



# Steam Mills Primary School

**Policy and Procedure: SEND**

**2021-22**

**UN – Rights of a Child**

**Article 29**

Education must develop every child's personality, talents and abilities.

## Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Areas of special educational need
4. Admissions
5. Roles and responsibilities
6. Involving pupils and parents in decision making
7. Joint commissioning, planning and delivery
8. Funding
9. The local offer
10. Identification
11. The Graduated Pathway
12. My Plan
13. My Assessment
14. My Plan Plus
15. Education, Health and Care (EHC) plans
16. Reviewing EHC plans
17. SEN and disability tribunals
18. Preparing for adulthood
19. Data and record keeping
20. Safeguarding
21. Confidentiality

# Statement of intent

This policy outlines the framework for Steam Mills Primary school to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Steam Mills Primary school therefore intends to work within the following principles, which underpin this policy:

- The involvement of children, parents, staff and outside agencies (when appropriate) in decision making.
- The early identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High Quality First Teaching provision, as outlined by the Code of Practice, to meet the needs of children and young people with SEND.
- Greater choice and control for children and parents over their support.
- Successful planning and preparation for times of transition for example secondary school.
- Promote well- being through emotional, social and mental health understanding of the whole child and their care network (this includes family and primary care givers).
- To facilitate the learning of all children through Quality First Teaching and, where appropriate, specific and measurable interventions and support to enable progress for all.
- To provide a safe, nurturing and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.

**Signed by**

**Head teacher**

**Date: October 2021**

**Chair of Governors**

**Date: October 2021**

**Next review date: September 2022**

## **1. Legal framework**

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.

- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

SEND Code of Practice 0-25.

Supporting Children with Medical Conditions.

Keeping Children Safe in Education 2018

Working Together to Safeguard Children 2018

Trauma informed practice as advised by the Educational Psychologists

Mental Health First Aid training as advised by GHLL

Early Help guidance

It should be read in conjunction with

Safeguarding Policy 2020-21

Offer of Early Help 2020-21

Behaviour Policy 2020-21 (To be renamed the behaviour and relationship policy)

Intimate Care Policy 2020-21

Safer Working Practice Policy 2018

Complaints Policy 2020-21

## **2. Definitions**

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

### **1. Areas of special educational need**

Steam Mills Primary school will make provision for pupils with the following four kinds of need:

- Communication and interaction.
- Cognition and learning.
- Emotional, Social and Mental Health.
- Sensory and / or physical.

## **2. Admissions**

- 2.1. Steam Mills Primary school will ensure it meets its duties under the Schools Admissions Code of Practice by:
  - 2.1.1. Not refusing admission for a child that has named the school in their EHC plan.
  - 2.1.2. Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
  - 2.1.3. Considering applications from parents of children who have SEND but do not have an EHC plan.
  - 2.1.4. Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
  - 2.1.5. Not refusing admission for a child on the grounds that they do not have an EHC plan.

## **3. Roles and responsibilities**

- 3.1. The governing body has a responsibility to:
  - 3.1.1. Fully engage parents and / or young people with SEND when drawing up policies that affect them.
  - 3.1.2. Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
  - 3.1.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
  - 3.1.4. Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEND.
  - 3.1.5. Appoint a designated teacher for 'looked after' children where appropriate.
  - 3.1.6. Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
  - 3.1.7. Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
  - 3.1.8. Publish the SEND Policy on the website annually, setting out the measures and facilities to assist access for pupils with disabilities.

- 3.1.9. Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- 3.1.10. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- 3.1.11. Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

3.2. The Head teacher has a responsibility to:

- 3.2.1. Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- 3.2.2. Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- 3.2.3. Cooperate with local authorities during annual EHC plan reviews.
- 3.2.4. Ensure that the SENCO has sufficient time and resources to carry out their functions.
- 3.2.5. Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- 3.2.6. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- 3.2.7. Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

3.3. The SEN Coordinator (SENCO) must:

- 3.3.1. Be a qualified teacher.
- 3.3.2. Collaborate with the governing body and head teacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- 3.3.3. Work with the school governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 3.3.4. Undertake day-to-day responsibility for the operation of SEND policy.
- 3.3.5. Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.

- 3.3.6. Liaise with the relevant designated teacher where a looked after pupil has SEND.
- 3.3.7. Advise on a Graduated Pathway approach to providing SEND support.
- 3.3.8. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 3.3.9. Liaise with the parents of pupils with SEND.
- 3.3.10. Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 3.3.11. Be a key point of contact with external agencies, especially the LA and LA support services.
- 3.3.12. Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- 3.3.13. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- 3.3.14. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- 3.3.15. Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- 3.3.16. Ensure that the school keeps the records of all pupils with SEND up-to-date.
- 3.3.17. Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.
- 3.3.18. Provide sign posting opportunities for parents to access information about the wider community.
- 3.3.19. To update the SEND section of the website on a regular basis.

3.4. Class / subject teachers must:

- 3.4.1. Plan, assess and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- 3.4.2. Set high expectations for every pupil and aim to teach them the full curriculum, appropriate to their prior attainment based on their stage of academic and physiological development.
- 3.4.3. Use appropriate assessment to set targets which are ambitious according to their zone of proximal development.

- 3.4.4. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- 3.4.5. To provide resources that enables the children to overcome their barriers to learning and promote independency.
- 3.4.6. To ensure that the pupil's style of learning and learning capacity is catered for to facilitate success.
- 3.4.7. To ensure the timetable provides accessible and meaningful activities to promote maximum learning opportunities and meet SEND outcomes.

#### **4. Involving pupils and parents in decision making**

- 4.1. Effective organisation on the part of the agencies, including the school, to help parents, children and young people with SEND express their needs, wishes and goals:
  - 4.1.1. Focus on the child or young person as an individual, not their SEND label.
  - 4.1.2. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon to make informed choices.
  - 4.1.3. Highlight the child or young person's strengths and capabilities.
  - 4.1.4. Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
  - 4.1.5. Tailor support to the needs of the individual.
  - 4.1.6. Organise assessments to minimise demands on families.
  - 4.1.7. Bring together relevant professionals to discuss and agree together the overall approach.
  - 4.1.8. To continually act in the best interests of the child and their family and be mindful of the impact and intention regarding the outcomes made.
  - 4.1.9. To ensure equity and equality for pupils including those with SEND.

#### **5. Joint commissioning, planning, and delivery**

- 5.1. Steam Mills Primary school will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

5.1.1. Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable pupils to prepare for their future adult life.

5.1.2. Draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND.
- An analysis of local challenges / sources of health inequalities.

5.1.3. Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified before school entry.

## **6. Funding**

- 6.1. Steam Mills Primary school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.
- 6.2. Personal budgets are allocated from the local authority's high needs funding block and Steam Mills Primary school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

## 7. Local offer

- 7.1. Steam Mills Primary school will cooperate generally with the local authority and local partners in the development and review of the local offer.

## 8. Identification

- 8.1. To identify pupils with SEND, Steam Mills Primary school will:

- 8.1.1. Assess each pupil's current skills and levels of attainment on entry.

- 8.1.2. Make regular assessments of all pupils to ensure that:

- The child's progress is similar to that of their peers starting from the same baseline.
- The child's previous rate of progress is, at least, be maintained. However the aspiration that this can be improved is always at the forefront of the support given.
- Aspires to close the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

- 8.2. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

- 8.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite Quality First Teaching targeted at their areas of weakness.

## 9. Graduated approach

- 9.1. Steam Mills Primary school will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- 9.1.1. Establishing a clear **assessment** of the pupil's needs.

- 9.1.2. **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

- 9.1.3. **Implementing** the interventions, with support of the SENCO.
- 9.1.4. **Reviewing** the effectiveness of the interventions and making any necessary revisions.
- 9.1.5. **Specific, Measurable, Attainable, Realistic/relevant, Timed** targets to be set by staff, parents, outside agencies and children using child friendly language.
- 9.1.6. Steam Mills School uses Gloucestershire County Council Graduated Pathway Model for SEND.

## **10. My Plan**

10.1. The interventions can be implemented through My Plan where a pupil:

- 10.1.1. Makes little or no progress when Quality First teaching approaches are targeted specifically at a child's identified areas of weakness.
- 10.1.2. Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- 10.1.3. Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- 10.1.4. Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- 10.1.5. Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

### **My Assessment**

Should a child continue to make little or no progress within a My Plan the SENCo will review this with the Head, Class Teacher, Parents and child (where appropriate). The outcome of the review will establish whether alternative provision needs to be accessed to meet the needs of the child. This could be assessed using a My Assessment format as part of the Graduated Pathway approach. Following the My Assessment a decision will be made to remain at My Plan or move to My Plan Plus.

### **My Plan Plus**

10.2. The relevant teacher or SENCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- 10.2.1. Continues to make little or no progress in specific areas over a long period.
- 10.2.2. Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- 10.2.3. Continues to have difficulty in developing literacy and mathematical skills.
- 10.2.4. Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- 10.2.5. Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- 10.2.6. Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

## **11. Assessment for EHCP**

- 11.1. Steam Mills Primary school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- 11.2. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- 11.3. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

## **12. Education, Health and Care (EHC) plans**

- 12.1. Steam Mills Primary school will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- 12.2. The school will admit any child that names the school in an EHC plan.
- 12.3. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- 12.4. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

### **13. Reviewing an EHC plan**

13.1. Steam Mills Primary school will:

- 13.1.1. Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- 13.1.2. Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- 13.1.3. Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- 13.1.4. Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- 13.1.5. Cooperate with the local authority during annual reviews.
- 13.1.6. Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- 13.1.7. Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

### **14. SEN and Disability Tribunal**

14.1. Steam Mills Primary school will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

### **15. Preparing for Secondary school**

15.1. Steam Mills Primary school will ensure that it meets its duty to support children during the transition from primary to secondary school

- 15.1.1. Preparation for secondary school in the planning meetings with pupils and parents from year 6.
- 15.1.2. Helping pupils and their families prepare for the change in school.
- 15.1.3. Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.

15.1.4. Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

15.1.5. Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

## **16. Data and record keeping**

16.1. Steam Mills Primary school will:

16.1.1. Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.

16.1.2. Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

16.1.3. Record details of additional or different SEND provision on a provision map.

## **17. Safeguarding**

17.1. The school recognises that additional barriers can exist when recognising the abuse and neglect of children with SEND. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

17.2. Therefore additional pastoral support is put in place for these children including regular opportunities to communicate with a safe and trusted adult.

17.3. All communication regarding safeguarding to be recorded on the Steam Mills School online forum 'My Concern'. My Concern to be regularly accessed, checked, updated and acted upon as appropriate to individual cases by the Safeguarding Officers.

## **18. Confidentiality**

18.1. Steam Mills Primary school will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

18.1.1. To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.

18.1.2. On the order of any court for the purpose of any criminal proceedings.

18.1.3. For the purposes of investigations of maladministration under the Local Government Act 1974.

18.1.4. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.

18.1.5. To Ofsted inspection teams as part of their inspections of schools and local authorities.

18.1.6. To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.

18.1.7. To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.