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## SEND Policy

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## Special Educational Needs and Disability Policy

This policy is written in line with appropriate sections of the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014) and Central Bedfordshire Draft Guidance on SEND 5-16: A Graduated Approach 2014

High quality teaching that uses a modified curriculum as needed and is personalised, will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision. Special educational provision is underpinned by high quality teaching.

The SEND Code of Practice emphasises that SEN provision is appropriate only for children/young people who require action that is “*additional to, or different from*” the high quality teaching and appropriate range of curriculum modification within the classroom. It defines children as having a learning difficulty if they;

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for children of the same age in schools within the area of the Local Authority;
- are under compulsory school age and fall within the definition of either of the above or would do so if special educational provisions was not made for them.

Children may have special educational needs throughout or at any time during their school career. The SEND Code of Practice identifies the broad Areas of SEND as:

Communication and Interaction  
Cognition and Learning  
Social, Emotional and Mental Health Difficulties.  
Sensory and/or Physical

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children with a disability will require this provision. Discussion of individual need with the child’s parents, teacher and where appropriate the child, will help to ensure that adequate provision is made.

The Act of 2014 places a requirement on local authorities and schools to publish and keep under review information about the services they expect to be available for children and young people with special educational needs (SEN) aged 0-25, This is the LA “Local Offer”. The intention is to improve choice and transparency for families. It will provide an important resource for parents, families and professionals in awareness of the range of services and provision in the local area. For schools, this is the SEND Information that is published on the school’s website

Many of our pupils live within the defined boundaries of Milton Keynes. This means that it is vital for staff, when raising an issue about an individual with special educational needs to identify which authority the SENDCo must relate to.

## **Aims and Objectives**

At Swallowfield School we will make every effort to meet the educational needs of all our pupils. Everyone in the school community – governors, staff, parents and pupils has a positive and active part to play in achieving this aim.

Our role is to help all children develop to their full potential. We do so, raising the aspirations and expectations of *all* pupils regardless of their age, gender, ethnicity, attainment or background and by taking into account any special educational needs that may occur.

As a school we have a responsibility to provide a broad and balanced curriculum for all of our pupils. We ensure that we meet the full range of pupil’s needs and provide all pupils with challenging work throughout the key stages. Inclusion is already embedded in our practice and is reflected in the caring ethos of the school.

This information takes account of the school’s aims as outlined below;

Our aim is to nurture pupil’s well-being and academic achievement. We will foster teaching and learning relationships that value and celebrate each individual’s successes and accomplishments. This is based on a community ethos of mutual respect and trust. Pupils are supported to explore new ideas and identify creative solutions to challenges. Our school environment is inclusive and welcoming to all. The curriculum and opportunities that we offer are enriched by first hand experiences, visits and extensive extra-curricular activities. Being part of the Swallowfield community inspires children to be the best they can.

Our school recognises the role parents and the child themselves have to play in decision making regarding their support and what they want to achieve.

## **Roles and Responsibilities**

The governing body will fulfil their statutory duties to pupils with SEND by:

- Establishing a policy which has regard to the ‘Special educational needs and disability code of practice: 0 to 25 years, Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities’
- Securing the appropriate resources required.

All staff will fulfil their statutory duties with SEND by:

- Acting on the principle that they are directly responsible for meeting the needs of *all* pupils, by liaison with; the SENDCo, parents, pupils, other agencies and by participating in appropriate training.
- Meeting these needs by using high quality teaching strategies that take account of the individual needs of all their pupils.
- Engaging in a continuous cycle of planning and assessment.

#### ASSESS-PLAN- DO REVIEW

Pupils will be involved by:

- Having their wishes about their own needs regularly sought and carefully considered;

Parents will be involved by:

- Working in partnership with the school in regular consultation;
- Helping to meet their child's needs at home;

#### **Management of SEND**

The school has a teacher responsible for co-ordinating the needs of children with SEND. There is also a governor responsible for SEND.

The SENDCo will have responsibility for co-ordinating the providing of SEND within the school by:

Overseeing the school's special needs policy;

Advising teachers on how pupils might meet planned learning objectives;

Co-ordinating provision for pupils with special needs;

Maintaining the school special needs register and;

Overseeing the records kept by class teachers on all pupils with special educational needs, and which form part of the pupil's educational plan;

Liaising and working in partnership with the parents of children with special educational needs;

Contributing to the training of staff and governors;

Liaising closely and regularly with LSA's;

Liaising with external agencies.

#### **Admission Arrangements**

The admission of children with special educational needs and Disabilities to Swallowfield School is laid down in the school's admission policy.

#### **Access**

The school has some access for pupils with physical disabilities. It has undertaken an access audit from which an action plan has been developed. Through this the school plans to improve access over successive financial years.

## **SEND Budget Allocation, Resourcing and Delivery**

There is an annual allocation of the SEND budget for each financial year with additional Pupil Premium funds allocated.

From the funding outlined above, and additional school resources the following are provided for the support of SEND:

- ✓ SENDCo release time;
- ✓ Administrative resources;
- ✓ Consumables;
- ✓ Pupil resources;
- ✓ Training opportunities.

LSA provision by the school ensures all pupils with SEND have access to LSA support.

Physical resources to assist in supporting pupils with SEND are held in classrooms and in central locations throughout the school. The learning lodge provides a central resource bank and additional space for group and individual work.

## **Identification, Assessment, Provision, Record Keeping and Review**

The class teacher has the initial responsibility of identifying children with SEND. The class teacher will:

- Involve parents in discussions regarding their child's needs at the earliest opportunity.
- Keep a record of provision made so far.
- Give the reasons for any referral onwards and discuss with SENDCo.
- Keep records of any assessments/observations carried out.

Following initial referral and discussions, progress over a period of six weeks may be monitored to determine if any additional/change of intervention is required. (Appendix 1)

If after this period it is felt the child will continue to benefit from action that is 'additional to or different from' their peers, further discussions may be held between the parents, teacher, child where appropriate, and SENDCo. This may entail the writing of an IEP (Individual Education Plan) that more precisely records the child's strengths, interests and areas for development, the desired outcomes resulting from these, the smaller step towards achieving them and the provision.

The SENDCo will:

- Advise the class teacher how pupils might best meet their planned learning objectives/outcomes;
- Oversee records kept by the class teacher including IEP's, identifying what is different from and additional to the rest of the class;
- Review IEP's of children with SEND at least termly;
- Liaise with parents on the SEND needs of their children ensuring that IEP's are a shared and collaborative process including parents and child.
- Encourage the participation of children in making decisions about their education. See Appendix 2.

## **Stage One**

A child at this point is at School Support level of the Code of Practice, Stage One of Central Bedfordshire's Graduated Approach. If adequate progress is made a decision may be taken to reduce the support as appropriate. See Appendix 3.

## **Stage Two**

If expected progress is not made, despite the above intervention, the school may see a need to increase support as appropriate. The school may ask for advice from outside agencies and the child will move to the Stage Two of the Central Bedfordshire Graduated Response. See Appendix 4.

The advice and strategies given by these outside agencies will contribute to the IEP process. If after these interventions the child is still demonstrating a significant cause for concern, the school will follow the procedures for statutory assessment as set out by the LEA. This will utilise evidence from all previous stages, closely involve the participation of parent and child and be passed to the LEA for consideration for further assessment decision. If the LEA agree that further assessment and provision is required, other professionals such as areas of Social and Health care may be involved. This may then result in the issue of an Education Health Care Plan (EHCP). The EHCP is a statutory document that outlines the child's needs and the nature of provision required to meet these needs.

## **Access to the Curriculum**

Children with SEND will have access to a broad and balanced curriculum through LSA support and/or appropriately differentiated materials/teaching within the classroom. On occasions it may be deemed appropriate to withdraw an individual, or a group of individuals with similar needs to work towards achieving their outcomes.

## **Evaluating Success**

School SEN records will collate and record the school's responses at all stages including reviews. Any appropriate information regarding an individual will be available in school for scrutiny at anytime.

The effectiveness of support for pupils with SEN, and thus the notion of 'value added' is informed through the school's assessment record keeping and monitoring and evaluation processes.

The governing body will evaluate the success of the education provided for the SEN children by:

- Regular meetings with the SENDCO;
- Classroom observations;
- Discussions with class teachers.

## **Parent Partnership**

The school will have an 'open door' policy with regard to parents. Parents will be involved at every stage in the decision making about their child's needs. All communication with parents will be recorded and their help will be sought in supporting their child at home. (See Appendix 5).

## **Queries and Complaints**

Queries and complaints will be dealt with in line with the school's complaints procedure. Parents will be put in touch with the appropriate parent support services. If in pursuing complaints, the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the LEA. If at this point they do not agree with the schools and LEA's decision they have the right of appeal to the authorities SEN Tribunal.

## **In-Service Training**

In-Service training is available in respect of SEN for whole school or individual members of staff. The provision of training will be allocated where it is deemed in accordance with the school's professional development policy.

In addition the SENDCO will:

- Attend appropriate courses, conferences, local liaison and relevant training, and will cascade information to staff at regular staff meetings;
- Provide training to LSA's as required;
- Identify appropriate training opportunities for LSA's from outside agencies;
- Use observations and discussions with staff to identify training needs.

## **External Agencies/Facilities and Support Services**

The SENDCO will liaise with outside agencies i.e. available support services, support for specific areas of need, e.g. hearing and visual impairment, Educational Psychologists, health services, social services, educational welfare services.

The school will maintain close links with the health departments involved with its children i.e., school nurse, occupational therapist, physiotherapist, speech and language therapist.

## **Links with other schools**

The school will secure links with Early Years providers of new children and our feeder middle schools in order to ensure continuity and dissemination of information.

## **Review**

This policy will be reviewed every year.



## Appendix 1

### Triggers for SEND intervention

- Makes little or no progress even when teaching approaches are targeted;
- Shows signs of difficulty in developing English or mathematics skills which impacts on other areas of learning;
- Presents persistent emotional or behavioural difficulties which are not helped by the behaviour management techniques usually employed;
- Has sensory or physical problems and continues to make little or no progress despite specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite provision of an appropriately modified curriculum.

## **Appendix 2**

### **Pupil Participation**

Schools and professionals need to:

- Provide the pupil with clear information about the purpose of any assessment, IEP or intervention;
- Help the pupil to understand and agree the outcomes of any intervention and how they can be a partner in working towards these;
- Explain clearly what additional support or assessment arrangements are being made and how the pupils can contribute to them;
- Consult the pupils who need individual support to ensure that it is provided in a timely and sensitive way and enable them to participate fully in learning;
- Ensure that the pupil understands the role and contribution of other professionals;
- Draw upon the experience of any local pupils support services if appropriate;
- Ensure that the pupil has access to a designated member of staff with whom they can discuss any difficulties or concerns;
- Be aware that many pupils may already be in contact with other professionals in child health, mental health, and social services.

## **Appendix 3**

### **Adequate Progress**

Adequate progress might be progress that:

- Closes the attainment gap between the child and their peers;
- Prevents the gap from growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour;
- Is likely to lead to accreditation;
- Is likely to lead to participation in further education, training or employment.

## Appendix 4

### Triggers for Stage Two

- Continues to make little or no progress in specific areas over one year;
- Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing English and mathematics skills;
- Has emotional or behavioural difficulties which regularly interfere with the child's own learning or that of the class group despite having an individualised behaviour management programme;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## **Appendix 5**

### **Partnership with Parents**

Schools should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child;
- Focus on the child's strengths as well as areas of additional need;
- Recognise the personal and emotional investment of parents and be aware of their feelings;
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings;
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- Respect the differing needs parents themselves may have, for example a disability or communication or linguistic barriers;
- Recognise the need for flexibility in the timing and structure of meetings.

**Parents should:**

- Communicate regularly with their child's school/early education provider, and alert them to any concerns they have about their child's learning or provision;
- Fulfil their obligations under home-school agreements which set out expectations of both parties.