

SEND POLICY



Nether Edge Primary School

Updated: September 2021

Ratified: October 2021

Special Educational Needs and Disability Policy

The policy is in line with guidance from the following documents:

- Section 69(2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014

Definition

“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 them.” (Children and Families Act 2014.) At Nether Edge, this also includes children under compulsory school age. The Equality Act of 2010 states that schools cannot unlawfully discriminate against pupils because of their sex, race, disability or belief or sexual orientation.

A child has a learning difficulty if:

- they have a significantly greater difficulty in learning than the majority of children their age
- they have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the local education authority

A child is not taken as having special educational needs solely because English is spoken as an additional language.

Ethos and Philosophy

Nether Edge Primary School, supported by the governing body, aims to provide a balanced and broad learning experience for all its pupils through a relevant and differentiated curriculum.

Staff employ a variety of teaching techniques to “unlock learning” for pupils. Every pupil including those with SEND should reach their full academic potential, be included fully in the school community and have a successful transition to secondary education.

The school endeavours to provide a learning environment that recognises the needs of all children. The use of differentiated teaching techniques, routines, a positive behaviour policy, and ICT all help to facilitate children’s learning. The school is also committed to providing the level of resourcing needed to enable full access to the curriculum.

For those with physical disabilities, the site brings many challenges due to the style of the building but the school works hard to provide an accessible learning environment. This includes disabled toilets and nappy changing facilities.

The school believes that all pupils with special educational needs and/or disability can make progress through the school’s support. Progress may be in small steps and these need to be

celebrated. Such progress will be monitored through appropriate assessment that recognises and rewards pupil's efforts and achievements.

The school adopts a multi-agency approach to SEND. Such an approach provides a holistic understanding of an individual's needs and provides maximum support. In particular, parents are seen as fundamental in meeting a child's needs and are involved at all levels. Where ever appropriate, the child is also viewed as a partner and the child's voice is fundamental to reviewing their progress and planning next steps in their learning. The school fosters good professional links with outside support agencies such as the Speech and Language Service, the Autism Team, the Hearing Impaired service, Learning Support Service, Educational Psychology service, Fusion, Rowan Outreach, Early Years Inclusion and specific health professionals.

Principles

The principles for SEND provision at Nether Edge Primary School are in line with the 2014 Code of Practice. The school identifies children as having special educational needs when rates of progress are well below age related expectations. When this has been recognised, additional or different action is taken to enable the child to learn more effectively.

When a child is identified as having special educational needs, individual targets are discussed/set within review meetings with parents. In some cases, a child is placed on the SEND list for medical and social, emotional and/or behavioural reasons. The school keeps an up to date list of all pupils who are identified as having SEND including those pupils who need to be informally monitored. All these pupils will have a 'Personal Profile' which is reviewed three times per year.

The school has a team approach to the delivery of SEND provision. Overall responsibility for SEND lies with the Headteacher supported by the SENCO. The school adopts a whole school approach to SEND training recognising it as an integral part of whole school development.

Teachers recognise their overall responsibilities for children they teach who are identified as having SEND. This is reflected through their planning and their everyday practices. Subject co-ordinators also consider the needs of SEND pupils when resourcing their curriculum areas.

Children with SEND are members of mainstream classes working alongside children in the same year group. The majority of SEND support is provided in class through the class teacher, often with a member of the support staff allocated based on identified need. At times, some children will be provided with specialist support in a withdrawal group or on a 1:1 basis. Outside Agencies give support with professional advice.

The curriculum is inclusive regardless of the child's background, disabilities, gender or ethnicity as the school follows the LA's admission and equal opportunities policy, fulfilling the requirements of the Equality Act (2010).

The teaching of all pupils, particularly children with SEND, requires:

- Positive attitudes from staff
- Partnership between teachers and children to help plan and evaluate children's own learning
- A climate of warmth and support in which self-confidence and self-esteem can grow.
- Partnership between home and school
- Extra support at specified times to access the curriculum

Provision

The school governors, CEO and Headteacher are responsible for ensuring that provision is made for pupils with special educational needs. In the classroom, the class teacher, supported by the SEND Co-ordinator (SENCO), is responsible for the day to day management of that provision.

The SEND Code of Practice (2014) states that the key responsibilities of the SENCO may include:

- Overseeing the day to day operation of the school's SEND policy.
- advising on the graduated approach to providing SEND support coordinating provision for children with SEND
- ensuring that the school keeps the records of all pupils with SEND up to date, tracking pupils' progress on SEND list and monitoring and evaluating the value of any interventions
- liaising with the parents/carers of children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- contributing to the in-service training of staff
- liaising with other early years providers, other schools and support services including: educational psychologists, health and social care professionals.
- being a key point of contact with external agencies, especially the local authority and its support services
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- organise Annual Reviews for those with EHCPs
- liaising with potential future providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The SENCO up-dates her knowledge through regularly attending the SENCO Briefings within the Locality, attending relevant training days and training sessions, conferences, reading current information such as published guidance and discussions with outside agencies.

External agencies regularly provide support through assessment, monitoring and direct teaching of children with SEND. These include communication therapists, the Service District (known as MAST), Learning Support Teachers, Specialist Support Team (ASD and Early Years), the Access and Inclusion service, the school nurse, the Educational Psychologist and the Hearing and Visual impairment service. The school actively encourages a multi-agency approach to SEND and regularly puts itself forward as a venue for interagency meetings.

To ensure inclusion and support of SEND pupils, Teaching Assistants are employed by the school to cater for the range of needs. This support is delivered during whole class teaching and through withdrawal small group work (for example, The Hub, Sensory room, Lego therapy, social skills and self-esteem groups). The school employs a very effective positive behaviour policy. This is used by all staff for all children although those facing emotional and behavioural challenges will receive extra mentoring and support. The experience of the staff means that such mentoring may occur at many different levels: from class teacher to Headteacher with close involvement with the family.

The classroom provision for children with SEND is based upon the Nether Edge Curriculum. However, it is recognised that this provision must occur at an appropriate level and therefore differentiation is an integral part of its delivery. In relation to Maths and English, children with SEND are taught within the appropriate year groups to ensure full coverage of the year's curriculum but differentiated to the appropriate level. The school recognises that children with SEND can achieve in all areas of the curriculum and this is actively encouraged. Access is further ensured by the use of support staff to either directly support SEND children or to allow the class teacher to target children with SEND. The school has adopted a creative curriculum enabling differentiation to occur. The school promotes excellence and enjoyment for all. Children with SEND are actively encouraged to partake in all areas of the school. They are routinely appointed as school council representatives and are active in whole school activities. The school also seeks to ensure that every child is able to attend the residential trips. Support is also provided for any curricula and end of year trips.

Procedures

The Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs;

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and/or physical disability

Need Type	Specific Disabilities/ Needs	Areas of Learning likely to be affected	Recommended support/ interventions.
Communication and Interaction (C&I)	<p>Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</p> <p>Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder (ASD) Asperger's Syndrome and Autism</p>	<p>Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy.</p> <p>Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine motor functions.</p>	Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication. Interventions will need to take account of their individual sensory needs and requirements.

<p>Cognition and Learning (C&L)</p>	<p>Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD.</p>	<p>Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.</p> <p>Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and coordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent.</p> <p>Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.</p>	<p>Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.</p> <p>Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.</p>
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<p>Social, mental and emotional health (SMEH)</p>	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;</p> <p>Problems of mood-(anxiety and depression). Problems of conduct(oppositional problems and more severe conduct problems including aggression) Self-harming, substance abuse Eating disorders or physical symptoms that are medically unexplained Attention deficit disorder (ADD) Attention deficit hyperactive disorder (ADHD) Attachment disorder Autism or pervasive developmental disorder An anxiety disorder A disruptive disorder or, rarely, schizophrenia or bipolar disorder.</p>	<p>Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain health relationships. These difficulties may be displayed through disruptive or challenging behaviour, as well as through the child becoming withdrawn or isolated.</p>	<p>Schools, colleges and early year’s providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties. This should be described in their published SEND policy and schools should ensure a solid evidence base for any interventions offered. Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a ‘triage’ service to identify and provide for children and young people who need specialist provision very quickly</p>
<p>Sensory and/or physical needs (S/PD)</p>	<p>Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability</p>	<p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Some children and young people require special educational provision. It is this group that should be identified as having a SEND.</p>

Levels of Support

There is a graduated approach to identifying a pupil's SEND:

- If teachers have concerns about a child's learning they will initially put strategies in place and monitor these over a period of time.
- If the concerns continue then staff will have discussions with the SENCO and parents. A personal profile will be set up detailing agreed targets and relevant interventions. These targets will then be monitored and reviewed with parents three times per year.
- If sufficient progress has not been made then parents, staff and external agencies will agree to move towards a My Plan which will be monitored and reviewed three times per year. The My Plan identifies levels of need using the Sheffield Support Grid.
- If concerns remain, then all parties involved can give consideration to a request to the Locality and local authority to move towards an Education, Health and Care Plan.

Provision

Most pupils will have their needs met through quality first teaching (QFT). Each pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the school's ongoing cycle of assessment for learning.

When a pupil has been identified as requiring a provision that is additional to, or different from that provided generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEND list in one or more of the four SEND categories – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and/or Medical/Physical needs.

Parents/carers will be informed and will be invited to discuss the additional support required and how school and home can work together to assist their child with their learning.

The provision required for each pupil will be specific to that pupil's needs and where possible school will seek and follow advice from additional professionals such as Educational Psychologists, Specialist Teachers, Paediatricians, Occupational Therapists and Physiotherapists. Where appropriate an FCAF (Common Assessment Framework) may also be used to ensure that a cohesive approach is taken towards monitoring and meeting a pupil's needs.

Below is an outline of the provision provided by Nether Edge and the tiered response to pupils' needs includes:

Quality First Teaching (All Pupils)		Pupils with SEND without an EHC plan	Pupils with higher levels of SEND needs or an EHC plan
<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated delivery • Differentiated outcome • Increased visual aids – letter formation, number lines • Visual timetables (class and individual) • Illustrated dictionaries • Use of writing frames • Alternative recording methods • General ICT access with appropriate software. • Sensitive grouping/ pairing / class or playground buddy. • Spelling banks for new subject specific words. 	<ul style="list-style-type: none"> • Where appropriate simple and clearly laid out worksheets. • Structured school and class routines • Use of symbols for understanding • Whole school and class reward system • Whole school/class rules / • Whole school policy for behaviour • Circle time as part of PSHE curriculum • Use of positive language to promote self-esteem • Modified/adapted resources 	<p>Quality First Teaching Named part of whole class provision mapping Group intervention English Group intervention Maths Additional Phonics Support/interventions Speech and Language Support (Talk Boost, LEAP, Makaton, Communication in Print, individual communication plans) Time out/Anger Desk slopes / Magnifiers Individual reward systems. Individual work station Time out facilities Use of sensory room Use of the Hub PECS Intensive Interaction Attention Interaction Lego Therapy Sand timers Lunch time/break time support Launchpad for Literacy Toileting support Support with movement around school Teaching Assistant for small groups and individuals.</p>	<p>Quality First Teaching, Assistance and support outline in the individual EHC plans Increased level of TA support</p> <p>Named part of whole class provision mapping Group intervention English Group intervention Maths Additional Phonics Support/interventions Speech and Language Support (Talk Boost, LEAP, Makaton, Communication in Print, individual communication plans) Time out/Anger Desk slopes / Magnifiers Individual reward systems. Individual work station Time out facilities Use of sensory room Use of the Hub PECS Intensive Interaction Attention Interaction Lego Therapy Sand timers Lunch time/break time support Launchpad for Literacy Toileting support Support with movement around school Teaching Assistant for small groups and individuals.</p>

Statutory Assessment (Education, Health, Care plan)

When a child has demonstrated a high level of difficulty with learning, a request for a statutory assessment is made by the school to the Locality in the first instance, and then if agreed, to the LA.

On making a request for statutory assessment, the school will provide the Locality and the LA with evidence that any strategies or programmes implemented for the child have been continued for a reasonable length of time with limited success. The school will also show that alternative strategies have been tried and will provide clear documentation about the child's progress over time. Before making a request the parent/carer, school and external services will all be closely involved and will provide written advice where appropriate. Parents and carers must be in agreement with school that an EHC Plan will be requested.

Reviews

Termly meetings are held between the class teacher and SENCO. Staff may identify concerns about the progress of an individual pupil and discuss these concerns with the SENCO, agreeing on strategies for the way forward.

There will be three SEND reviews a year as part of the plan/ do / review cycle for each child on the SEND list. Parents/carers will always be invited to review meetings.

Any child on the SEND list and holding a Personal Profile will have three reviews during the year. These reviews will usually be led by the class teacher with the parents and carers.

For children with a higher level of needs, a review will usually be held in the second half of each term and will be led by the SENCO with the class teacher or teaching assistant and parents/carers.

Parents and carers are encouraged to participate in the review process and the child's views will also be actively sought. In addition, other reviews may be held if it is felt necessary by staff and/or parents.

The targets set at each meeting are monitored by the class teacher and SENCO. Documentation from each review is available to the relevant staff involved and used to monitor targets.

Transition meetings are held between teachers in the summer term and between the Year 6 teachers and the Secondary school around the same time.

Resources

The school receives money in its budget to support children with special educational needs.

In addition, some funding can also be available for pupils with SEND through the area Locality budget and the SENCOs can apply for this money at certain times in the year. These requests have to be supported by an Educational Psychologist and relevant evidence gathered on strategies which have been tried. Some of the money can be used to purchase materials and resources to support children with SEND.

To manage SEND successfully in the school, the SENCOs receives time to implement the SEND policies and procedures effectively, develop new initiatives, monitor and evaluate the provision of SEND, and to meet with parents/carers and outside agencies.

Admissions

Staff are informed if they need to be aware of a child's specific needs and copies of relevant plans are circulated to relevant staff. The school aims for a smooth transition for children with SEND and their families when they are admitted from any previous school/setting and their records are passed on and discussed between the schools.

An annual review of children with EHCPs takes place. This is submitted to the Local Authority. If a child's needs are more complex, outside agencies can also give recommendations as to the provision the child may need. Records are copied and passed onto the child's new specialist provision or Secondary School. When a move to a specialist placement is being considered for a pupil, a transition officer from the central Sheffield team will be invited for a meeting with the SENCO and parents to discuss how the pupil's needs can be met. Additional visits to other settings can be arranged for vulnerable children with support, and Secondary schools may also provide additional transition opportunities.

Governors

As stated in the 2014 Code of Practice, the governing body must: "do its best to ensure that the necessary provision is made for any pupil who has special educational needs."

The governing body has a named member who oversees the SEND provision with the school and maintains close links with the SEND team. The named SEND governor is Rhona Dodds and can be contacted through the school on 0114 2550926. The governing body is kept informed of developments in SEND through regular meetings and reports, an audit of provision, information concerning the SEND budget and the provisions made throughout the school. Information concerning individual children may also be discussed.

The governing body accepts that the school would, in the first instance, deal with complaints from parents and carers concerning SEND provision.

The SEND Coordinator ensures that information about children and their special educational needs information is stored in a locked filing cabinet and relevant information is also available on a shared secure electronic system which enables staff to meet a child's individual needs.

SENCO: Harriet Stevenson

Temporary SEND support: Anne Robson

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