



Stogursey C of E Primary and Pre-School



Special Educational Needs and Disability Policy

Approved by: Local Governing Committee at Stogursey School

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Definitions

Definitions of Special Educational Needs (SEN) taken from the Children and Families Act 2014

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the admission at (a) or (b) above or would do so if special educational provision was not made for them.

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.

Legislation

The government has reformed the way in which provision and support is made for young children and young people with special educational needs and/ or disabilities in England.

Legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. An SEND Code of Practice also accompanies this legislation. This Code of Practice can be found on the Department for Education's website: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Further information for parents can be found on: <https://www.gov.uk/children-with-special-educational-needs>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan pathway.

SEND (Special Educational Needs and Disabilities) Information Report

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/ or disabilities and their families. It describes the services and provisions that are available both to those families in Somerset that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Information Report includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The School's SEND Information Report can be seen at: <http://www.stogurseyprimaryschool.co.uk/Web>

SEND at Stogursey School and Preschool

Being the best we can be together!

At Stogursey Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences.

1. Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2014), and the Preschool will follow the Early Years Foundation Stage (2021) to support the individual child's needs following guidance of the Development Matters (2021) or equivalent guidance. This is inline with the Trust aims which are as follows:

1.1 Each school within the Quantock Education Trust shall ensure that:

- The Special Educational Needs of pupils will be addressed and pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- It works in partnership with parents and appropriate external agencies to support pupils with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- It has a Special Educational Needs and Disability Co-ordinator (SENDCO). The SENDCO will maintain and regularly review the SEND register held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to develop their skills and knowledge so that they can effectively support individual pupil to implement strategies suggested by the SENDCO and to deliver the support outlined in individual learning plans of pupils with SEND.
- Children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- All children and young people with special education needs are given equal opportunities to take part in all aspects of the school's provision.
- Priority is given to high quality teaching that is differentiated, that scaffolds learning, and is personalised in line with their individual needs.
- It is important to promote at all times individual confidence, a growth mindset and a positive attitude.

- Our schools develop and maintain close partnerships with families, so that their knowledge, views and experience can help support needs and individual requirements.
 - We regularly survey parents of children with SEND, and our school community, to ensure that they are heard, and are given opportunities to feedback on the quality of our offer.
 - We engage with the latest research to inform our practice to ensure we are an inclusive Trust, made up of inclusive schools.
 - We work with experts in the field of SEND to continually improve our provision and expose our practice and our outcomes to regular scrutiny.
- 1.2 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2. Objectives

Staff members will:

- If a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

The preschool will follow the flow chart (see Appendix I) working with parents/carers, preschool staff and child's key person, other professionals and SENDCo.
- **Monitor the progress of all pupils** to aid the identification of pupils with SEND. Continuous monitoring of pupils with SEND by their teachers or key person will help to ensure that the pupils are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum or the Early Years Foundation Stage framework.** This will be co-ordinated by the SENDCo and Head of School, or the preschool's supervisor and the child's key person at Little Acorns Preschool, and will be carefully monitored and reviewed termly in order to ensure that individual targets and/or developmental outcomes are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education and care. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupil's needs cannot be met by the school or preschool alone. Some of these services include Parent and Family Support Officer; Educational Psychology Service; Speech, Language and Communication Service; Children and Adult Mental Health Service (CAMHS); Orthoptist Department; Musgrove Park Hospital; and Social, Emotional, Mental Health Support Service (SEMHS).
- **Create a school environment where pupils can contribute to their own learning.** This means: encouraging relationships with adults in school so that pupils feel safe to

voice their opinions of their own needs; encouraging pupils to help set their personal targets, and involving the pupils in checking their own progress against these targets. Pupils are also encouraged to participate in a wide range of school activities including the School Council, sports and after school clubs, and by being a responsible member of the school community.

- **In preschool we will support the child holistically.**

Creating a nurturing and safe environment to support all areas of development supporting children's confidence. The preschool will work closely with the whole school and build a positive partnership with the reception class teacher to aid a smooth transition into school.

3. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Gary Tucker (Head of School)

The person coordinating the day-to-day provision of education for pupils with SEND is Lisa Dunwood (SENDCo)

4. Arrangements for coordinating SEND provision

The SENDCo will hold securely, details of all SEND records for individual pupils.

All staff can access:

- ! The Stogursey Primary and Pre -School SEND Policy
- ! A copy of the full SEND Register
- ! Guidance of identification of SEND in the Code of Practice
- ! Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of provision maps.
- ! Practical advice, teaching strategies and information about types of special educational needs and disabilities
- ! Information available through Somerset's SEND Local Offer published on <https://www.somersetchoices.org.uk>

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of the pupils.

The school's policy is accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

5. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

6. Specialist SEND provision

The School including the Pre-School is committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

7. Facilities for pupils with SEND

The school and Preschool complies with all relevant accessibility requirements. Please see the school accessibility plan for more details which can be found in the school office and on the school's website.

8. Allocation of resources for pupils with SEND

Funding for SEND pupils is formula-funded directly into our budget based on information from the Census. For those few children who have greater need funding is allocated via an Educational Health and Care Plan. These are only given for certain criteria and for children whose SEND is significant and persistent. In Preschool funding can be applied for without an EHCP under the Early Years funding criteria. This has to be transferred to an EHCP within the child's reception year in order to maintain funding beyond the Early Years.

Identification of pupils' needs

Identification:

Please see the definition of Special Educational Needs at the start of this policy.

A graduated approach:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with performance indicators and grade boundaries will be identified as possibly having SEND and will then be closely monitored by staff in order to gauge their levels of learning and possible difficulties. In Preschool this may be evidenced when children are not meeting expected outcomes of the Early Years Foundation Stage (2021) and the Development Matters guidance (2021)
- b) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- c) The child's class teacher or key person (preschool) will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher or preschool practitioners to better understand the provision and teaching styles that needs to be implemented.
- d) The SENDCo will be consulted as needed for support and advice, and she may wish to observe the pupil in class or in the preschool setting.
- e) Through these steps, the level of provision needed by the child will be determined.
- f) If a child is recorded by the school or preschool as being monitored because of concern by a parent or the teacher or preschool practitioner, the child is not automatically placed on the school's or preschool's SEND register. Any concerns will be discussed with parents informally or during parents' evenings. The SENDCo will normally be available at parents' evenings for discussions.
- g) Parents' evenings are used to report on the progress being made by children. h) A pupil will continue to be monitored after s/he has been removed from the SEND register.

SEND Support

When a concern about a child's progress or social or emotional well-being is raised, parents are informed and the process of assessment and/or identification of that need is started. The aim of formally identifying a pupil with SEND, and placing them on the school's or preschool's SEND register, is to help the school ensure that effective provision is put in place and so remove barriers to learning. 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 which are the most effective in supporting the pupil to achieve good progress and outcomes. The Preschool APDR can be seen on the SEN information report.

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 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 the 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, SENDCo 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 the pupil's 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. She will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The class teacher will work closely with teaching assistants 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 SENDCo.

SEND children may also access Same Day Interventions which are designed to provide any child who has not understood the work within a lesson, a chance to revisit the task with the teacher within the same day.

Review: Reviews of a child's progress will be made termly. 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 their parents. After evaluating the effectiveness of the support and interventions which have been implemented, the class teacher, in conjunction with the SENDCo, the parent and the pupil, will make the necessary amendments to the on-going provision plan for the pupil.

Referral for an Education, Health and Care Plan (EHC Plan)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school or preschool but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral to the Somerset County Council for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will include information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Educational Psychologist
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against any decision.

Further information about EHC Plans can be found via the SEND Local Offer:

<http://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>

or by speaking to the Somerset Special Educational Needs Information and Advice service (SENDIAS) on:

01823 281250, or by emailing SomersetIndependentSupport@cswgroup.co.uk

Education, Health and Care Plans

- a. Following Statutory Assessment, an EHC Plan will be provided by Somerset County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for change to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services Pupils with SEND will be given access to the curriculum, as far as possible, through the specialist SEND provision provided by the school and taking into account the wishes of the parents and the needs of the individual. In preschool the children will have access to an enabling environment to support their individual needs and interests following the Early Years Foundation Stage.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided through the Learning Support Services. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Inclusion of pupils with SEND

The Head of School and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

This includes learning outside the classroom.

The school will seek advice, as appropriate, for individual pupils from external support services through the Educational Psychology Service, CAMHS, and the Integrated Therapy Services(ITS) . Access to the Learning Support service follows three rounds of intervention.

11.Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school and preschool encourage feedback from staff, parents and pupils throughout the year. This is done through pupil progress meetings, parents' meetings and parents' questionnaires. In preschool we will encourage two-way communication during morning and afternoon drop off and collection. We will use Tapestry, an online journal, as well as opportunities for meetings outside preschool hours which can be arranged, including face-to-face or telephone calls. Pupil progress will be monitored termly in line with the SEND Code of Practice (2014)

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher / Preschool practitioner and are monitored by the SENDCo. These are adapted following assessments. The interventions are monitored and evaluated termly by the SENDCo, and information is fed back to the staff, parents and governors. This helps to identify the effectiveness of the provision.

12.In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils and preschool children with SEND. The SENDCo attends relevant SEND courses and signposts relevant SEND-focused external training opportunities for all staff. We recognise the need to train all relevant staff on SEND issues and provide the necessary funding for training. The SENDCo, with the Head of School, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see section 12) and staff appraisals.

13.Links to support services

The school and preschool continue to build strong working relationships and links with external support services in order to fully support our SEND pupils and to aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil or preschool child. This will be brought to the attention of the SENDCo who will then inform the child's parents.

14.Working in partnerships with parents

Stogursey Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils and preschool children with SEND to the local authority Parent Partnership Service (SENDIAS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

15.Links with other schools

Being part of the Quantock Education Trust allows us to share resources and expertise to the benefit of our children. **We work alongside Spaxton School to ensure consistency across both settings, particularly in recording the graduated response and in staff training. We are working to standardise the processes we use both in monitoring and paperwork. As a QET group we are receiving support from Mr Malcolm Reeves, an inclusion mentor. The SENCOs from all QET schools meet regularly with Macolm to share good practice and ideas. We are working to ensure we have robust processes and are meeting the requirements of the Code of Practice.**

16.Links with other agencies and voluntary organisations

Stogursey Primary and Pre-School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCo is the designated person responsible for liaising with the following services: ! Somerset

Education Psychology Service

- Behaviour support via CAMHS
- Social Services
- Speech, Language and Communication Service
- Occupational Therapy Service
- Physiotherapy Service
- Physical Impairment and Medical Service
- Learning Support Services
- Family Support Services
- Hearing Support Service
- Ups and Downs
- Homestart
- Paediatricians
- Health visitors
- Early Years SENDCo (Preschool)
- GP

17.Who to Contact

To discuss SEND matters, parents may contact:

- Gary Tucker (Head of School) at the school office or on 01278 732389
- Lisa Dunwood (SENDCo) at the school office or on 01278 732389
- Teresa Miller (SEND Governor) via the school office or at

TMiller@educ.somerset.gov.uk

18.Complaints procedure

If parents or carers have any concerns or complaints regarding the care or welfare of their children, they can make an appointment to speak to the Head of School or the SENDCo or the Preschool supervisor for children at preschool who will be able to offer advice including on the formal procedure for complaint

Glossary

CAMHS Children and Adult Mental Health Service

CPD Continuing Professional Development

EHC Education and Health Care

HSS Hearing Support Service

ITS Integrated Therapy Services which includes:

OT Occupational Therapy Service

PS Physiotherapy Service

SLT Speech, Language and Communication Service SEND Special Educational Needs

SENDCo Special Educational Needs Coordinator

SEND Special Educational Needs and Disabilities

SENDIAS Special Educational Needs and Disability Information, Advice and Support, available at: <http://www.somersetSEND.org.uk/welcome/> SEMHS Social, Emotional and Mental Health Support Service

Signed

(Head of School) _____ **Date**

Signed

(SENDCo) _____ **Date**

Signed (SEND Governor) _____ **Date**

This Policy will be reviewed annually

Appendix I: Preschool APDR Cycle

Assess, Plan, Do, Review in Early Years Settings

Meeting the needs of children who are not making expected progress

Some children may enter a setting with their needs already identified through a

Child starts at an Early Years Setting. Information is gathered from parents via induction process, home communication profile etc. Setting note other professionals already involved including Health Visitor.

Assess	Child settles.
	Development is monitored regularly by Key Person through observations, discussions with parents, Personal Pathway, Individual Progress Trackers, Ecat, 2 Yrs Progress check etc.
	Key person identifies that the child is not making expected progress in one or more areas of learning. A discussion takes place with parents, and setting Senco. Specific needs are highlighted and an Individual Provision Plan/ SEN Support Plan is developed with parents, based on appropriate Outcomes.
Plan	Individual Provision Plan/SEN Support Plan identifies Specific Outcomes alongside strategies and activities which are different to/additional from other children of a similar age.
	Individual Provision plan is carried out and progress is regularly monitored against Outcomes.
	Outcomes are reviewed with parents, Key Person and SENCo. If Outcomes are not met SENCo may phone Area SENCo, Health Visitor or ITS advice line for support/advice. A referral may/may not be necessary at this stage.
Do	Area SENCo will offer general support/guidance through a phone discussion. Area SENCo may suggest a referral and may visit to support with

	Outcomes/Strategies through a discussion with SENCo, Key Person and Parents. If other professionals are involved the Outcomes/Strategies will link to their advice/suggestions.
Review	Progress towards Outcomes continue to be monitored and reviewed by Setting SENCo, parents and Area SENCo if necessary, via a review visit/phone call. If no progress AreaSENCo may consider support via MAISEY with consent from parents. MAISEY Professionals monitor,review & support.