



Special Educational Needs and Disability Policy

Debden C of E Primary Academy

Reviewed by: Matt Hawley and Sarah Bailey
Shared with staff:
Shared with Governors:
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INTENT:

We believe that all children, whatever their abilities, should have the best possible access to a broad and balanced education. During their school life, many children will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. We aim to ensure that:

- All pupils have access to a broad and balanced curriculum, including extra curriculum activities.
- To provide a differentiated curriculum appropriate to each individual's needs and ability.
- To identify of all pupils requiring SEND provision as early as possible in their school career.
- Aim for all school activities to be fully inclusive for pupils with SEND pupils.
- For parents of children with SEND to be fully involved in their child's education.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

Additional information about the implementation of this policy can be found on our website in the SEND Information Report. This is a report detailing all the services, interventions and provision provided for children with SEND at Debden Primary Academy. It will be useful to read the School Information Report alongside this policy. Both of these documents aims to:

- Set out how our school will support and make provision for pupils with special educational needs.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- The policy is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice* and the following legislation:
 - *Part 3 of the Children and Families Act 2014*, which sets out schools' responsibilities for pupils with SEN and disabilities
 - *The Special Educational Needs and Disability Regulations 2014*, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

Definition of SEND:

The SEND Code of Practice (2015) states that a pupil has SEND if they have a learning difficulty or disability which 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.

ROLES AND RESPONSIBILITIES

SENDCo

The SENDCo is Mrs Sarah Bailey, who has 4 years' experience and holds The National Award for SEN Coordination (NASENCO). Responsibilities include:

- Working with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

SEND Governor. The SEND governor is John Saxon and responsibilities include:

- Helping to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow the SEND policy.

AREAS OF SEND

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil should be placed on a One Plan or if we would like to refer them to external agencies.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. All children will receive High Quality Teaching which includes following the Education Endowment Foundation's (EEF) '5 a day' principles.

We also provide the following interventions:

Spelling Precision Teaching

Maths Precision Teaching

Bug Club Phonics

Paired Reading

Elkan Speech and Language

Learning Mentoring

Expertise and training of staff

At Debden Primary Academy, there are 7 Learning Support Assistants that have been trained to deliver interventions such as spellings, speech and language, phonics, learning mentoring and paired reading. Training has been delivered by Educational Psychologists, Inclusion partners, myself and also external agencies; such as Speech and Language.

Teaching assistants will support pupils on a 1:1 basis when there is a child who has an EHCP and have relevant training to support their needs.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review** to form children's One Plan.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;

- The pupil's own views;
- Advice from external support services, if relevant

The child's targets and provision will be assessed for progress three times a year. This takes place in a meeting with the class teacher, parents and any relevant external agencies. Feedback will be delivered to all staff who work with the pupil, so that they are aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Transition meetings will take place between teachers/LSAs when a child changes class to share data and good practice experiences in the classroom. We also encourage the parents to meet with the new teacher/LSA to discuss home life and any relevant/important meetings that may be coming up. The child will complete a One-Page profile to tell the new staff about their likes/dislikes and interests.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 2 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- 3 x One Plan meetings per year
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/school trips/forest school

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Admissions would never be determined by whether a child has a disability or EHCP.

The school is all on 1 level and the one place that has steps includes a stair lift.

Working with other agencies

- Termly meetings with the Educational Psychologist and Inclusion Partner.
- Agencies are invited to a child's annual review.
- All reports completed by external agencies are added to the child's one plan/EHCP and sent to parents.

Complaints

Complaints about SEND provision in our school should be firstly be made to the class teacher and then to the SENDCo/Head of School. 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

Contact details of support services for parents of pupils with SEN

Contact the Essex SEND Information Advice and Support (IAS) Service for free and impartial advice on SEND. They can help with everything to do with special educational needs and disabilities. ... email send.iass@essex.gov.uk. call 0333 013 8913.

Contact details for raising concerns

Any complaints or concerns should be addressed in writing to the Debden Admin email address: admin@debden.essex.sch.uk. The correspondence should be sent for the attention of both the Head of School (Mr Matt Hawley) and the school SENCO (Mrs Sarah Bailey).

Should your concern not be dealt with satisfactorily by our school leadership team, please forward your concern to Mrs Lin Stephenson – our Chair of Governors. Her email address is l.stephenson@debden.essex.sch.uk

The local authority local offer

Our local authority's local offer is published here: <http://www.essexlocaloffer.org.uk/>

Admission

All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory Assessment and are having their needs

met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures.

LINKS WITH OTHER POLICIES

This policy links to the following policies:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Medical Policy