



Special Educational Needs and Disabilities Policy

Local Authority	North East Lincolnshire
Head Teacher	Jayne Day
SENCO	Hayley Green
SEN Governor	Steve Head
SEN Consultant	Rebecca Stephens

This policy outlines the framework for Coomb Briggs to its duty and obligation to provide a high quality education for all its pupils, including pupils with special educational need and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

At Coomb Briggs Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

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 or health condition 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.

Aims and Objectives

Aims for our SEND children:

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 provide curriculum access for all
- * To secure high levels of achievement for all
- * To meet individual needs through a wide range of provision
- * To attain high levels of satisfaction and participation from pupils, parent and carers
- * To carefully map provision for all vulnerable learners to ensure good learning outcomes.
- * To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- * To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Objectives:

- * Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services Early Years settings prior to the child's entry into the school.
- * Monitor the progress of all pupils in order to aid the 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.
- * Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO 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.
- * Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. Coomb Briggs Primary School is committed to working in partnership with parents, children, and other members of the school community to provide for the needs of every child. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education.
- * Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. We work in partnership with professionals from Health, Social and Educational Services in assisting and planning future support. Voluntary Organisations may be consulted as appropriate.
- * Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life membership of the School Council. Children and young people with special educational needs have knowledge of their own needs and what may help them in their learning. They will be encouraged to participate in and contribute to the assessment of their needs, the review and transition processes.

Areas of SEND

There are 4 broad areas of need.

- **Communication and Interaction** – this includes pupils who have speech, language and communication difficulties, slower processing difficulties and this area can include pupils with autistic spectrum conditions.
- **Cognition and Learning** – this includes pupils who have specific, moderate, severe or profound and multiple learning difficulties. Pupils will need extra support in accessing the curriculum. These difficulties can include dyslexia and dyspraxia.
- **Social, Emotion and Mental Health** – this includes pupils that find it hard to socialise, interact with others and have emotional difficulties.
- **Sensory or Physical needs** – this includes pupils that have visual, hearing, sensory or physical needs that may impact on learning.

Identifying SEND

Coomb Briggs Primary School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying a need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class and subject teachers are responsible for carrying out assessments and tracking progress for all pupils in all areas of the curriculum. If a child is significantly slower than their peers, fails to match or better previous rate of progress or fails to close to the gap to meet age expectations then discussions will be held with SENCO and senior leadership team (SLT) to put in appropriate provision. These provisions will be assessed and reviewed and further action may be taken if necessary.

Where it is determined, through consultation with the pupil and parents, that a pupil does have a SEND, the change of status will be added to the pupil's personal files. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning.

The support provided consists of a four - part cycle: Special Educational Needs Policy 2014

- Assess
- Plan
- Do
- Review

This is an ongoing 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 professional colleagues are already involved their work will help inform the assessment of need. We may request professional colleagues to carry out specific testing and the reports will be shared with both parents and class teachers.

Plan

Planning will involve consultation between the teacher, SENCO 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. Where professional colleagues from outside agencies are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Professional colleagues may support class teachers to plan interventions and for specific need through both meetings and reporting.

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 SENCO.

Review - Monitoring and Evaluation of SEND

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 SENCO will revise the support and outcomes based on the pupil's progress and development. They will collaborate to make 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 the Statutory Assessment Process which is usually requested by the school or any other external agency, 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 statement 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

Special Educational Needs Policy 2014 guidance

Teachers
Educational Psychologists
Specialist Teachers
SENCO
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 not 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 regarding the appeals process can be found by contacting the SEND Team for the Local Authority.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0-5 years. Our school has arrangements in place to support EYFS pupils with SEND.

Coomb Briggs ensures all staff who work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Pastoral Support

Staff ensure that the pastoral needs of all of our SEND children are met by supporting them with behaviour issues and additional pastoral needs. Termly meetings are held with the leadership team, consultant and designated Pastoral Mentor to identify need and plan intervention. Pastoral Mentor completes weekly pastoral records to monitor children's individual need and liaises with Class Teachers, SENCO and Headteacher. Our learning mentor provides children with a wide range of activities to support them in being ready for learning. Coomb Briggs Primary School provides support for emotional and social development through weekly lessons, themed assemblies and close monitoring for all children.

Pupil Voice: Children are free at all times to discuss any issues or concerns regarding school and/or home life.

Within the school timetable there are planned pastoral meetings with identified pupils.

Pupil Voice is recorded and held in SEND Profiles.

Admissions

We follow the Local Authority policy for admissions for SEND children, further information can be found by contacting: [01472 326291](tel:01472326291) - option 4. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Coomb Briggs Primary School recognises that each child will have unique needs and welcomes all children irrespective of need- physical, intellectual, social and emotional. We will endeavour to make reasonable adjustments to provide a quality educational experience which is effective in meeting their specific needs. This would be agreed upon in consultation with parents and outside agencies. These may require physical adaptations to the school, specialised teaching skills and

equipment. Staff development, external support and specific resourcing may also be required to ensure that each child receives the educational experience to which they are entitled.

Roles and Responsibilities

The SENCO:

- * Be qualified teacher
- * Achieve the National Award in Special Educational Needs Coordination within 3 years of appointment. The national award must be a postgraduate course accredited by a recognised higher education provider.
- * Collaborate with governing body and Headteacher, as part of the school leadership team to determine the strategic development of SEND policy and provision in the school.
- * Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- * Undertake day-to-day responsibility for the operation of the SEND Policy.
- * Coordinate the specific provision made to support individual children with SEND, including those with EHCP.
- * Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- * Advise on graduated approach to providing SEND support
- * Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- * Liaise with the parents/carers of pupils with SEND.
- * Liaise with early years providers, other schools, educational psychologists, health and social care professional, and independent or voluntary bodies.
- * Be a key point of contact with external agencies, especially the LA and LA support services.
- * Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- * Draw up a one page profile of the pupil with SEND.
- * Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- * Be familiar with the provision in the Local Offer and be able to work with professional providing a supporting role to the family.
- * Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- * Ensure that the school keeps the records of all pupils with SEND up-to-date.
- * Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHCP.
- * Identify any patterns in the identification of SEND within the school and in comparison with national data.
- * Support the class teacher in the further assessment of a pupil's particular strengths and weaknesses and advise on effective implementation of support.

Class and Subject Teachers:

- * Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and where appropriate, the pupils themselves.

- * Set high expectations for every pupil and aim to teach them the full curriculum, whatever prior attainment.
- * Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving and every pupil with SEND will be able to study the national curriculum.
- * Be responsible and accountable for the progress and development of the pupils in their class.
- * Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- * Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include Jayne Day (Headteacher), Shaun Bell (Deputy Headteacher), Gemma Smith (Key Stage 1 Leader) and Hayley Green (SENCO - if SEND related).

The Headteacher:

- * Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- * Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- * Cooperate with the LA during annual EHC plan reviews.
- * Ensure that the SENCO has sufficient time and resources to carry out their functions.
- * Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- * Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- * Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- * Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the types of SEND most frequently encountered.
- * Ensure that procedures and policies for the day-to-day running of school do not directly or indirectly discriminate against pupils with SEND.
- * Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- * Establish and maintain a culture of high expectation and include young people with SEND in all opportunities available to other pupils.
- * Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- * Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- * Identify any patterns in the identification of SEND within the school and in comparison with national data.

The Governing Body:

- * Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- * Endeavour to secure the special educational provision called for by a pupils' SEND.

- * Designate an appropriate member of staff to be the special educational needs coordinator (SENCO) and have the responsibility for coordinating pupil's SEND.
- * Appoint a designated teacher for looked after children, where appropriate.
- * Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- * Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- * Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.

Joint Commissioning, Planning and Delivery

Coomb Briggs is committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible. The school works closely with local education, health and social care services to ensure pupils get the right support.

Coomb Briggs assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision.

Coomb Briggs will draw on the wide range of local data sets about the likely education needs of children and young people with SEND to forecast future needs.

We will plan, deliver and monitor services against how well outcomes have been met. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the healthcare plan.

SEND support will be adapted and/or replaced depending on its effectiveness on achieving the agreed outcomes.

Funding

Coomb Briggs will allocate the appropriate amount of core per-pupil funding and notional SEND budget for SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHCP.

Transition

At the end of Key Stage 2 Coomb Briggs Primary School will support children with SEND by co-ordinating closely with the SENCO at their new School/Academy. This may involve additional transitional visits, opportunities for SENCO's to observe a child's needs within their current setting and/or organisation of transitional meetings. Occasionally, it is necessary for children to need additional support through transition from Foundation stage into Key Stage 1 or Key Stage 1 into Key Stage 2. On these occasions we will provide reasonable adjustments to support children based on individual needs.

In addition to, if children, with or with SEND, join Coomb Briggs part way through a year we will offer the same transitional meetings, visits or observations to ensure all SEND is catered for accordingly.

Working in partnerships with Pupils and Families

Coomb Briggs Primary School believes that a close working relationship with families 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.

Coomb Briggs Primary School is committed to working in partnership with families, pupils and other members of the school community as well as outside agencies to provide for the needs of every pupil. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of pupils with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Parents are invited to review meetings, Parents' Evening and to contribute to their child's mentoring record.

Parent Voice is sought, listened to and acted upon.

Information on support agencies, including SEND Information Advice Support Service (SENDIASS), is available from the SENCO.

We have an open door system every Thursday morning if you wish to speak with the SENCO regarding any concerns or we can always be contacted for an appointment to discuss other concerns.

Parents can contact their class teacher at the end of the day to make an appointment or by phoning or emailing the school office.

The SENCO: Hayley Green can be contacted through appointment at the school's office.

Parents are kept up to date with their child's progress through parent's evenings, reviews meetings and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the Local Authority services 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.

Supporting successful preparation for adulthood

Coomb Briggs Primary School will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving onto higher education.

We will engage with secondary schools and Further Education (FE) providers, as necessary, to help plan for any transitions.

We will transfer all relevant information about pupils to any educational institution that they are transferring to.

If a pupil has been excluded, the school has a duty to range suitable full-time education from the sixth day of a fixed period of exclusion and to provide full details of any SEND provisions necessary, in accordance with Coomb Briggs' Exclusion Policy.

If it is in the best interest of the pupils, the school may commission alternative provision, in line with EHC plans in place, for pupils who face barriers to participate in mainstream education.

Data and Record Keeping

The SEND Information Report is prepared by the SENCO and is published on the school website. It will include information outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice 2015.

Coomb Briggs Primary School keeps data on the levels and types of need in school and is made available to the LA.

We include details of SEND outcomes, actions, agreed support, teaching strategies and the involvement of specialists as part of our systems to monitor progress, behaviour and development of all pupils.

We will maintain an accurate and up-to-date register of the provision in place for pupils with SEND.

Confidentiality

Coomb Briggs Primary School will not disclose and information regarding pupils without the consent of the pupils' parents/carers.

Links with other agencies and voluntary organisations

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

Educational Psychology Service
SEND Consultants (Team@work Ltd)
Child Development Centre (CDC)
Social Services
FORTIS
Schools Advisory Service (SAS)
Speech and Language Service
CAMHS
Hospital Occupational Therapy
Barnardos

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

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:-

- * Equality Act 2010: Advice for School's DFE February 2013
- * SEND Code Of Practice 2014
- * The Children and Families Act 2014
- * Special educational Needs and Disability Regulations 2014
- * School's SEN Information Report Regulations 2014
- * Statutory Guidance on supporting pupils at school with medical conditions April 2014
- * National Curriculum Key Stage 1 & 2 Framework Document 2013
- * Safeguarding Policy
- * Accessibility Plan
- * Teachers Standards 2012

Signed _____ [Jayne Day] (Head Teacher)

Date _____

Signed _____ [Hayley Green] (SENCO)

Date _____

Signed _____ [Steve Head] (SEND Governor)

Date _____

This policy will be reviewed annually.