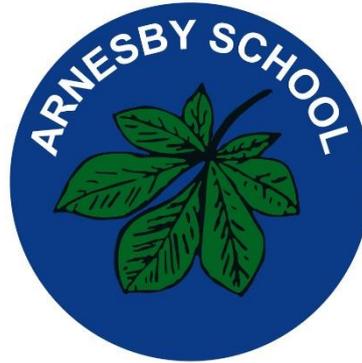


ARNESBY C E PRIMARY SCHOOL

'Where every child shines'



SPECIAL EDUCATIONAL NEEDS POLICY

School Values:

Curiosity: opportunities for children to achieve their best and have positive learning attitudes.

Respect and thankfulness: for others, our environment and celebrate our differences.

Independence: a sense of responsibility for ourselves and the world around us.

Resilience: showing courage, determination and perseverance.

Forgiveness and honesty: living by our values and morals.

Teamwork and koinonia: working together in our community with love for all.

*"Praise be to the Lord, to God our Savior, who daily bears our burdens."
Psalm 68:19*

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| Date of Review: | September 2023 |
| Next Review: | September 2024 |
| Approval By: | Full Local Governing Board |
| Review Frequency | Annual |

Arnesby CE Primary School is committed to safeguarding and promoting the welfare of children, and this policy supports this commitment.

Embedding Pupil Safeguarding Awareness in the Curriculum

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- informal conversations
- teacher/pupil discussions
- briefings for outings and trips (road safety / clever never goes)
- implementing an E-Safety Policy regarding the use of ICT
- an awareness of potential hazards in lessons and identifying risks and danger.

Safeguarding is also about pupils' emotional wellbeing. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness, something that is unacceptable, untoward, or disturbing. Staff promote tolerance and respect for each other and an acceptance of individual differences. They help pupils to develop confidence and resilience and discuss what to do if things go wrong. Staff are approachable and show their willingness to always help pupils.

British Values

At Arnesby C of E Primary School, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work, and sharing and working together
- making choices with an understanding that the freedom to choose and to have different views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and are essential for their wellbeing and safety
- an acceptance that other people may have different faiths or beliefs to oneself (or have none), and these are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and 'Fruits of the Spirit' as guidelines for behaviour choices.

1. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010:
- Statutory guidance on supporting pupils at school with medical conditions (2015)
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding policy
- Accessibility plan
- Teachers Standards

2. AIMS

We are committed to using our best endeavours to provide an appropriate and high-quality education for **all** children at our school which enables them to:

- Achieve their best
- Become confident, independent individuals living fulfilling lives
- Make successful transition to their next phase of education or employment.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all children, including those with special educational needs.

We aim to achieve a community where parents, those working in school, and specialists, have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to ensure the best outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad and balanced academic and social curriculum, which is accessible, and ensures they are included in all aspects of school life and feel equally valued and part of the school community.

3. OBJECTIVES

1. To establish a fully inclusive school, eliminate prejudice and discrimination, and create an environment where all children can be happy, flourish and feel safe.
2. To respond to learners in ways which take account of their varied needs and life experiences.
3. To identifying a child's special educational needs at the earliest point and make effective provision.
4. To enable parents to participate as fully as possible in decisions and being provided with information and support necessary to enable this.
5. To support children to participate in discussions, express their views, and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
6. To work in close partnership with a range of specialists and professionals to enable us to provide effective targeted support.
7. To ensure that teachers fully understand that they are responsible and accountable for the progress and development of all children in their class, including where they access support from teaching assistants or specialist staff.

8. To provide targeted support, advice and training for all staff working with children with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all children.
9. Appoint a qualified or suitably experienced Special Educational Needs Coordinator (SENCO) who has responsibility for the day-to-day operation of the SEN policy and coordination of specific provision made to support individual children with SEN, including those who have EHC (education, health and care) plans /statements.
10. To ensure that all children receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.
11. To ensure that children and young people with SEN are able to engage fully in activities alongside children who do not have SEN.

4. ROLES AND RESPONSIBILITIES

SENCO

- NAME: **Ellen Thompson**
- CONTACT DETAILS: **Arnesby Church of England Primary School. Tel: 0116 2478563. Email: office@arnesby.embracemat.org or ethompson@embracemat.org**
- Ellen Thompson has completed her NaSENCo Award and has been in post as a SENCO for 16 years. She is a qualified teacher and a member of the SLT (*Role of the SENCo in Schools SEND Code of Practice Chapter 6*).

The key responsibilities of the SENCO are taken from the SEND 0-25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating 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 years' 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 pupils with SEN and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

Governing Board and Headteacher:

The governing board will, in line with SEN Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the governing board is appointed to have specific oversight of the school's arrangements for SEN and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The headteacher, SENCO and governing board will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as Pupil Premium. This will include providing information so that the headteacher, SENCO and governing board can monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

The headteacher will ensure that the SENCO has sufficient time and resources to carry out their functions. This will include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

5. ADMISSIONS

Pupils with special educational needs will be admitted to Arnesby C of E Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning, they will make best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

6. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. This provision is different from or additional to that normally available to pupils of the same age. For some children, SEN can be identified at an early age, however, for other children and young people, difficulties become evident only as they develop.

Our school provides additional and/or different provision for a range of needs, including:

- Communication and Interaction: for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning: for example, moderate / profound / severe learning difficulties, dyslexia, dyspraxia
- Social, Emotional and Mental Health difficulties: for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and / or Physical: for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

These four broad areas give an overview of the range of needs that the school plans for, not to fit a child into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

The identification of SEN is built into the overall approach to monitoring the progress and development of all children. Class teachers will assess each child's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all children identifying in particular where children are making less than expected progress given their age and individual circumstances. Where a child's progress is causing concern, this may be characterised by progress which:

- is significantly lower 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
- widens the attainment gap.

It can include progress in areas other than attainment, for instance where a child needs to make additional progress with wider development or social and emotional needs.

7. MEETING THE NEEDS OF PUPILS WITH SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN.

We will make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. When it is evident that a pupil requires higher levels of support than is available from everyday teaching we will offer additional SEN support.

8. THE GRADUATED APPROACH TO SEN SUPPORT

IDENTIFICATION AND ASSESSMENT OF SEN:

Identifying a child's educational needs and adapting teaching to meet those needs, is a process that is in place for all children in our school. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where a child is not making expected progress or is working below national expectations. Where necessary, class teachers will put in place relevant and timely interventions, through quality first teaching, appropriate differentiation, and in-class support, aimed at closing the gap or raising attainment. The class teacher will also talk with parents to ensure there is a shared understanding of the child's needs and gain parental perspective on any areas of strength and emerging barriers to learning.

Where a child's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENCO. At this meeting, the need for additional assessments will be discussed. Parents will be invited to attend this meeting and share their perspective. The child's views will be sought as part of this process. The senior leadership team/SENCO and class teacher will then meet to decide if different and additional provision is required to meet the child's needs. The child's class teacher and SENCO will then meet with parents to discuss the need for special educational provision and possible placement on the school's SEN record at **SEN Support**.

PLANNING AND IMPLEMENTING SEN SUPPORT:

High quality teaching that is differentiated for individual children is always seen as the first step in responding to those who may have SEN.

Working together, the SENCO, class teacher, parents and child will discuss the type of SEN support needed to meet the outcomes identified for the child. This will be delivered by staff with appropriate skills and knowledge. The class teacher always remains responsible and accountable for the progress and development of all children in their class, even where a child may be receiving support from a teaching assistant. This SEN support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the 'Graduated Approach'. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEN of a child.

REVIEWING SEN SUPPORT:

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed each term. The review process, led by the class teacher, will include an evaluation of the impact and quality of the support and intervention and the views of the child and their parents. This review will then feed back into the analysis of the child's needs. The class teacher, with support from the SENCO where needed, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

The school can request specialist involvement, regardless of whether a child is on the SEN Record, for advice regarding early identification and effective support. The school will consider involving specialists, where, for example, a child continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the child's teacher and in appropriate cases, the child themselves. It is the SENCO's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the child.

Examples of specialists that can be accessed by the school:

- Local Authority Educational Psychologists
- School Nurse

- Local Authority Specialist Teaching Service:
 - Visual Impairment Team
 - Hearing Impairment Team
 - Learning Support Team
 - Autism Outreach
 - Early Years SEN Inclusion Team
 - Advisory Teacher for Supporting Pupils with Physical Difficulties
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Referral by Educational Psychologist or School Nurse to the Child and Adolescent Mental Health Services (CAMHS).

In some cases, there is a charge for accessing specialist agency support, funding for which comes the school's notional SEN budget and will be monitored by the SENCo's and headteacher. Where pupils have an EHC plan or Statement of SEN, the school will work in close partnership with any specialist named.

9. THE LA SEN SUPPORT PLAN AND EDUCATIONAL HEALTH AND CARE PLAN PROCESS

Where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available, the school in consultation with parents, will consider requesting an LA SEN Support Plan or EHC plan integrated assessment from the Local Authority. Very few children at SEN Support will require an LA SEN Support Plan. To inform this decision, the SENCO will have close regard to the Local Authority's criteria for funding through an LA SEN Support Plan or for an EHC Plan. This can be found on the Leicestershire Local Offer website (see link on school website) along with information on the EHC Plan integrated assessment process. This will be shared in full with parents, to ensure they are confident and clear about what the process and how they will be involved in it.

10. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may also have special educational needs and may have a statement, or EHC Plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed within the school's policy for Supporting pupils with Medical Conditions (April 2014).

ACCESSIBILITY

The school publishes an accessibility plan which sets out how it increases access for disabled pupils to the curriculum, the physical environment and information.

The school's accessibility plan sets out how the governing board will promote and improve access to education for disabled pupils through:

- increasing the extent to which disabled pupils can participate in the **school curriculum**, ie teaching and learning, participation in after-school clubs and school visits
- improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services, ie improvements to the physical environment of the school and physical aids to access education
- improving the delivery to disabled pupils **of information** which is provided in writing for pupils who are not disabled, eg handouts, timetables, textbooks and information about school events.

11. FUNDING AND RESOURCES

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation. The school leadership team, through consultation with the SENCO and governing board, decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. This is a finite sum and is not adjusted through the year to take into account any changes in the cohort of pupils with SEN.

12. REMOVING PUPILS FROM THE SEN RECORD

In consultation with parents, the child will be considered for removal from the SEN record where they have made sustained, good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and additional SEN provision is no longer required to ensure this progress is sustained.

13. SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEN

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this in the following ways:

- always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships
- providing information for parents in an accessible way
- publishing how the school implements the SEN Policy on the school web site following the information set out in the SEN Information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer
- class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding a child's progress at the earliest opportunity, raised either by the class teacher or the parents themselves
- class teachers will invite parents of children with SEN in their class termly to set and review the outcomes of support, discuss the activities and support that will help to achieve them, and identify the responsibilities of the parent, the child and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENCO
- the SENCO being available for a meeting by appointment, eg through the school office or by email
- support and guide parents in ways that they can help with their child's learning and development at home
- as part of the termly review meeting, a record of the outcomes, action and support agreed are kept and shared with all the appropriate school staff
- signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service
- consulting with a representative group of parents of children with SEND when reviewing the school's SEN Information Report (see school website) and the SEND policy. A paper copy will be made available to parents on request
- building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition
- making use of media such as email to contact parents and for parents to contact school in line with the school's communication policy
- seeking parents' views and opinions and considering adjustments to practice in the light of findings.

14. SUPPORTING PUPIL VOICE

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school will do this in the following ways:

- self-knowledge is the first step towards effective self-advocacy. With parents, we will support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations
- wherever possible and in an age-appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision
- all staff will actively listen to and address any concerns raised by pupils themselves
- pupils with SEND are encouraged to stand for election to the School Council
- planning in additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education
- pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting
- seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCO and / or SEN Governor, considering adjustments to keep in the light of analysis.

15. STAFF TRAINING

To maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff on taking up a post are made aware of the school's SEN Policy. New staff will meet with the SENCO who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual pupils.

The school's SENCO keeps up to date with local and national updates in SEND by attending SEND meetings within Embrace Multi Academy Trust.

16. MONITORING AND EVALUATION OF SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEN, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires. The SEN Governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEN as part of the governing board's duty to monitor the effectiveness of the school's SEN Policy in practice.

17. STORING AND MANAGING INFORMATION

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. When the child moves to the next phase in education the SENCO of both schools will meet in order to plan a smooth transition.

18. REVIEWING THIS POLICY

This policy will be formally reviewed annually.

19. CONCERNS AND COMPLAINTS

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognised that parents of children with SEN may, from time to time, have particular concerns regarding their child's individual needs. Any concerns about SEN provision in our school should be made in the first instance to the class teacher with further discussions with the SENCO as required. If the issue has not been resolved, then further discussion will be with the headteacher. If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures, which can be found on the school website

The school acknowledges the difference between a concern and a complaint, however, the requirement to have a Complaints Policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by school as quickly, sympathetically and effectively as possible.

The school's Complaints Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.