

Stanford Junior and Infant School



SEND Policy

*“Living Together,
Learning Together”*

Prepared by Senior Leadership Team:
Adopted at Full Governors Meeting:
Last Review:
Approved at Policy Committee:
Next Review:

September 2017
November 2017
September 2021
November 2021
September 2022 unless required earlier

Stanford Junior and Infant School
Special Educational Needs and Disability (SEND) policy

Definition of Special Educational Needs or Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice 0-25; July 2014; paragraph xiii. Xiv. & xvi.)

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to pupils of the same age. (SEND Code of Practice 0-25; July 2014; paragraph 6.15)

Introduction

Stanford Junior and Infant School aims to be a fully inclusive school in which the teaching and learning and well-being of every pupil matters. This is through the consistent delivery of high quality teaching, which ensures that the necessary provision is made for any pupil who has SEND and through appropriate additional support and intervention. We firmly believe in a person centred approach and place pupils and parents/carers at the heart of the process to ensure best outcomes for the pupil.

The purpose of this document is to ensure that all pupils at Stanford Junior and Infant School have access to a broad and balanced education that will equip them for their future life. Our school will carry out its duties towards all pupils with special educational needs and disabilities in accordance with the Special Educational Needs and Disability Code of Practice 0:25 years. We work collaboratively with parents and pupils once a need has been identified. We recognise that both parents and pupils hold key information and have knowledge and experience which is valued. They are encouraged to participate in all decision-making processes and contribute to the assessment of their needs, planning, action and review of the desired outcome and aspirations.

This SEND policy is written to comply with the SEN Code of Practice (0-25 years) September 2014, together with the Equality Act 2010.

Identification, Assessment and Provision

Provision for children with special educational needs is the responsibility of the Governing Body, the Head teacher, the SENCO and all other members of staff. All teachers are teachers of children with special educational needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Identification

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the whole child. There are four broad categories of need:

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

At the heart of the work of the school is a continuous cycle of Assess, Plan, Do and Review which takes account of the wide range of abilities, aptitudes and interests of our children. High quality teaching which is differentiated is available for all pupils. The majority of children will learn and progress within these arrangements.

At Stanford Junior and Infant School, we assess each pupil's current level of attainment and progress with high quality formative assessment, effective tracking and target setting. Where a need is identified the school will consult with pupil and parents regarding their wishes and desired outcomes.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or with some parental support. Otherwise, the child is placed at SEN on our SEN register.

We have termly pupil progress meetings involving key members of staff usually teachers, SENCo and SLT. Every child in school has their progress and needs analysed to inform appropriate action required. This may involve observations, specialist diagnostic assessment, provision of resources or general guidance and advice. Where it is determined that different or additional support is required, the class teacher will be supported by the SENCO to plan interventions and support. All relevant teachers and support staff will be made aware of their needs, the support provided and the teaching strategies required. Effectiveness and impact will be reviewed at the agreed date and the views of the pupil and parents sought.

Monitoring:

The school adopts the "Assess, Plan, Do, Review" cycle where pupils are assessed regularly and this assessment is monitored through pupil progress meetings. Additional provision is

identified and reviewed regularly with parents and pupils. The progress of all children, including those identified on the SEND register, are closely monitored and reviewed. Their progress is assessed and planned for accordingly. Should the gap between them and their peers close significantly, they may be removed from the register. The register is flexible and children can move off it and on it as their needs change.

SEND Support:

The school adopts a graduated approach that recognises there is a continuum of Special Educational needs and brings increasing specialist expertise to support the difficulties that a child may be experiencing.

Where more specialist advice is required, referrals to the appropriate agency will be completed with consultation and agreement by parents. School, led by the SENCO, will liaise with specialist support agencies to provide appropriate intervention strategies.

Where necessary, school will submit an Education, Health and Care plan referral following the legal assessment procedures outlined in the Local Offer by North East Lincolnshire Local Authority.

The child's class teacher will remain responsible for the child and will work closely with any teaching assistants or specialist staff to plan and assess the impact of the interventions. The SENCO will support the class teacher.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses.

Education Health Care plan

The majority of children and young people with SEN or disabilities will have their Needs met within local mainstream early year's settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make Statutory special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. This will be supported by an Education, Health and care Plan pathway. An EHCP is reviewed annually. Where necessary a review an emergency review meeting can be held.

Reporting Arrangements

(SEN support)

Individual pupil progress is monitored termly by the school tracking system and by the Headteacher in conjunction with Teachers and the SLT including SENCO. Where a child is identified as having a special educational need they will have a "My Plan" document in place documenting what's going well, what the concerns are, proposed outcomes, provision arrangements planned and reviews of provision. This document is written in consultation with

all who are involved with the child. These proposed outcomes on the My Plan will be reviewed termly as part of the assess, plan, do, review process.

Governors

A report on the progress of children and current provision will be presented to the Governing Body termly and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher.

The Role of the Special Educational Needs and Disability Coordinator (SENCo)

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

Our approach is based on the principles set out in the Code of Practice 2014 and they are designed to support:

- The participation of children, their parents and young people in decision- making.
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.

- A focus on inclusive practice and removing barriers to learning.

Complaints Procedure:

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. A copy of this is available on the school website.

Safeguarding:

We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to care, control and restraint policy, behaviour, anti-bullying, accessibility, medical and curriculum policies.

Prevent Duty Statement:

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infants School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles.

FGM - FEMALE CIRCUMCISION & CUTTING

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure - Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practicing communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

Signed By



Chair of Governors:

Date: November 2021



Headteacher:

Date: November 2021

| Review Date | Amendments | Approved Date |
|----------------|---------------------------------------|-------------------------|
| September 2017 | Annual Review | September 2017 |
| February 2018 | Delete out of date legislation page 2 | March 2018 |
| September 2018 | Annual Review | September 2018 by email |
| September 2019 | Annual Review – Minor Changes | October 2019 |
| September 2020 | Annual Review | October 2020 |
| September 2021 | Annual Review | November 2021 |