



Little Plumstead

Church of England VA Primary School

"where children come first"

SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Formally adopted by the
Governing Body of Little Plumstead CEVA Primary School

On	14 th September 2021
Chair of Governors	
Head Teacher	
Last Updated	14 th September 2021
Review	September 2022



Special Education Needs and Disability Policy 2021



“where children come first”

‘Our love should not be only words and talk. No, our love must be real. We must show our love by the things we do.’ 1 John 3:18

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Introduction

At Little Plumstead C of E VA Primary School we are committed to providing a high quality, appropriate and inclusive education for all of our pupils.

Our aim is to raise the aspirations and expectations for all pupils with SEND. We focus on outcomes for children and believe that every member of staff is a teacher of every child, including those children who have special educational and additional needs. We believe that all pupils should have access to high quality first teaching and through regular monitoring, listening to and discussion with pupils and parents/carers, we endeavour to provide this.

Positive relationships between all members of our community are the key to maintaining a supportive and effective learning culture in our school.

Objectives

1. To monitor the progress of all pupils, identifying needs as they arise and to provide support as early as possible.
2. To work in partnership involving pupil, Parent/Carers, school staff and with external agencies (when appropriate) at every stage.
3. To ensure that there is effective liaison with any external agencies in providing optimum support for the pupil.
4. To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued by staff, parents/carers and peers.
5. To provide for and support learners with SEND through a broad and balanced curriculum alongside a caring, organised and calm learning environment.
6. To provide full access to the curriculum through personalised planning by class teachers (when appropriate) with regard to encouraging confidence and raising self-esteem.
7. To provide specific support, matched to the needs of an individual, in addition to personalised classroom provision, for those pupils with SEND when appropriate.
8. To ensure that the SEN and Disability Act, the Equality Duty (2010) and the guidance provided in the SEND Code of Practice, 2014 (updated April 2020) are implemented effectively across the school.
9. To operate a 'whole pupil, whole school' approach to the management and provision of support for pupils with special educational needs.
10. To ensure equality of opportunity for all pupils with SEND and to prevent discrimination.

11. To develop the existing skills of staff in identification, assessment and provision for pupils with SEND and to provide training and support as appropriate.
12. To ensure pupils with SEND make progress towards age related expectations in their learning.

This policy was co-created by the school's SENCo and the SEN Governor in liaison with the Head Teacher, Senior Leadership Team, staff and parents of pupils with SEND.

This SEN Policy works alongside and in conjunction with the Norfolk Local Offer, the Special Educational Needs and Disability Code of Practice: 0-25 years 2015 Section 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice from schools DfE Feb 2013
- Schools SEN Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Accessibility Plan
- Teachers Standards 2012
- Attendance Policy
- Positive Behaviour Policy
- Safeguarding Policy
- Prevent Policy
- Looked After Children Policy
- Pupil Premium Statement, and is embedded in the Teaching and Learning Framework of the school

Name of Special Educational Needs Co-ordinator (SENCO): Mrs Gill Malcolm, Year 5 Teacher and member of the Senior Leadership Team

Contact Details for SENCO: senco@littleplumstead.norfolk.sch.uk 01603 712165

SEN Governor: Mrs Leanne Mills

Staff members responsible for Safeguarding: Mrs D Hall Pastoral Support Worker, Mrs C Wright - Headteacher, Mr D Beake and Mrs G Malcolm

Staff member responsible for Pupil Premium Grant: Mrs R Holmes

Staff member responsible for Looked After Children: Mrs S Radford

Staff member responsible for managing the school's responsibility for meeting the medical needs of pupils: Mrs D Hall pastoral@littleplumstead.norfolk.sch.uk

All teachers are teachers of children with special educational needs is therefore a whole school responsibility.

Provision Mapping

Each term the school allocates resources and programmes of intervention to support children/groups of children based on internal tracking data gathered at termly progress meetings and continuously throughout the academic year.

Inclusion

All members of staff value pupils of different abilities and support inclusion.

Within the school, staff and pupils constantly strive to find the best ways to support all pupils' needs.

Within each class the teaching and learning styles, and organisation are flexible, to ensure effective learning.

Where appropriate, links with partner special schools or specialists, including Specialist Resource Bases are made. Liaison and planning between both schools takes place to ensure the appropriateness of provision and review meetings take place termly.

Identifying Special Educational Needs and or Additional Needs

High quality first teaching will be available for all pupils. Teacher planning takes account of the wide range of aptitudes and interests of the children within their class. The majority of children will learn and progress within these arrangements however those children whose overall attainments or attainment in specific subjects falling significantly outside the expected range may have additional and/or special educational needs.

Our school seeks to identify the needs of pupils by considering the needs of the whole child and not just the special educational need of the pupil.

High quality first teaching, adapted for individual pupils, is the first step in responding to pupils who may have special educational needs.

Little Plumstead Primary School uses a four - step approach to identifying and providing for children who have special educational needs:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

STEP 1 – Adapted/differentiated work

Many pupils experience delays in their learning at different times in their learning journeys and they may not be making expected progress for a variety of reasons. Some children will have work adapted by their class teacher which will be additional to and different from the curriculum available for the majority of children of their age. Pupils will be able to choose different levels of challenge when appropriate to extend their own learning and develop their potential.

Progress at this stage will be tracked three times per year by the schools' Tracking Systems and parents kept informed.

STEP 2 – Interventions and a Graduated Response

Specific interventions for delay in the following areas as outlined in the Code of Practice will be undertaken, arranged by teachers in collaboration with the SENCO, in order to establish whether or not there are special educational needs which are contributing to the delay, or whether there are other barriers to learning.

- **Communication and Interaction** (Speech and Language)
- **Cognition and Learning** (e.g. English and Maths)
- **Social, Mental and Emotional Health**
- **Sensory and Physical**

A graduated response

Once a potential special educational need is identified, four types of action should be taken to put effective support in place:

1. Assess
2. Plan
3. Do
4. Review

Through regular discussion with the pupil, class teacher, parent/carer and SENCo, the most appropriate support will be arranged.

A **Learning Support Plan** (which will provide an ongoing record) will be written in collaboration with the pupil, parent/carer and teacher, noting the pupil's strengths, long term outcomes, barriers to learning and a record of the assess, plan, do, review cycle. Outcomes will be regularly reviewed (at least termly) involving the pupil, parent/carer and the school staff involved.

A **Behaviour Support Plan** may be written in conjunction with the pupil, parents and staff if appropriate.

A blank copy of each is attached to the end of the document.

Information from Feedback meetings between staff, pupil and parents as well as the impact of support/intervention and next steps will be recorded on the pupil's Ongoing Record in school which is kept online as well as the ongoing Learning Support Plan which parents will always have a copy of. Any other documents relating to pupils with SEN will be stored securely either online or in a locked cabinet.

Our Pastoral Support Manager, Mrs Donna Hall pastoral@littleplumstead.norfolk.sch.uk plays a very active role in supporting children throughout the school. She works with small groups of pupils as well as providing one to one support around self-esteem, anger management, friendship support and anxiety.

Any concerns relating to a child's behaviour is recognised as an underlying response to a need which we aim to recognise and identify clearly, providing the appropriate support as necessary.

Other areas which are NOT a special educational need but may have an impact on progress and attainment are:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/ woman

Some pupils at Little Plumstead Primary School receive an allocation of monies known as Pupil Premium for Free School Meals, Looked After and Armed Forces children. Some of these children may also require interventions. Each and every Pupil Premium intervention will be benchmarked, undertaken and evaluated alongside the school Tracking System. A full report on the spend of this funding along with other Pupil premium interventions for those children not having special educational needs will be presented to the Governors on an annual basis and reported to Parents/Carers online on the School website.

A list of children receiving support and/or specific is maintained in school by the school's Special Educational Needs Co-ordinator (SENCo) as a means of monitoring and reviewing provision and impact. This is called the SEN Register.

STEP 3 – Identification of Special Educational Needs

If Class teachers have evidence that a pupil is still not making good progress despite quality first teaching, interventions and adjustments, discussions will take place between the class teacher, parents, and SENCO - Mrs Malcolm, who may contact external agencies to arrange **SEN SUPPORT** in any or all of the four areas. Advice sought from external agencies will be in discussion with parents/carers and pupil (when appropriate) who will be required to agree to and to sign a referral. The cycle of assess, plan, do, review will continue and will be recorded on the Learning Support Plan or Behaviour Support Plan.

Special Educational Needs and Disabilities (SEND) Definition

Children have special educational needs if they have a *learning difficulty that 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;
- have a disability that 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 authority;
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014 and updated April 2020)

STEP 4 – Formal Assessment

Should children still not be making appropriate progress, despite a period of support at School Support Level and in agreement with the parents/carers, the school may request that the Local Authority make a statutory assessment in order to determine whether it is necessary to create an **Education and Health Care Plan (EHCP)**. The school is required to submit evidence to the Local Authority whose Assessment Panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the Local Authority's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. Details of these arrangements are available from the SENCO at the school or on-line at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/ehc-needs-assessment-requests>

Managing the Needs of Pupils on the SEN Register

To ensure the provision for children with SEN is monitored carefully, the SENCO will keep an up to date SEN Pupil Register/List, as well as a termly Provision Map, outlining the areas of need and the pupils within each class who are being supported in different ways. In addition, each class teacher maintains a working document recording the extra intervention/support pupils in their class are having as well as the impact/outcomes any support has had.

This information is then brought to the termly Pupil Progress Meetings where children's progress and needs are reviewed and discussed in the light of information gathered across the school, alongside national data and expectations of progress. This helps inform next steps for individual pupils and groups of pupils, future support and possible training needs for the school.

Engaging additional support and services is the responsibility of the SENCO and Head Teacher.

Processes for Identifying, Assessing, Monitoring and Reviewing Pupils

We will follow the Graduated Approach of Assess, Plan, Do and Review to successfully observe, monitor, assess and record the progress of pupils who may have SEND or additional needs. This graduated response is used to help identify any children who are not making satisfactory progress and who may have additional needs. These processes may include:

- Parent/carer raises concerns about a child - verbally or written
- Boxall Profile Assessment is completed as a means to assess a child's social and emotional well-being

- Progress of a pupil is measured against the age related objectives of the New National Curriculum (ongoing)
- Progress and Attainment of a pupil is measured within the National Phonics Screening Check (Year 1 and 2)
- National Curriculum attainment targets for the end of Key Stage 1 and Key Stage 2 (ongoing)
- Progress is measured against 'Point in Time Assessments' (PITAs) termly by each teacher for every pupil (ongoing)
- Standardised screening and assessment tools including Early Years Foundation Stage (EYFS) at beginning of Autumn Term in Reception year
- Progress is measured from individual starting points
- Observations are made of behavioural, emotional and social development
- An existing Education and Health Care Plan (EHCP) is in place – ongoing and reviewed annually
- Assessments by a specialist service are made, for example Educational Psychology identifying additional needs (as required)
- Another school or Local Authority (LA) has identified or has provided for additional needs for a pupil prior to them transferring to our school.

The Role of the SENCo

The SENCo works alongside the Head Teacher, Senior Leaders, Teachers, Learning Support Assistants, School Staff and the Governing Body to determine the strategic development of supporting children in Little Plumstead Primary School who have any SEN/additional needs.

Responsibilities also include:

- Overseeing the day to day running of the policy.
- Liaising with the Head Teacher to plan strategically for the needs of pupils with SEND and Additional Needs across the school
- Discussing pupils' needs with teachers and providing advice and support when needed
- Monitoring provision for pupils with SEND through: lesson observations, learning walks, book scrutinies, review of planning for pupils with SEND, monitoring interventions and intervention records, overseeing Learning Support Plans, Behaviour Support Plans and checking impact, talking to pupils.
- Managing Learning Support Assistants and timetabling how they can best support pupils
- Liaising and developing a positive, working partnership with parents/carers
- Liaising with external agencies for example: Educational Psychologists, Specialist Learning Support Teacher, Speech Therapist, Health professionals etc
- Contributing to whole school training and professional development of staff in school
- Monitoring provision for children with SEND across the school, analysing data and creating a provision map
- Keeping comprehensive, clear and up-to-date records on children's needs and how they are being met.

The Role of the Governing Body

- Ensuring that a high standard of provision is in place for pupils with SEND/Additional needs
- Identifying a named 'responsible person' who will be kept informed about all those involved with teaching and supporting pupils with SEND

Named Governor with responsibility for SEND: Mrs Leanne Mills

- Ensuring all children with SEND are fully involved in all school activities
- Have regard to the Code of Practice when carrying out their responsibilities
- Be involved in developing, monitoring and reviewing the policy for SEND
- Named Governor for SEND to meet termly with the SENCo to review provision

The Role of the Class Teacher

The Code of Practice clearly acknowledges the responsibility allocated to the class teacher as the lead provider of SEND care and provision within the classroom. Responsibilities include:

- Providing quality first teaching in the classroom
- Requesting support from and collaborating with the SENCo to decide on the best actions to support a pupil to make progress.
- Developing and maintaining positive relationships with parents and carers
- Working with the SENCo to collect and share all available information about a pupil
- Collaborating with the SENCo to write Learning Support Plans (LSP) and Behaviour Support Plans (BSP)
- Being responsible for working on actions specified in the LSP
- Updating Learning Support Plans and Behaviour Support Plans in collaboration with pupil and parent/carer at least termly (signed copies by parent/carer for home and school)
- Establishing effective Home/School communication books if required
- Being involved in the development of the School's SEND Policy
- Ensuring lessons are appropriately personalised and work is set at an appropriate level for pupils in their class with SEND or additional needs
- Developing individual timetables highlighting in-class support and intervention programmes with pupils with SEND (when appropriate)
- Contributing to reports for and/or attending Annual Reviews for children with an Education and Health Care Plan or other supportive process meetings
- Ensuring Learning Support Assistants (LSA) are clear about their role in supporting pupils with SEND or additional needs daily and making time to discuss the pupil with the LSA regularly
- Being aware of the school's procedures for the identification and assessment of and subsequent provision to support children with SEND and additional needs

The Role of Learning Support Assistants

- Liaise with the class teacher to ensure appropriate support for pupils with SEND and additional needs
- Provide support to identified children as outlined in the LSP or BSP and teacher's plans
- Carry out small group or 1:1 intervention programmes as directed by the class teacher and the LSP/BSP
- Keep written records of the child's progress on their intervention or support programmes
- Adapt the activity and provide alternative resources if necessary, to support a child/children within a lesson
- Provide feedback to the class teacher on the progress of the child within each lesson
- Provide written comments on how a child is progressing within a lesson (when appropriate)
- Ensure effective communication with parents and carers through professional discussion and home-school communication books (when required)
- Contribute to and attend Annual Reviews for children with an EHC Plan or other supportive process meetings

The Role of the Head Teacher

- Manage all aspects of the school including SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Work closely with the SENCo and Senior Leadership Team to ensure children with SEND and additional needs are well supported
- Ensure that the school has clear and flexible strategies for supportively and collaboratively working with parents

Involving pupils and parents in the process

Children accessing interventions and/or support will be invited to complete an age-appropriate questionnaire twice yearly - in December and March. Results will be analysed, acted upon and shared with staff and Governors as well as parents through the Information Report/Local Offer on the school's website.

Parents of children who are accessing interventions and/or support will be sent an online Survey Monkey to complete. Results will be analysed, acted upon and shared with staff and Governors as well as parents through the Information Report/ Local Offer on the school's website.

We operate an open door policy here at Little Plumstead Primary School and we will always make time to see parents at a mutually convenient time.

Monitoring and Evaluation of SEND

At Little Plumstead Primary School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. This is carried out through regularly monitoring whole class teaching, the provision of small group and one to one interventions, book scrutinies, work sharing with parents after every half term (Covid restrictions permitting), collection of pupil, parent and staff views, parent evenings and regular audits.

The Governors are involved in monitoring provision by coming into classrooms and observing provision (Covid permitting). These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

In addition to the twice yearly questionnaires for pupils and parents, SEND provision is an item on the agenda of every Full Governing Body meeting where a report is shared.

The SEN Governor meets termly with the SENCO to review and evaluate provision and its impact.

Training and Resources

The Head Teacher, SENCo and Pastoral worker meet regularly to review provision, outcomes and how further to best support the pupils in our care. Discussions also take place with the Educational Psychologist and Specialist Learning Support Teacher who can provide advice.

The SENCO attends the Essential SENCO Network group termly to keep up to date with local and national updates in SEND.

The SENCO is a member of NASEN which is the UK's leading organisation supporting those who work with or care for children and young people with special and additional educational needs and disabilities.

Specialist Services and teachers with additional **specialist** qualifications may be called upon to provide specific interventions or strategies to be followed by all adults coming into active learning situations with the child. Permission from parents/carers will always be sought before contacting any External Agencies.

Where a pupil is receiving SEN Support, the class teacher and/or SENCo will meet with pupil and parents/carers at least termly to review and update the Learning Support Plan, reviewing outcomes and targets, discuss the activities and support that will help achieve new targets, review progress and identify the responsibilities of the parent, pupil and the school.

Individual pupil progress at **SEN Support** Level will be intensively monitored three times per year by the school tracking system and by the Head Teacher in conjunction with Parents and the SENCO. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full and challenging role regarding the progress of these children with both the SENCO and Head-teacher.

Criteria for Exiting the SEN Register/List

When a pupil is able to maintain a good level of progress for a term once the specialist provision and support is no longer in place.

Support for Pupils and Families

Extra support and advice can be found on Norfolk County Council's Local Offer <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Admission Arrangements

Information can be found at the following link <https://littleplumstead.norfolk.sch.uk/wp-content/uploads/2020/07/Admissions-criteria-2020-21.pdf>

Transition from class to class

Transition sessions are timetabled annually as children prepare to meet their new teacher for the coming academic year.

Extra opportunities are organised for children needing more reassurance.

Transition from pre-school to Primary School

Several transition days are organised for children moving from pre-school to Reception in the summer term prior to starting in September. There is also an opportunity for parents/carers to speak in person to the SENCo to share any SEND or additional needs.

Reading Cafés also take place from May for pre-school children moving into Reception the following September. Children and their families are invited in to share book activities together with school staff.

Transition from Primary School to High School

Close links with the High Schools ensure opportunities to visit the High Schools begin from November during the pre-transfer year. Timetabled visits for Year 6 children are organised in the summer term as well as extra events for more vulnerable groups. Visits are also made by staff from the High School to Year 6 in their primary setting.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Care plans are drawn up when necessary.

Complaints Procedure:

If any parent feels dissatisfied with the arrangements for or treatment of their child who has SEND, they should first contact the class teacher and if still unhappy the Special Needs Co-Coordinator. A copy of the School's Complaints Procedures is available on the school website.

This policy was agreed by The Governors of Little Plumstead Primary School and will be reviewed annually.