Team around the Child (TAC) and annual review meetings will be held to ensure everyone involved in supporting the child agree on desired outcomes and how best to support the child.

## **Admissions**

We follow an agreed St Nicholas C of E (VA) Primary School admission policy which is in line with the Salisbury Diocesan Board of Education guidelines. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met in line with our Accessibility Plan. If a child is transferring into the school with an EHC Plan, or has been receiving extra support from Local Authority (LA) centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met. If we feel we cannot meet all the needs of a particular child whose parents have chosen our school, we will raise our concerns at a Fair Access Panel of local schools and will abide by the decision it reaches. Any variation to the above will need to be agreed by the full governing body.

Links are maintained to ensure a smooth transfer on school entry. Liaison and visits to local Early Years Settings are made by our Foundation stage teacher, accompanied by the SENDCO or SLT if necessary. Children are invited to visit us for induction visits in the Term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher and SENDCO. The school liaises closely with Secondary schools to ensure a smooth transition for children with SEND. Additional visits and meetings maybe held with the SENDCO and individual records are transferred.

## **Supporting children at school with medical conditions**

The school recognises that children 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. Some may also have SEN and may have a Support Plan or Education Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Every effort is made to ensure that medical needs are fully supported. We liaise with the school nurse or specialist medical services about various conditions such as diabetes, asthma and allergies. Our Medical Needs Policy gives further details about how these children will be supported.

## **Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision the SENDCO, with the SLT, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. All staff who attend further courses will feedback to other members of staff through staff meetings.

## **Funding**

Children with an Education and Health Care Plan (My Plan) may be in receipt of funding and this is used to provide support as stated in their plan. As a result of a Statutory 'My Plan', the school may receive additional 'top-up' funding to support an individual pupil with complex needs.

## **Local Offer**

Wiltshire Local Authority has compiled a local offer which details all the services and support available to children and young people with SEND.

<https://www.wiltshire.gov.uk/local-offer>

## **Roles and responsibilities**

### **Governors'**

The governors play an important role in ensuring that

- They are involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- The quality of SEN provision is continually monitored;

The SEN Governor works closely with the SENDCO, meeting at least three times a year to discuss and monitor developments.

### **SENDCO**

- Overseeing the day-to-day operation of the school's SEN policy.
- In conjunction with the class teacher co-ordinate provision and interventions for children with SEN and update the schools monitoring and SEN support register.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress through data analysis and pupil progress meetings 3 x a year.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies as required.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Ensuring that the school keeps the records of all children with SEN up to date.
- Monitoring, evaluating and reporting on the provision for children with SEN to the governor responsible for SEN.
- To liaise with the SLT concerning any issues or training needs of staff.
- To liaise with the SLT concerning the progress of pupils with SEN.
- To liaise with the SENDCO of the secondary schools in the summer term to pass on information regarding year six pupils who are on the SEN register.
- To implement the Transition programme for SEN pupils where needed.



- To liaise with the pre-schools when necessary.
- To update the SEN policy, annually, with the SLT, SEN Governor and all staff.

### **Class Teacher**

- Provide 'Quality First Teaching' for all children through appropriate adjustments, resources and differentiation.
- Monitoring pupil's progress and attainment.
- Use assessment tools to identify and track children identified as SEN support (Wiltshire Graduated Response to SEND support (WGRSS))
- Meet with parents 3 times a year to plan and agree individual outcomes and targets and discuss how best to support their child at home.
- Write and review personalised learning plan targets.
- Plan and assess provision and interventions.
- Ensure all staff working with children are aware of strategies and support in place.
- Ensure parents are fully aware of any extra support in place for their child.
- Ensure children are aware of their targets and how they will achieve them (this will be in a form and at a level appropriate to the child's understanding)
- Direct support staff who are working with children in their class.
- Liaise with the SENDCO for extra support information if needed.
- Ensure activities in school and for home are differentiated to enable children with special education needs are able to access them

### **Monitoring and Evaluation of the Policy**

The governing body, headteacher and SENDCO are responsible for monitoring and evaluating this policy on an annual basis (or sooner in the event of changes in legislation)

Date: February 2022

Review date: February 2023

**APPENDIX 1 – ASSESS PLAN DO REVIEW CYCLE**

Differentiation in planning for all children + Quality first teaching + Inclusion friendly environment



Initial Concern-



<p>Class teacher responsible for providing additional and different provision to meet child outcomes and targets.</p>	<p><b>Stage 1 (Cycle 1)</b></p> <ul style="list-style-type: none"> <li>• Complete WGRSS.</li> <li>• Complete 'Support Plan'</li> <li>• Class teacher to carry out an assessment of child's need.</li> <li>• Class teacher meet parents to plan support and provision for home and school.</li> <li>• Regular reviews to take place to ensure children are on track.</li> </ul>	<p>Access strategies SEN surgery Advice/SENDCO</p>
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**After 8-12 weeks (if still have concerns e.g. still below ARE, failing to make expected progress, outcome not met – despite planned provision)**



<p>As Above</p>	<p><b>Repeat Stage 1 as above (Cycle 2)</b></p>	<p>As above</p>
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**After 8-10 weeks (if still have concerns e.g. still below ARE, failing to make expected progress, outcome not met – despite planned provision)**

**IDENTIFICATION SEN SUPPORT**



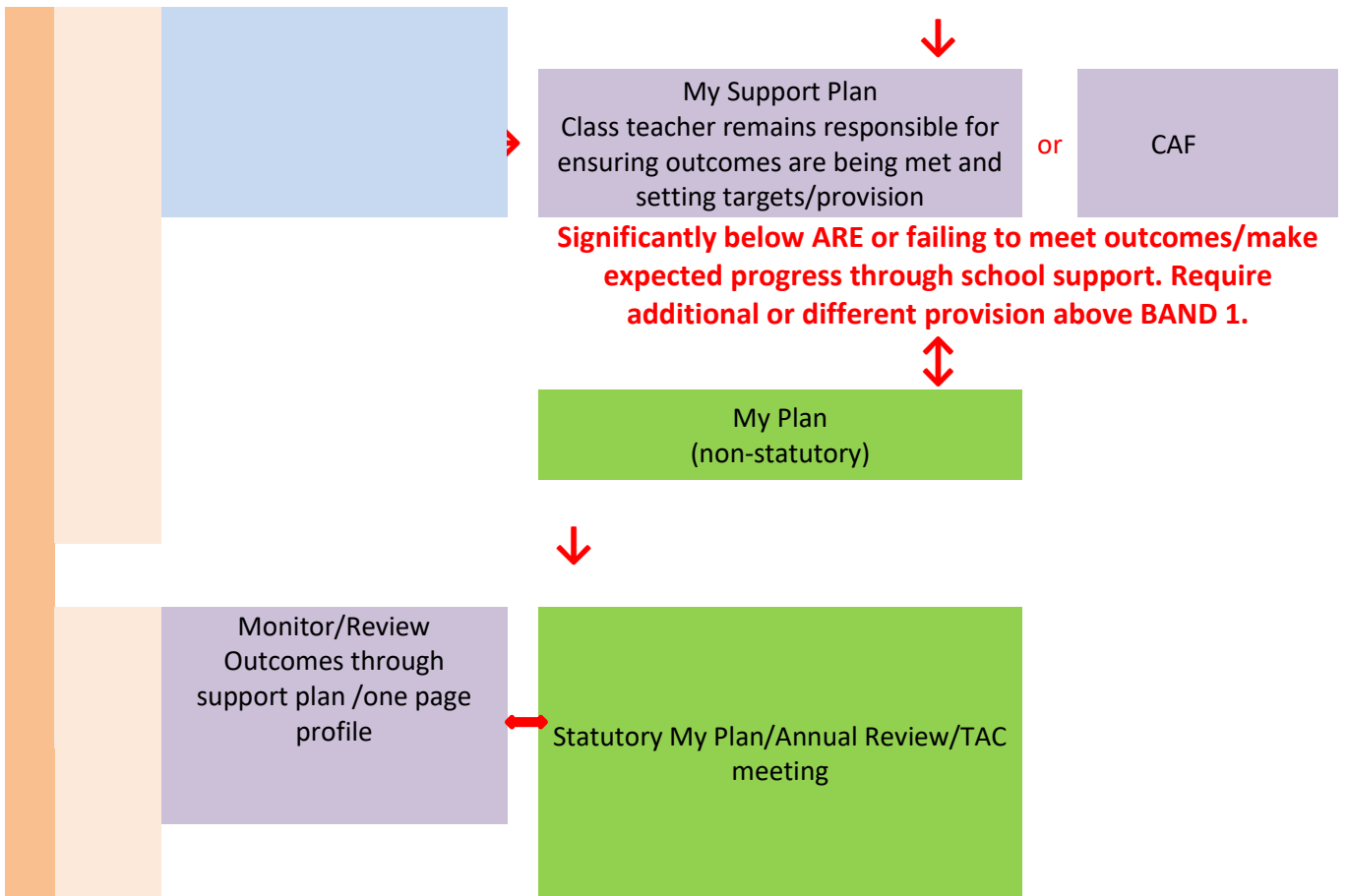
<p>Plan additional support to meet targets. Interventions and additional provision provided through school provision plan. Class teacher remains responsible for interventions. Class teacher to ensure interventions outside of the classroom are planned to meet specific learning targets identified and support learning in class.</p>	<p><b>Stage 2 - SEN Support</b></p> <ul style="list-style-type: none"> <li>• Class Teacher to arrange to meet with SENDCO.</li> <li>• WGRSS in place.</li> <li>• Class teacher to carry out an assessment of child's need.</li> <li>• Support plan completed.</li> <li>• Meet parents to plan support and provision for home and school.</li> <li>• Regular reviews to take place to ensure children are on track.</li> </ul>	<p>Identification of need added to SEN Support Register and SIMS. Seek outside agencies support if needed e.g. child not meeting outcomes through class/additional provision. Further assessments needed for Support Plan/EHCP.</p>
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**Outside agency support /significantly below ARE or failing to meet outcomes/make expected progress/Safeguarding**

MONITORING REGISTER

Meet with parents to discuss needs and provision

SEN SUPPORT REGISTER



Classroom teacher	Class teacher and SENDCO	SEND Lead Worker	↓ If not enough progress made
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