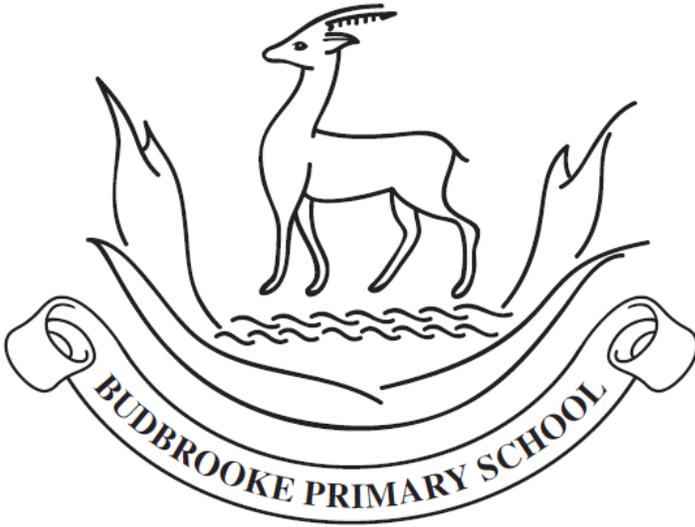


# Budbrooke Primary School



## Special Educational Needs and Disabilities Policy

Date adopted by Governors:	16 <sup>th</sup> December 2021
Date for policy review:	December 2022
Person responsible for review:	Head Teacher

## Introduction

We believe that 'children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them'.

Children have 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 a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision means:

Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability code of practice: 0 to 25 yrs 2014, the Children and Families Act 2014, the Equality Duty Act 2010, and the Special Educational Needs and Disability Regulations 2014), and further guidance is provided by both the Government and Local Authority.

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority and academy trusts, other than special schools, in the area.
- for children under two, educational provision of any kind.' (Education Act 1996)

When organising additional support, it is very important that we provide children with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with Special Educational Needs should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with Special Educational Needs within the classroom.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community, have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## 2 Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical/sensory/medical difficulties

The school has full provision for pupils who are disabled.

## 3 Aims and Objectives

We aim:

- To identify pupils with special educational needs as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools to share good practice in order to improve this policy.

## 4 Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Head Teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- to report annually to parents on the effectiveness of the school's special educational needs policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Head Teacher and the SENCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Head Teacher**

The Head Teacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENDCo, the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- inform parents when special educational needs provision has been made for their child;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Special Needs Co-ordinator (SENDCo)**

The SENDCo will:

- work with the Head Teacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- organise and manage the team of TA's;
- inform and assist class teachers with the creation and updating of Pupil Passport (IEPs);
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor;
- annually report to the Governing Body on the success and development of special educational needs

### **Role of the Governors:**

The Governors will:

- work closely with the Head Teacher and the SENDCo;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;

### **Role of Class Teachers**

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- create individual targets for those children with a Pupil Passport (IEP);

- deliver the individual programme for each special educational needs pupil as set out in their Pupil Passport (IEP)
- develop Pupil Passports (IEP's) for special educational needs pupils by working closely with the SENCO and support staff;
- comply with all aspects of this policy
- undertake appropriate training;

#### **Role and Rights of Parents**

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils. (see Partnerships)
- to take part in the review of Pupil Passports (IEPs);
- to attend annual reviews

#### **Role and Rights of Pupils**

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- devising their Pupil Passport (IEP);
- setting learning targets;
- the annual review

#### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

### **5 Admissions**

We will:

- treat all applications equally and we will not discriminate against pupils with special educational needs;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support

### **6 Curriculum**

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- Pupil Passports (Individual Education Plans), which set a small number of targets, closely matched to the pupil's needs

## 7 Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

## 8 Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or teaching assistants;
- withdrawal support either individually or in small groups with specialist teachers or TA's.

## 9 Identification, Assessment and Level of Intervention

**Early Identification:** We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

**Assessment:** It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests.

**Intervention:** As advocated in the Code of Practice (CoP) once pupils have been identified as having SEND the school will intervene through offering provision at either:

- **Universal**
- **Targeted**
- **Higher Need**

**Universal Provision:** the first wave of intervention is through the implementation of Universal Provision within the classroom. This includes:

- **Quality First Teaching:** the class teacher is aware of any individual needs that do not need to be further assessed/recorded.
- Differentiation allows pupils to access the curriculum at age related expectations.
- Class teachers will monitor in order to keep track of progress and attainment and monitor any changes therein.
- Pupils may be included in some small group classroom interventions to close any gaps.

**Targeted Provision:** further intervention can be triggered through concern that despite receiving differentiated teaching (quality first teaching) pupils:

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent emotional / behavioural difficulties
- have sensory or physical problems which hinders progress

- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning
- show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and / or interaction problems, which continue despite curriculum differentiation

The SENCO will consider implementing appropriate targeted provision such as:

- providing different materials or equipment
- more effective strategies via staff development or training
- group support
- LEA support for advice on strategies and equipment or staff training
- Individualised targeted attention given to specific, measurable, areas of need as addressed on a Pupil Passport (IEP).
- Advice may be sought from the Specialist Teacher Service (STS), recommendations that are in place are following the 'assess, plan, do, review' cycle.

The SENCO will: -

- consult with parents
- advise and support the class teacher
- ensure an appropriate Pupil Passport (IEP) is in place which will record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs
- ensure Pupil Passport (IEP) reviews take place termly or at least twice a year and will record the extent to which targets have been met
- ensure that new Pupil Passport (IEP) targets are set when appropriate and that new strategies are outlined and the provision made
- ensure relevant background information is in place

If after two cycles of 'assess, plan, do, review' it is felt that the child is not progressing

**Higher Need:** intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils:

- have made little or no progress
- are working well below that expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships

The SENCO will consider implementing appropriate higher need provision such as:

- individualised targeted attention given to specific, measurable, areas of need as addressed on a Specialist Teacher or Educational Psychologist report;
- special arrangements made so that the curriculum can be accessed;
- 1:1 Intervention time to access the curriculum;

- specific programmed interventions run by a specialist member of staff, this may involve some time off the classroom timetable.
- advice implemented from the Specialist Teacher Service (STS), Educational Psychologist (EP), Occupational Therapist (OT), Speech and Language Therapist (SALT), Early Help Team (EH), RISE previously CAHMS or other outside agency.

Recommendations that are in place cover Universal or Targeted Provision following the ‘assess, plan, do, review’ cycle and will include some ‘Higher Needs Provision’.

A **Statutory Assessment** may be requested from the Local Authority if the child still remains a cause for concern and an Education Health and Care Plan will be provided if the Local Authority feels that the child requires provision beyond what the school can offer.

**An Education Health and Care Plan (EHCP)** will:

- outline details of the Local Authority's assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs
- identify the type of school which the Local Authority believes would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided otherwise than at school

**The Annual Review** will:

- assess the progress of the pupil in relation to the IEP targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing EHCP
- set new targets for the following year

A **transitional review**, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

## 10 Partnerships

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

## 11 Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEND Code of Practice)

#### **12 In-Service Training**

Identified in-service training will be undertaken in line with the school's Professional Development Policy.

#### **13 Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such as annual report to parents and Head Teacher reports to the Governing Body
- information displays in the main school entrance

#### **14 Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

#### **15 Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

#### **16 Monitoring**

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.

#### **17 Evaluation and Review**

The effectiveness of the **SEND provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report. A review of the **Special Educational Needs and Disabilities policy** document is undertaken every year. The

Special Educational Needs and Disabilities policy is a working document and is kept under constant review. (See Policy Evaluation)

### 18 SEND COVID-19 addendum

This addendum reflects advice received from the DfE and the local authority during the Covid-19 pandemic about provision for children with education, health and care (EHC) plans, and those children with special educational needs.

## SEND: COVID-19 addendum

In the event of any future lockdowns or restrictions to accessing school due to the Covid-19 pandemic we shall continue to follow the advice received from the Department for Education (DfE) and the local authority during the Covid-19 pandemic about provision for children with education, health and care (EHC) plans, and those children with special educational needs. This addendum outlines key principles and provision for meeting the needs of those children who have special education needs in our school.

If you wish to seek further information or clarification of these updates, please click on the link below. Please note that this is being continually revised by the Government so we would advise to regularly check these updates.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

From 1 September 2020, school will continue to offer places to all children with EHC plans whose risk assessment determines that attending school is the right course of action, along with parental agreement. The SENDCo working alongside the local authority and Headteacher will keep risk assessments for EHCP pupils up-to-date to reflect any changes in circumstances.

Coronavirus (COVID-19) makes it more difficult for school to provide the specified special educational and health provision in an EHC plan. Possible reasons why this might be more difficult are:

- The child is not currently attending school.
- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19).
- Our school will ensure that parents are informed of services for additional support, for example around anxiety, mental health and behaviour.
- Coronavirus (COVID-19) is limiting the level of service that can be provided by outside agencies (such as educational psychologists, STS, SALT) who provide advice and information for SEN pupils.  
The SENDCo is liaising with these services and passing advice and guidance onto staff and parents.

We will aim to continue to provide differentiated learning for those SEN pupils attending. It may be difficult for school to provide the provision on Pupil Profiles (Pupil Passports)/Behaviour support plans/due to the following reasons:

- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19).
- School will endeavour to provide differentiated learning for pupils who are not attending our setting full time in person due to self-isolation/Covid illness.

**Provision 1A** Section 1A of this addendum focuses on children with an EHCP or SEN children without an EHCP who are not able to attend school. In this instance we have made the following provisions:

- online via learning materials uploaded to class pages. An additional SEND page was set up to provide resources for SEN children who may need a little extra support which can be found here: <https://www.budbrooke.warwickshire.sch.uk/class/special-educational-needs-send>
- weekly emails to families from the class teachers/Headteacher to communicate learning provision for that week
- weekly welfare check calls for all SEND children not in regular attendance
- risk assessments carried out for children with an EHCP to ensure safe provision of their needs in discussion with parents/carers.
- access to Headteacher, class teacher or SENDco via designated school email address and/or telephone.
- where possible, liaising with outside agencies (STS, SENDAR, Speech and Language) to obtain advice, where needed, to support our SEN children.
- Specialist agency reviews to be conducted virtually where possible

Commented [NW1]:

Commented [NW2]:

**1B** Section 1B of this addendum focuses on the provision for SEN children within school. As a result of this, we have made adaptations to our usual SEN provision in line with current guidance.

The key principles are to:

- ensure that children's successful transition back into the school environment if they have been absent due to Covid 19 illness or self-isolation
- support children's social, emotional and mental health
- access to a to help children to recover from their loss of routine, structure, friendship, opportunity and freedom where appropriate
- provide opportunities to discuss and share worries, concerns where appropriate
- support for children to re-establish human contact, attachment needs, rebuild relationships with peers and adults, establish new relationships and build trust safely working with parents
- risk assessments to be reviewed for children with an EHCP to ensure safe provision of their needs in discussion with parents/carers.
- children with Individual Healthcare Plans to receive medical intervention following discussion with parents/carers on the safest way to carry these out. Where an Individual Healthcare Plan has not been completed but where there is a medical intervention needed, we will liaise with child, parent/carers and health professionals to create one.
- EHCP annual reviews to be conducted virtually with parents/other professionals or via email/telephone correspondence if not available virtually.
- Some interventions that were taught in cross year groups to be taught in small groups within bubble or to be replaced by support as part of quality first teaching.

- Teaching and support staff to assess children's special educational needs as normal and to liaise with SENDco to help children to rebuild confidence, emotional resilience, recap past skills, and to consider skills for learning in a socially distancing school environment.
- SENDco to liaise with parents/carers, school staff and external agencies where needed to provide further support if possible.
- This addendum within the SEND Policy will be reviewed as guidance from the Government, the DfE or the Local Authority is updated.

## Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Special Needs and Disabilities Policy	See policy info		✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups															Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Conclusion	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓				✓			✓			✓			✓			✓			✓			✓		
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Conclusion	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓				✓			✓			✓			✓			✓			✓			✓		
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Conclusion	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓				✓			✓			✓			✓			✓			✓			✓		

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

