



Special Educational Needs and Disability Policy

Debden C of E Primary Academy

Reviewed by: 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:

A pupil has SEND if they have a learning difficulty or disability that requires 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 most 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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

ROLES AND RESPONSIBILITIES

SENDCo

The SENDCo is Mrs Claudia Cope and her responsibilities include:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- 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;
- Providing 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;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Being the point of contact for external agencies, especially the local authority and its support services;
- Liaising 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;
- Ensuring the school keeps the records of all pupils with SEND up to date.

SEND Governor. The SEND governor is Isobel Tunnecliff and responsibilities include:

- Helping to raise awareness of SEND issues at governing board meetings;
- Monitoring the quality and effectiveness of SEND and disability provision within the school and updating the governing board;
- Working 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.

IDENTIFYING SEND

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 consider 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.

PROVISION FOR PUPILS WITH SEND

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

TT Rockstars/ Numbots

Sensory Circuits

Expertise and training of staff

At Debden Primary Academy, there are 10 Learning Support Assistants that have been trained to deliver specific interventions. Training and CPD is delivered by Educational Psychologists, Inclusion partners, the SENDCo and also external agencies; such as Speech and Language.

Learning Support Assistants will support pupils on a 1:1 basis when there is a child who has an EHCP and will receive 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 closely 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

Progress of the child's targets and provision will be assessed 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

EXTRA-CURRICULAR ACTIVITIES

Where possible, we make all of our internally-run extra-curricular activities and school visits available to all our pupils;

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;

Unless there is a severe physical risk of harm, we do not exclude children from partaking in offsite activities;

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

The main school is all on one 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 firstly be made to the class teacher and then to the SENDCo/Headteacher. 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

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 Headteacher (Mrs Sarah Bailey) and the school SENDCO (Mrs Claudia Cope).

Should your concern not be dealt with satisfactorily by our school leadership team, please forward your concern to Mr Tom Caster – our Chair of Governors. His email address is tcaster@debden.essex.sch.uk

THE LOCAL AUTHORITY 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