



Straits Primary School Special Educational Needs and Disability (SEND) Policy

Straits Primary School's Special Educational Needs and Disabilities Coordinator (SENDCo) is:

Mrs Emma Vellender.

Should you have any queries regarding SEND, you are invited to contact Mrs Emma Vellender at evellender@straits.dudley.sch.uk or the Head teacher Mr Paul Freear at pfreear@straits.dudley.sch.uk. Contact can also be made by telephone on 01384 818575.

Purpose

At Straits Primary School we aim to ensure that, through a whole school approach, we address the barriers to learning our pupils face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum; encouraging all pupils to achieve their full potential. We will seek to identify the needs of our pupils and respond with a range of teaching strategies, in a supportive learning environment.

We endeavour to provide high quality education through both quality first teaching as well as interventions where required. These are small group or individual interventions led by teachers, TAs or other professionals such as Speech and Language therapists. These interventions may be short, medium or long term and are targeted to the specific needs of our pupils. All areas of school life are inclusive and teaching is tailored towards individual learning offering both challenge and support. We support and value all of our pupils, providing equal opportunities for all.

Aims

Our SEN policy follows the guidance set out in the DfE Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and The Equality Act (2010).

The aims of this Special Educational Needs Policy are:

- To facilitate full access to a broad and balanced education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum, for children with special educational needs.
- To develop a culture of inclusion, valuing high quality teaching for all learners, with teachers using a range of effective adaptive teaching methods.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school life.
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
- To ensure that SEND pupils take as full a part as possible in all school activities
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs.
- To employ a collaborative approach with learners with a special education need (SEN) or disability, their families, staff within school, other external agencies including those from Health and Social Care.
- To make arrangements to support children with medical conditions and to have regard to statutory guidance supporting children at school with medical conditions.
- To have regard to the Code of Practice for the identification, assessment, support and review of special educational needs.
- To ensure the Equality Act 2010 duties for students with disabilities are met.
- To have regard to guidance detailed by Dudley Authority.

Inclusion

We are an inclusive school. This means that equality of opportunity (in line with the Equality Act 2010) is given to all children paying attention to the different groups of children within our school:

- Girls and boys
- Children with SEND
- Minority ethnic and faith groups
- Disadvantaged pupils
- Children Looked After
- LGBT or gender fluid pupils
- Gifted and talented and more able children
- Any children at risk of disaffection or exclusion
- Children with medical needs (long or short term illness)

Definition of Special Needs and Disability

Definition of Special Educational Needs as taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational needs (SEN) if he or she has 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 if they:

- (a) Have a greater difficulty in learning than the majority of others of the same age.
- (b) Have a disability which prevents or hinders them from making the use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four areas stated in the SEND Code of Practice 2015:

- **Communication and Interaction** - Difficulty with speech and language development and/or social communication and interaction. This means the child or young person may have difficulty saying what they want, understanding others and developing relationships.
- **Cognition and Learning** - Difficulty with speech and language development and/or social communication and interaction. This means the child or young person may have difficulty saying what they want, understanding others and developing relationships.
- **Social, Emotional and Mental Health Difficulties** - Difficulty with managing their emotions and/or social interaction and may be experiencing mental health problems. They may have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult.
- **Sensory and/or Physical** - Children or young people with visual or hearing impairments or who have physical difficulties which affect their learning.

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Family circumstances
- Attendance and punctuality
- Health and welfare

- English as an additional language (EAL)
- Disadvantaged (being in receipt of pupil premium funding: PP)
- Being a child looked after or previously child looked after (CLA or PCLA)
- Being a child of serviceman/woman

Although behaviour is not a category in itself, at Straits Primary we feel poor or challenging behaviour is often an indicator to an unidentified SEND in one or more of these areas.

Identification of SEND

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

Pupils with SEND are identified as early as possible through a range of strategies, which include:

- New entrants to the school who are already known to have SEND;
- Concerns from parents.
- Staff identifying pupils for assessment.
- Pupils causing concern.
- Pupil progress meetings.
- Referrals or concerns from outside agencies.

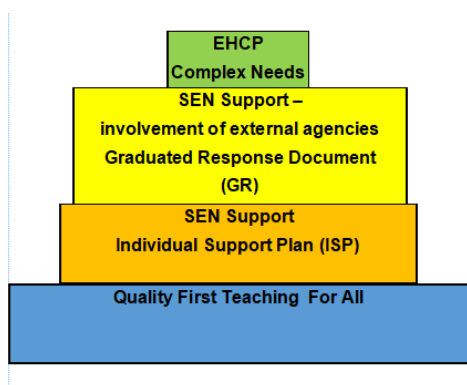
Special Educational Needs Register

A register of children with SEND will be maintained by the SENDCO. This will include details of individual needs and the provision provided.

When a pupil has made sufficient progress in their area of need so they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEN Support.

At this point, through discussion and agreement with parents/carers the pupil will be removed from the School's Special Educational Needs Register.

A Graduated Approach to SEN Support



Quality First and Adaptive Teaching

Any pupils who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators, will be monitored through regular pupil progress meetings between class teachers, senior leadership team and SENDCo (Mrs Emma Vellender).

Class teachers will also discuss and refer any concerns outside of these meetings.

Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- a) The child's class teacher will take steps to provide adaptive learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will all take place within Quality First Teaching and will not necessarily label a child as having Special Educational Needs.
- b) If the class teacher continues to have concerns or if the child's progress or attainment is identified at pupil progress meetings, then the SENDCO (Mrs Vellender) will be consulted for support and advice.
- c) Through (a) and (b) it can be determined which provision the child will need going forward.
- d) Parents will be informed fully of every stage and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school. Concerns will be discussed at Parents' Evenings or at other times as appropriate.

SEN Support

If, following the above monitoring period, concerns are still held by staff and parents despite appropriate intervention and support, or progress is only being made as a result of ongoing, higher level support, the child may be identified as having SEN, and will be placed on the school's SEND register. This will be done in close consultation with parents. Advice from other professionals (such as Learning Support Service, Educational Psychologists or Speech and Language) may be sought at this stage. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a **graduated approach** to SEN support. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review



This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes and is captured using an Individual Support Plan (ISP) or Graduated Response document (GR).

Assess

This involves 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 the parents and the learner themselves. Advice from external support services may be sought. Barriers to learning and areas of strengths/successful strategies implemented should be clearly identified at this stage. The ISP or GR captures this information in order to inform targets set and the most appropriate provision.

Plan

Planning will involve consultation between the class teacher, SENDCO, parents and, where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. This will be recorded on an Individual Support Plan (ISP) or Graduated Response Document (GR). 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 to plan and assess the impact of support and interventions and links with classroom teaching. Impact will be measured and tracked to enable the accurate evaluation of the success of any interventions. The SENDCO will provide support during this stage as required.

Review

Reviews of a child's progress will formally be made termly, although ongoing reviewing of small steps linked to a pupil's targets on their ISP/GR takes place as required through the academic year. The review process will evaluate and develop the impact of the quality of provision and will take into account a range of evidence:

- Analysis of any data gathered
- Work scrutiny
- Lesson observations/learning walk
- Pupil voice
- Teacher feedback
- Parent/carer feedback

Records of review will be made on the pupil's ISP/GR. The class teacher, in conjunction with the SENDCO, will revise the type and level of support and inform the next steps for the individual. If, however, the pupil has made good progress, they may be removed from the SEND register if it is felt that they no longer need extra support.

Occasionally a pupil may need more expert support from outside agencies such as the Learning Support Service, Speech and Language Therapy or an Educational Psychologist. A referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, recommendations of support are provided to the school and home.

EHC Plans

If a child has lifelong or significant difficulties affecting their education a referral may be made for an Education, Health and Care Plan.

This Statutory Assessment process will combine information from a variety of sources, which may include:

- Parents/Carers/Guardians
- The child
- Teachers
- Teaching Assistants
- Social Care
- Educational Psychologists
- Health Professionals

Information will be gathered relating to the impact of current provision provided and consideration of the action points already taken. A decision will be made by a group of people representing appropriate agencies (e.g. education, health and social care services) about whether the child is eligible for an EHC plan. If agreed, then the Local Authority will issue an EHC plan.

Once the EHC plan is completed and agreed it will be kept as part of the pupil's formal record and reviewed at least annually. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for amendments and/or changes to be made to the support provided.

Parents/Carers/Guardians have the right to appeal against a decision not to initiate an assessment leading to an EHC plan or against the content of the EHC plan. Further information about EHC Plans can be found via the SEND Local Offer: <https://dudleyci.co.uk/send-local-offer>

Roles and Responsibilities in school

The Role of the Headteacher (Mr Paul Freear)

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Board fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

The Role of the Governing Body

The governing body, together with the head teacher, decide on the school's general approach to meeting pupils' special educational needs and disabilities. The Governor with specific responsibility for SEND pupils is Mrs Claire Jones. She meets regularly with the SENDCo to discuss issues, successes etc.

The Role of the Special Educational Needs and Disabilities Co-ordinator (Mrs Emma Vellender)

The SENDCo has a strategic role and is responsible for the following duties:

- Responsibility for the day to day operation for the SEND policy and for co-ordinating provision for SEND pupils.
- Working closely with the Senior Leadership Team and governing body.
- Liaising with and advising staff.
- Overseeing pupil records.
- Liaising with outside agencies.
- Liaising with parents.
- Working with pupils.
- Contributing to CPD for staff.

Class Teachers' Role

The class teacher is responsible for the progress of every child in his/her class including those with special needs or disabilities.

- Delivering quality first teaching, using adaptive strategies.
- To be fully aware of the school's procedures for SEND provision and monitoring, in line with the guidance in the Code of Practice.
- Identifying children with special educational needs as early as possible.
- Consulting with the child and his/her parents including preparing and discussing provision maps with parents.
- Informing the SENDCo of concerns about children with special educational needs within their class.
- Collecting relevant information about the child.
- Monitoring the child's progress though devising an ISP/GR suitable to the child's needs.
- Managing and working closely with TAs.

Supporting Students and Families

We value the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as

possible. In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home. Further support for parents is available from SENDIASS and the Early Help Strategy.

Pupil Voice

We hold the views of our children highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Children are able to share their views in a number of different ways (appropriate to age and ability).

Supporting Children Looked After (CLA) with SEND

A large percentage (possibly over 50%) of LAC have some SEND. This makes them vulnerable both academically, emotionally and socially. We recognise this at Straits and work hard to support all our children. All our Children Looked After have regular Education meetings (termly) when their Personal Education Plan (PEP) is reviewed. At this meeting core professionals and carers meet to discuss and review previous targets and set new ones. How the child's Pupil Premium allocation is spent is also discussed at this meeting.

Mr Paul Freear is the school's designated teacher for children looked after and previously children looked after.

Monitoring and Evaluation of SEND

Pupil progress is continually monitored, with a more formal assessment taking place on a termly basis. The success of SEND provision and interventions for children on the SEND register are recorded on Individual Support Plan or Graduated Response document, which is also reviewed on a termly basis. This helps to identify whether provision has been effective and helps to inform teachers of next steps.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate. The SENDCo attends termly Local Authority SENDCO forums disseminating the relevant information to staff and the head teacher.

Our staff have received a variety of training including an overview of quality first and adaptive teaching strategies; Precision Teaching; Memory and Learning; Attachment therapy training; Emotion Coaching; IDL; EpiPen administration, asthma, epilepsy, attachment therapy, emotion coaching, making sense of autism, occupational therapy service 'Get Moving' programme, Family Fisher Trust reading assessment programme, Better Reading Partnership programme, Dyslexia Friendly Schools, Total Communication Environment training, sensory classrooms, Colourful Semantics, training to support transitions and understanding children's behaviours.

Transition

We recognise that transitions can be difficult for a child with SEND.

When children move to another school:

- We contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for the child including a transition plan.
- We make sure that all records about the child are passed on as soon as possible.

When moving classes within school:

- Information from both the current staff working with the child and the school SENDCo is passed on to the new class teacher in advance and a transition meeting takes place with the new teacher.
- Transition booklets with visuals are created with all pupils to support moving to their new classroom environment.
- Additional transition arrangements are made where appropriate. These will be matched to the individual needs of children and may include further opportunities to visit new adults and classroom, resources such as pictures or videos to access during the school holiday.

In Year 6:

- The SENDCo/year 6 teacher discusses the specific needs of SEND children with the SENDCo of their secondary school.
- All relevant SEND documentation is passed on to the receiving secondary school, so that they have a detailed understanding of each child's needs and what provisions have been put in place during their time at primary school.
- Review meetings are held with the receiving school for children with an EHC plan.
- Transition activities will be put in place to support a child's understanding of the changes ahead.
- Those children with complex needs will visit their new school on several occasions and in some cases staff from the new school will visit those children at Straits Primary School.

Supporting Pupils with Medical Needs

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010). If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse where appropriate and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we consider any staff training that may be needed. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

Working with other professionals and outside agencies

Educational Psychologist

We purchase Educational Psychology support from the Dudley Educational Psychology service.

This support and advice is used in a number of ways:

- To support a request for an EHCP.
- To inform an annual review of an EHCP.
- To support decision making around children with complex and significant needs.
- To provide bespoke programmes of work with some individual pupils.

School Nurse

Our school nurse is Michelle Homer. The School Nursing Service promotes and supports the health and wellbeing of all school aged children in order for them to reach their full potential and make informed, healthy lifestyle choices. Please see the school information report for the school nurse contact details.

Speech and Language therapists

We have access to speech and language support from the NHS Children's Speech and language Therapy Service Dudley. The therapists have large caseloads in school and see children (usually) once a year to set and review targets. The therapists will also write reports to support EHC plan applications. Speech therapists do not work directly with children or staff but we have trained teaching assistants who will deliver intervention and specific targets/activities allocated to individual children.

Learning Support

We buy in the Dudley Learning Support Service who are a team of highly experienced specialist teachers with additional Special Educational Needs (SEN) and/or Specific Learning Difficulties (SpLD) qualifications who work within the principles and guidelines of the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2015). The specialist teachers complete assessments and reviews. Assessments typically take upwards of three hours and consist of conversations with class teacher, SENDCo and parents and a 1:1 assessment. The resulting report will be shared with parents and any strategies and recommendations can then be implemented in the classroom and at home if appropriate.

Communication, Interaction, Physical and Sensory Advisory Service (CIPS)

Communication, Interaction, Physical and Sensory Advisory Service's (CIPS) aim is to raise standards, aspirations and expectations, enable full access to the curriculum and inclusion within the setting allowing us to improve your child's educational, social, emotional and physical outcomes.

We support children/young people with

- Autism
- Specific language and communication needs
- Complex medical conditions
- Hearing and vision and physical needs.

Referrals to the CIPS service are through a single point of access and are triaged and acknowledged.

Behaviour Support

As required, we access behaviour support through the Sycamore Short Stay School, which is based at Sycamore Green, Dudley. The Sycamore behaviour support team provides a service that supports schools in understanding and developing practical and creative strategies to enable pupils with challenging behaviour to become more successful learners in school.

Phase Trust

Support can be provided by the phase trust team to small groups or individual pupils. Their work focuses on those who are in need of support with their mental health and well-being through mentoring and group work. They tailor their delivery to the individual needs of the school, child and family.

The Arts of Change

Support can be provided by the AoC to individual pupils. They offer a safe, confidential and supportive counselling and creative art therapy service. They support young people and their families to manage their mental health state and find support when things are difficult offering opportunities for young people to share their thoughts and express their emotions.

Dudley Light House

Lighthouse Counselling offers help and support services to the residents of Dudley and the surrounding boroughs. Access to a play therapy service is also available which uses play as a communication tool to help children express and deal with their feelings.

Accessibility

In line with the Equality Act 2010, our aim is that all areas of the school are fully accessible to children with disabilities. We will make reasonable adjustments to the environment, when and where appropriate, to ensure all pupils have access to the school and the curriculum.

Currently the building is accessible to children with physical disability via ramps and we ensure that equipment used is available to all children regardless of their needs. After school provision, including extracurricular activities, are accessible to all children including those with SEND.

Admission Arrangements

The school follows the Local Authority Admissions procedure and does not discriminate against pupils with special educational needs and/or disabilities in its admission arrangements. The Admissions Policy is available via the school and on our website <https://www.straitsprimaryschool.com/policies/>

Storing and Managing Information

All SEND documents are stored in a locked filing cabinet in the SEND room. Individual records and documents are sent to their next school when children leave. Archived records are kept in locked filing cabinets.

Dealing with Complaints

Concerns about a child's progress should initially be dealt with by the child's class teacher. Following this stage, if a parent still has concerns, they should speak to the SENDCo or head teacher. Following these stages, our complaints procedure should be used or parents may speak to the school SEND governor, Mrs Claire Jones.

Monitoring and Evaluation

We will ensure that this policy and its procedures are being applied and are impacting on pupil progress through pupil progress meetings, learning walks, pupil and parent voice, book trawls and SEND review meetings. This will be carried out by the SENDCo and SLT and feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Governing body will monitor the implementation and impact of this policy.

SEND Code of Practice: 0-25 guidance 2015

For more information, please visit: <https://www.gov.uk/government/publications/send-code-of-practice-0-to25>

GDPR

This Policy adheres to the principles under data protection law. For further information please review the School's Data Protection Policy published on the School Website.

Signed by:

Chair of Governing Body:

Date:

Head teacher:

Date:

Agreed at the Full Governing Body Meeting on: