

**Arnbrook Primary School
Special Educational Needs and Disability Policy**

Adopted: September 2015

Review date: September 2020

Updated: September 2019

Contents:

| | |
|---|-----|
| Definitions of Special Educational Needs and explanations of changes to SEN | p2 |
| Mission Statement | p3 |
| 1. Aims and objectives | p3 |
| 2. Safeguarding children with SEND & Disabilities..... | p3 |
| 3. Responsibility for the coordination of SEND provision | p4 |
| 4. Arrangements for coordinating SEND provision | p4 |
| 5. Admission arrangements | p4 |
| 6. Specialist SEND provision | p5 |
| 7. Facilities for pupils with SEND | p5 |
| 8. Allocation of resources for pupils with SEND | p5 |
| 9. Identification of pupils' needs | p6 |
| 10. Access to the curriculum, information and associated services | p8 |
| 11. Inclusion of pupils with SEND | p9 |
| 12. Evaluating the success of provision | p9 |
| 13. Complaints procedure | p9 |
| 14. In service training (CPD) | p9 |
| 15. Links to support services | p10 |
| 16. Working in partnership with parents | p10 |
| 17. Links with other schools | p10 |
| 18. Links with other agencies and voluntary organisations | p11 |

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The school follows the SEN Code of Practice as set out by the Government. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

At Arnbrook Primary School we welcome children with special educational needs and disabilities and will make sure that no-one in the community lets a child's special needs get in the way of high expectations of social and academic achievement. We are ambitious for all pupils, including those with SEND, and ensure our curriculum is adapted to ensure that SEND pupils develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

We aim to provide an environment in the school where all children can access a broad and balanced education and achieve their full potential. We ensure that pupils are given the appropriate learning opportunities and that a range of provisions are put in place to engage pupils in a full range of activities and to overcome barriers to their learning.

We ensure that all pupils are fully integrated in the school community and engage in school activities and that reasonable adjustments are made so that children with SEND are not at a disadvantage compared to other pupils.

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To promote positive attitudes towards children with SEND
- To ensure all pupils are able to fully access our ambitious curriculum and achieve the best possible outcomes.
- To identify all pupils with SEND as early as possible
- To provide a learning environment where the needs of all pupils are met
- To involve pupils in the planning and reviewing of their education
- To involve parents in the discussions around the pupils needs and in the decisions made around the pupils education.
- To provide an environment where all pupils' feel their strengths are recognised and valued.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** Arnbrook Primary School works closely with preschool settings, parents and other agencies prior to entry to school to gather information to identify needs. Baseline tracking information and monitoring progress termly will ensure that pupil's needs are identified within the school monitoring process.
- **Monitor the progress of all pupils** in order to highlight any concerns in learning and aid identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential and enable the teacher to respond to the learning needs within the classroom.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum and achieve the best possible outcomes.** This will be co-ordinated by the SENDCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. The teacher will use a range of strategies that make full use of all available classroom and school resources and school interventions and use progress data to be able to evaluate the success of the provision.
- **Work with parents** to gain a fuller picture and understanding of their child and their needs, and involve the parents in discussions around progress, needs, provision and other

agencies that may be involved. It also includes, supporting them in terms of understanding SEND procedures and practices and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

- **Work with and in support of outside agencies.** We actively seek the involvement and advice from appropriate outside agencies when the pupils' needs cannot be met by the school alone and work alongside them to ensure the needs of the pupil are fully recognised and we work together to meet the pupils needs.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** We ensure that we listen to pupils and take account of their views on their learning and the provision that is in place to support their needs. Pupils are actively engaged in making decisions about their learning and targets. The decision-making that pupils are involved in is reflected in the wider school in school life through the school council.

Safeguarding children with SEND & Disabilities

As stated in KCSiE 2019, some children may have an increased risk of abuse. Many factors can contribute to an increased risk. When considering if a child is at risk, SEN needs and disabilities must be considered but staff must not also assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Evidence also shows children with SEND are at greater risk of sexual violence and sexual harassment

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

As a school we have extra pastoral support for children with SEND and Disability in the form of 1:1 support from trained staff, support from the school's trained ELSA learning mentor (Circle of Friends Groups, Self Esteem work etc), external support from Think Children Counselling Service and other bespoke forms of support.

For further information, please see our Safeguarding Policy & Peer on Peer abuse Policy.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mr P Fowle (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Mr R Maddams (SENDCO)

Arrangements for coordinating SEND provision

The SENDCO will hold details of all the SEND records, including; provision maps, progress reviews, targets and outcomes of meetings and records for other professionals for individual pupils.

All staff can access:

- The Arnbrook Primary School SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);

- Information on individual pupils' special educational needs, including action plans, structured conversations and outcomes;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEND provision through staff meetings;
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Transition arrangements for Arnbrook Primary School:

Transition to F1:

- Prior to entry contact is made between Foundation teacher and parents;
- Home visits will be used to gain a fuller picture of the child;
- Information about other agencies working with the child is gathered.

Transition to F2:

- Prior to entry, contact is made between the Foundation teacher and parents;
- A home visit is arranged for the teacher to meet with parents prior to entry, this will, where the pupil has not been at the F1 setting allow the school to gain an understanding of the child
- Information about other agencies working with the child is gathered.

KS1 to KS2 Transition:

- Discussion between teachers and teaching assistants ensures the new teacher is aware of the child's needs;
- Current progress levels are shared for future planning needs;
- New class teacher attends the last multi agency meeting for the pupil so they are aware of on-going issues;
- Additional visits into the new class.

In addition there is always additional transition arrangement put in place when a pupil moves onto a new class. Work in the new classroom and getting to know the new teacher is key to a smooth transition to the new school year.

KS2 to KS3 Transition:

- Staff from the receiving secondary school will discuss, with the SENDCO, pupils needs and levels;
- Staff, from the receiving secondary school come into school to work with the pupils;
- Additional transition visits are arranged to the secondary school, where this is appropriate;
- SEND records are passed to the SEN department of the receiving school.

Specialist SEN provision

We support pupils with a wide range of needs including; Autistic Spectrum Disorder, Specific Learning Difficulties, emotional and social difficulties, ADHD, Speech and Language Difficulties and Global Learning Difficulties.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are:

Physical Environments:

- Disabled toilet
- When appropriate applications for specialist furniture can be made

Assistive technology:

- When appropriate applications for assistive technology can be made through Inclusive Technology Services.

Increased Access to the curriculum and assistance during examinations:

- Allocation of resources and groupings
- Pupils who meet the criteria for extra time, a scribe or a reader will have access to these arrangements during assessments.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

These resources, along with pupil premium and other specific SEND funds, will be allocated within the school by the Leadership Team and SENDCO. The provision provided by these resources will be reviewed termly and adjusted to ensure the most effective use within school.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities and/or scaffolding or strategies that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the School's SEND list. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

At this stage, a 'Pen Picture' will be completed detailing the child's strengths, areas of need and key strategies to support them. This is reviewed regularly as part of the 'Plan-Do-Review' cycle.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a Statutory Assessment will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.
- d. **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made. These may include; speech and language therapy work, 1:1 or small group phonics teaching, number box games, specialist guided sessions, social interventions, physiotherapy sessions.

Whole school provision maps are coordinated by the SENDCO to support access to the curriculum for all pupils. The whole school provision is reviewed on a termly basis and changed where appropriate to make most effective use of the resources within the school.

The whole school provision includes:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space

- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEND

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Leadership Team, Subject Leaders and the SENDCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This feedback takes the form of parents views at parents evening, involving pupils in discussion around the provision that is in place to support their needs during reviews and staff through discussions around the termly review of provision maps.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Progress data is analysed and will feed into the review of whole school and individual provision maps, using the data to identify the effectiveness of the provision in place for individual pupils and change the focus of the provision when appropriate.

There is a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO for the governors and information is gathered from different sources such as parents evenings, structured conversations with parents, pupil interviews and staff contribution to reviews. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- Whole school training sessions – through INSET and staff meetings
- Training arranged through the ‘family of schools’.
- Attendance at Local Authority SENDCO conference and/or National SENDCO conference.
- Attendance at Local Authority TA conference
- Training offered through SFSS; including the Communication and Interaction Team and Cognition and Learning Team.

The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child’s parents.

The following services will be involved as and when is necessary:

- The Children’s Centre
- Targeted Support
- Social Care
- Other voluntary groups e.g. NORSACA, Parent Partnership
- Healthy Families
- CAMHS

Working in partnerships with parents

Arnbrook Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Arnbrook Primary School welcomes and values the views of parents. Parents are able to share feedback with the school through informal contact with the class teacher or through more formal appointments with the class teacher or SENDCO to discuss any concerns about their child and/ or the provision being made for them. Parents also have an opportunity to share their views during parents’ evenings and progress review meetings.

Parents are kept up to date with their child’s progress through parents evening appointments, end of year reports and pupil progress meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

Links with other schools

The school is a member of the Arnold Hill Family of Schools. SENDCOs from each school in the 'family' meet regularly to discuss issues and to ensure a collaborative approach to Special Needs within the 'family'. 'Family' training days for SENDCOs are held on a regular basis. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Arnbrook Primary also works as part of the Believe Academy Trust, which allows for sharing of best practice and resources.

Transition

Arnbrook Primary works closely with schools and settings involved in the transition of our pupils to ensure a smooth transition process and success in their new setting. The transition arrangements are set out in detail in section 4.

Links with other agencies and voluntary organisations

Arnbrook Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Schools and Family Support Services (SFSS) including: Cognition and Learning team, Communication and Interaction team, Sensory Impairment team
- Early Years Support Services (EYSS)
- Education Psychology Service
- PSED (Primary Social Emotional Development team)
- Social Care
- Speech and Language Service
- Inclusive Technology Support Service
- Physical Disability Support Service
- Gedling Area Partnership (GAP)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Linked policies:
Safeguarding Policy
Behaviour Policy

Key Documents:
KCSIE (2019)
Children and Families Act 2014.
SEND Local Offer