



Charles Saer Community Primary School

Special Educational Needs and Disability Policy

Compliance

This policy complies with the statutory requirement laid out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (July 2014, updated January 2015), and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE (Feb 2013) SEND Code of Practice 0 – 25 (July 2014)
- The Schools SEN Information Report Regulations (2014)
- The Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (Dec 2014)
- The school Safeguarding Policy
- The school Accessibility Plan
- Teachers Standards 2021

The policy was written by the SENCO and the Head teacher with support from parents and governors.

SECTION 1 – OVERVIEW, AIMS & OBJECTIVES

1.1 Definition of SEN

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is *additional to, or different from*, that made generally for other children or young people of the same age by mainstream schools.

1.2 Key personnel

The following people have a specific SEN responsibility within school, though it is acknowledged that all teachers are accountable for meeting the needs of every child in their class or group, including those with SEN.

Headteacher	Mrs Helen Willott
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SEN Co-ordinator (SENCO)	Miss Helen Deaville
SEN Governor	Mrs J Stote

In addition to these staff, Charles Saer has an 'SEN Team' consisting of teaching assistants (TAs), behaviour support assistants and nurture staff.

1.3 School's position

At Charles Saer Primary School we value the abilities and achievements of all pupils and strive to promote the principles of equality and inclusion. We are committed to providing for each pupil the best possible environment for learning, where children feel happy and secure and are able to develop their personality and talents to their fullest potential. All learners require support at some stage in the learning process, and we seek to ensure that the barriers to learning, be they educational, social or emotional are overcome. Every teacher is a teacher of all the children in their class including those with SEN and/ or disabilities.

1.4 Aims of the policy

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that all pupils take as full a part as possible in all school activities
- To ensure that parents are kept fully informed of their child's progress and attainment.
- To ensure that pupils are involved, where practicable, in decisions affecting their future educational provision
- To promote an inclusive approach which will contribute to raised levels of achievement, self-esteem and life-long learning.
- To raise the aspirations and expectations for all pupils with SEN.

1.5 Objectives

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice 2014.
- Operate a 'whole pupil', 'whole school' approach for the management and provision of support for special educational needs.
- Provide support and advice for all staff working with special educational needs pupils.
- Develop and maintain partnership and high levels of engagement with parents.
- Ensure access to the curriculum for all pupils.

SECTION 2 – THE LOCAL OFFER

2.1 What is the SEND Local Offer?

A Local Offer gives children and young people with special educational needs or disabilities, and their families, information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

Lancashire County Council's Local Offer for children with SEND and their families can be found on their

website at:

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx

2.2 Charles Saer Primary School's SEND Offer

Schools are required to publish a document which sets out what is available to children with SEN within school. Charles Saer Primary School's Local SEND Offer can be found within the SEN information report on the school website:

<http://www.charlessaer.lancs.sch.uk/Statutory-Information>

SECTION 3 – ROLES & RESPONSIBILITIES

3.1 Role of SENCO

Working alongside the Headteacher and Governing Body, the SENCO determines the strategic development of SEND policy and practice in school.

The SENCO also:

- has operational responsibility for day-to-day management of SEND policy
- co-ordinates provision made to support pupils in the school
- provides guidance to colleagues about SEND matters
- acts as point-of-contact between the local authority and external services where a child has SEND
- liaises with feeder nurseries and schools to ensure smooth transition
- works with the Headteacher, other staff and governing body to ensure that school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments, including access arrangements
- works within the senior leadership team to analyse data in order to inform development of SEND strategy
- advises on the deployment of budget and other resources to meet the needs of SEND children effectively
- ensures that SEND records are up-to-date
- reports regularly to the governing body
- ensures that school meets the medical needs of pupils
- line-manages and deploys TAs within the SEN Team

3.2 Role of SEN Governor

It is the role of the SEN Governor to:

- ensure that a suitably qualified and capable teacher is employed as the school's SENCO
- act as the governing body's champion and spokesperson on matters of SEND
- develop good relationships within the school, especially with the Headteacher and SENCO
- work with the SENCO to ensure that SEND policy is being followed
- work with the Headteacher to ensure that SEND funding is allocated appropriately
- ensure that information is published on the school website about the implementation of SEND policy, in line with requirements

3.2 Role of TAs within the SEN Team

A team of TAs, lined managed by the SENCO, provide support to pupils with SEND. They are responsible for delivering such support as timetabled by the SENCO. Where sessions require preparation by TAs, time will

be made available.

3.3 Class teachers

See 4.1

SECTION 4 – A GRADUATED APPROACH TO SEN SUPPORT

4.1 Teachers' responsibilities

As specified in the Teachers' Standards (2011, updated 2013), all teachers:

- are accountable for pupils' attainment, progress and outcomes
- know when and how to differentiate appropriately
- have a clear understanding of the needs of all pupils, including those with SEN

The SEND Code of Practice states that:

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN
- Additional intervention and support cannot compensate for a lack of good quality teaching

4.2 Identifying children's needs

The processes by which children's needs are identified are outlined below, and illustrated in the flowchart at *APPENDIX I: IDENTIFYING CHILDREN'S NEEDS*

4.3 'Quality first teaching' (QFT)

At Charles Saer, all children, including those with SEN, can expect the same high quality of teaching from their teacher, whether or not they are supported by teaching assistants and others. All children's needs are supported through QFT, which is characterised by focused lessons with sharp objectives, high levels of pupil engagement, and teaching to the strengths and needs of all children, including those with SEN. Differentiation is a key means of supporting all children to make progress.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and supported accordingly; likewise, where there are concerns regarding developmental issues, such as social and emotional development and motor skills.

(See appendix IV 'Whole School Provision Map' document for examples of QFT)

4.4 'Class support'

Whilst high quality teaching by qualified staff is central to Charles Saer Primary School's educational offer, some children will require further class-based support in order for their learning needs to be met. This might include, for example, targeted small group support, delivered by a teacher or TA over several weeks. It is envisaged that appropriate, short-term and tightly monitored support will address the needs of most children.

It is acknowledged that "slow progress and low attainment do not necessarily mean that a child has SEN"

(SEND Code of Practice) and so children will not be identified as having SEN where there is insufficient evidence.

4.5 'Cause for concern'

Early identification of SEN is a priority. However, erroneous identification would be unhelpful, and so children will not be identified as having SEN without sufficient evidence. Where there is evidence that QFT and class support are not meeting the needs of a child, the class teacher may wish to request further advice.

The class teacher will discuss concerns with the SENCO detailing the provision and strategies in place, and the nature of the concern.

4.6 Identification of SEN

On receiving concerns, the SENCO will review the evidence and provide guidance on the next steps. A range of information may need to be gathered in order to determine whether a pupil requires special provision, including, for example:

- teacher assessment
- observation
- records of support
- discussion with the child
- examples of school work
- discussions with parents/carers
- screening and assessment carried out by a specialist SEN teacher assessment
- advice from external professionals

A lack of progress in spite of sharp targets and extra support will be a key indicator that a child may have SEN.

4.7 'SEN Support'

Where a child has been identified as having SEN, the SENCO will enter the name onto the school SEN Support register and determine the primary category of need (*See APPENDIX II: FOUR BROAD AREAS OF NEED*), and the level of special provision required in order to meet needs.

An SEN Support Plan is the document used to outline a child's strengths, needs and targets which in turn will be used to monitor progress of children receiving SEN Support. Targets are set by the class teacher, with advice where necessary from the SENCO or other professionals, such as a specialist teacher. Pupils receiving NHS Speech and Language therapy will have targets documented on their individual therapy care plans. It is likely (but not certain) that parents will already have been involved in discussions; parents will now routinely be informed by the class teacher

- that the child has been identified as having a SEN
- of the targets that have been set
- about what the special provision will include in order for the child to meet those targets
- about how and when progress toward the targets will be reviewed
- how the child can be supported from home

For SEN Support to work effectively, teachers, TAs, parents and children should engage in ongoing dialogue, with the content of the SEN Support Plan being reviewed at least three times a year. Teachers should speak to parents directly about children's progress at least three times per year.

4.8 'Assess / Plan / Do / Review' Cycle

When sharp targets are set, it is possible to review progress frequently – indeed on an ongoing basis – rather than at set points in the school year. This helps to inform follow-on targets and improve the child's pace of progress. The Assess / Plan / Do / Review cycle is built into the SEN Support Plan, and allows provision to evolve at an appropriate rate. *See APPENDIX III: THE ASSESS / PLAN / DO / REVIEW CYCLE*

4.9 Involving other professionals

Where the SENCO considers that further assessment, advice, guidance or support is needed by specialists in education, health or social care, this will be sought on a case-by-case basis. The following services are among those that may be called upon:

- Specialist Teacher of SEN
- Educational Psychologist
- Outreach from a special education provider or pupil referral unit
- School Nurse team
- School Doctor
- Speech & Language Therapy
- Other children's therapy services
- Child & Adolescent Mental Health Service
- Counsellors

4.10 Education, Health and Care Plans

Whilst the majority of pupils' needs are met through QFT, with some needing extra Class Support and a smaller number requiring SEN Support, for a minority of children a significant level of further provision will be required.

Where children are not progressing in spite of SEN Support, it may be necessary to request that the local authority undertake an Education, Health & Care (EHC) integrated assessment. It is likely (but not definite) that the child would already be known to other services, with multi-agency support having taken place through an Early Help Assessment and a subsequent Early Help Plan.

Information on Lancashire County Council's EHC pathway and assessment process can be found on their website:

[EHC plans - Lancashire County Council](#)

The process of an EHC needs assessment resulting in an EHC plan takes 20 weeks from submitting the request. The purpose of such a plan would be to outline the child's SEN and the provision required to meet the needs. This should secure the best possible outcomes for the child, across education, health and social care.

EHC plans are reviewed annually, to ensure that children are progressing toward the intended outcomes, and that the provision remains appropriate to meet the child's needs. Short term targets, taken from the intended outcomes of the EHC plan are worked on throughout the year. There is a mid-year progress review held with class teacher, teaching assistant and parent if appropriate.

Parents can seek support from Lancashire SEND Information, Advice and Support Service (SEND IAS) <https://lancssendias.org.uk/about-us/>

This is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND.

SECTION 5 – DAY-TO-DAY MANAGEMENT OF SEN

5.1 SEN files

Each child on the SEN Support Register has an individual file in the SEN office. The file contains chronologies, reports, referrals and other documents related to the support and provision for the child. Class teachers have copies of all relevant information of pupils with SEN in their class, including current support provision, targets and tracking. Teachers also keep up-to-date information on the identification of a range of learning difficulties, teaching strategies and other useful documentation.

5.2 Recording and monitoring of progress

Teachers monitor progress of pupils against targets at regular intervals, which informs lesson planning and future target-setting.

TAs who deliver briefly record pupil progress against targets on the SEN monitoring form, following each session.

Action plans written by other professionals are evaluated and the SENCO cascades information to the relevant staff.

Children who have Social Emotional Mental Health (SEMH) needs are monitored using the Boxall profile.

The SENCO quality assures the pupils at SEN Support by monitoring records, observing sessions, discussions with pupils and liaising with teachers and teaching assistants.

5.3 Support out of class

Charles Saer Primary School is committed to inclusion. Any support taking place outside the classroom takes the child away from both the teacher and the child's peers, and must therefore be sharply focused, meaningful and effective. This might include where a child is working on a particular target which cannot be appropriately accommodated in class. It is vital that children spend most of their day in the classroom, where they are able to access suitably differentiated learning, QFT from the teacher, opportunities to interact with peers and support where necessary from a TA.

5.4 Admission arrangements

Charles Saer Primary School believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice. Pupils with SEN will be admitted in line with Lancashire's admissions policy. Pre-school liaison with nursery schools allows SEN issues to be raised and pre-school induction allows parents to voice any concerns they may have about their child.

5.5 Special arrangements in tests

Children who have SEND may qualify for special arrangements during the Year 2 and Year 6 SAT tests. These may include extra time, a scribe, working in a small room with fewer distractions etc. The assessment co-ordinator works in parallel with the SENCO to decide which children qualify for these arrangements.

5.6 Transition

In order that all staff are aware of the needs of the children in their class, the SENCO meets with the teaching and support staff during the transition period in July and into September. Teachers are also given opportunity to meet with each other to pass on strategies, resources and other data. When a child moves

to a different school, including a transition to secondary the SENCO discusses the child's needs with the new SENCO and passes any relevant information on to the new school.

SECTION 6 – TRAINING & RESOURCES

6.1 General approach to training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake regular training and development.

6.2 Individual requests for training

Staff who would like to receive training in a particular area relevant to their role could

- Request this from their line manager
- Request this as part of their performance management
- Check with the SENCO who may be able to source opportunities

6.3 The SENCO's role in training

The SENCO delivers school-based INSET, for example, to develop awareness of the SEND issues nationally and locally, demonstrate resources, present SEND data and promote practical teaching/support strategies. As a routine part of staff development, INSET requirements in SEN will be assessed and identified. The Governing Body will undertake a similar review of training needs.

The school's INSET needs will be included in the School Improvement Plan and staff members' performance management needs.

6.4 Induction

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

6.5 SENCO updating

The school's SENCO regularly attends regional SENCO network meetings and local SENCO cluster group meetings in order to keep up to date with local and national updates in SEND.

SECTION 7 – RELATED DOCUMENTATION

7.1 Associated school policies and documents

This policy should be read in conjunction with the following school documents:

- Administration of Medicines Policy
- Accessibility Plan
- Charles Saer Primary School Local Offer

- SEN Information Report
- Safeguarding Policy
- Single Equalities Policy

7.2 Other documentation

For other relevant documentation, including statutory guidance and legal instruments, see *APPENDIX IV: ASSOCIATED EXTERNAL DOCUMENTS*.

SECTION 8 -COMPLAINTS

Complaints about SEN provision in our school should be made to the the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

SECTION 9 – POLICY REVIEW

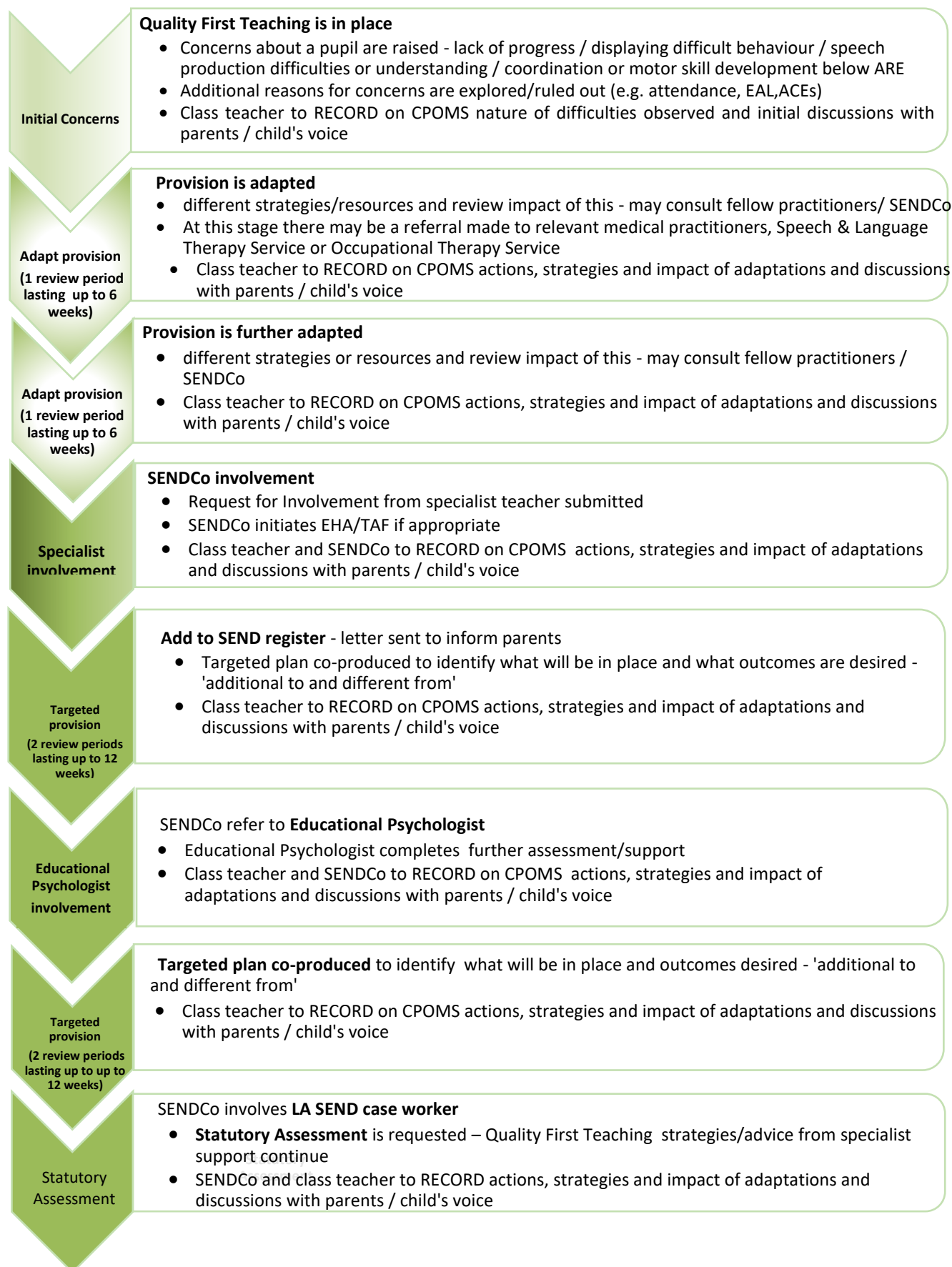
9.1 Frequency and personnel

The SEND Policy is an important working document and will be reviewed annually, in conjunction with the Governing Body and other appropriate contributors. Where needed, it may be updated more frequently.

This policy will be reviewed in the Autumn Term 2023.

APPENDIX I: IDENTIFYING CHILDREN'S NEEDS

This flow chart is followed by staff at Charles Saer Primary to identify children who have needs additional to and different from the majority of their peer group.



APPENDIX II: FOUR BROAD AREAS OF NEED

The SEN Code of Practice details the 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. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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. Some children may experience SEMH difficulties as a result of trauma or other Adverse Childhood Experiences (ACEs). Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and

equipment to access all the opportunities available to their peers.

(Definitions taken from SEND Code of Practice, 2014, p. 97-98).

Although these four areas of need broadly identify aspects of primary need for the children at Charles Saer Primary School, it is important to note that children with SEND are identified considering the needs of the whole child and not only their special educational needs.

Non-SEN factors influencing progress

Sometimes, children are affected by other factors which are not, in themselves, SEN, but which may affect development, progress and attainment:

- Disability – The Code of Practice 2014 outlines the ‘reasonable adjustment’ duty for all schools provided under current disability equality legislation – children with a disability do not have a SEN except where this prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium
- Being a looked-after child
- Being a child of a parent in the armed forces
- Poor behaviour – except where this is a presentation of an underlying SEN, for example a mental health difficulty

School will use its best endeavours to meet all children’s needs.

APPENDIX III: THE ASSESS / PLAN / DO / REVIEW CYCLE

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that interventions being used are developing and evolving as required. Where external support staff are already 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

Planning will involve consultation between the teacher and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and 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 will be provided by the SENCO. The plans are kept up to date by the teachers and SENCO working in partnership to review and adapt when necessary.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents, as appropriate. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

APPENDIX IV: Whole School Provision Map

APPENDIX V: ASSOCIATED EXTERNAL DOCUMENTS

For further information, refer to:

- The Equality Act, 2010
- The Lancashire County Council Local Offer
- The SEND Code of Practice: 0 to 25 years (DfE, DfH, 2014; updated 2015)
- The Special Educational Needs and Disability Regulations, 2014
- The Supporting pupils at school with medical conditions (DfE, 2014)
- The Teachers' Standards (DfE, 2011; updated 2013)