Be Your BEST

Believe - Excellence - Safe - Team

Special Educational Needs and Disability Policy

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Reviewed by	**SLT**
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1. Introduction

The Pines is a vibrant school where everyone (children and adults) are challenged to be their Best.
This vision builds on our school values of Believe, Excellence, Safe and Team.
We believe that our school is at the heart of the community and we have worked hard to create a “family” feel where we can all work together to ensure that the needs of all children are valued and met. It is important that no one is left behind.

At The Pines we are dedicated to ensuring that inclusive provision is an integral part of school life. We embrace the unique contribution which every child can make, and seek to place this contribution within a clear structure which embraces high expectations for all. We put pupils and their families at the heart of policy and share ownership with all stakeholders.

This policy forms part of The Pines whole school strategy to promote the inclusion and effective learning for all pupils.

The Pines School has two named SENDCOs who have undertaken the Government SENDCO qualification and a named Governor responsible for Special Educational Needs and Disability (SEND). They ensure that The Pines Special Educational Needs and disability Policy works within the guidelines and inclusion policies of the 2015 SEND Code of Practice (DfES 2015), the Local Authority and other policies current within the school. One SENDCO oversees mainstream provision, and the other oversees the Specialist Resource Provision (SRP).

2. Aims

At The Pines all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

We strive to ensure the following aims:

- To promote a love of learning and creativity
- To ensure a child's special educational needs are identified as early as possible and that these needs are met
- To embed our school value: **Be Your Best**
- To encourage children to become partners in their own learning by setting achievable goals and working together to enable children to become more aware of their preferred learning styles
- To ensure that all children's views are valued and listened to
- To ensure barriers to learning and achievement are diminished
- That all procedures for identifying children with SEND are known by all staff
- To ensure all staff are kept aware of the provision available for the SEND needs within our school
- To ensure that all children will meet or exceed the high expectations set for them based on their age and starting points
- To offer a broad and balanced curriculum, that makes links with the local community and environment but also reaches out into the wider world to nurture global and citizens
- To extend effective partnerships made between children, families, school and outside agencies.
- To promote independent learners who are equipped and skilled to make a successful transition on to the next phase of their educational journey and into adulthood.

3. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents which can be found online:

- Equality Act 2010:
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2015))
- The National Curriculum in England Key Stage 1 and 2 framework documents (2013)
- Part 3 of the Children and Families Act (2014),

And the following documents that can be found on our website: www.thepinesschool.org.uk

- Safeguarding Policy
- Equality/Accessibility Plan

- SEND Information Report
- SEND local offer

4. Definitions

A pupil has SEND 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Equality Act 2010 states that a person has a disability if they have:
'a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'

A physical or mental impairment includes:
• Difficulties with cognition and learning
• Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
• Specific learning difficulties, including dyslexia
• Autism Spectrum Disorder
• Speech, language and communication impairments
• If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

5. Roles and responsibilities

SENDCo Name:Tiffany Smith (mainstream) and Katie Wade (SRP)

Contact via the school office: 01344 426413 or email:
senco@thepinesschool.org.uk

SEND Governor: Michelle Underwood

All staff are teachers of special educational needs and therefore must be aware of the procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs.

The Governing Body in co-operation with the Head-teacher determines the school's general policy and approach to the provision for children with special educational needs and Disability and appoints a SEND Governor who "*has specific oversight of the school's arrangements for SEN and disability."*

Governors visit the school regularly and meet with the SENDCO and Head-teacher as appropriate

The SENDCo will:

- Work with the Head-teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Support staff in the identification of children with special educational needs (SEN)
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have an EHCP
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Liaise with parent/carers of children with SEND
- Contribute to the in-service training of staff
- Work with the Head-teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date.

The SEND governor will:
• Help to raise awareness of SEND issues at Governing Body meetings
• Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this
• Work with the Head-teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Head-teacher will:
• Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
• Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
Each class teacher is responsible for:
• The progress and development of every pupil in their class
• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
• Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
• Ensuring they follow this SEND policy.

6. Identification and Inclusion

Admission Arrangements

The Pines School strives to be fully inclusive. All pupils are welcome, including those with special educational needs. In line with the Equality Act (2010) we do not discriminate against

disabled children and take all reasonable steps to ensure the best educational provision for all children.

Accessibility Arrangements

- The school has two buildings, each built on one level, and both have an easy access toilet.
- Adaptations to the physical environment will be made, as appropriate and in line with the expectations of reasonable adjustments outlined under the Equality Act (2010), to accommodate children with physical/sensory disabilities.
- All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards or a diagnosis of dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.
- As part of normal class differentiation, curriculum content and ideas can be adjusted and made more accessible by using visual, tactile and concrete resources.

  Refer to accessibility plan for further guidance.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Supporting Pupils with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- There are a number of arrangements in place in school to support pupils at school with medical conditions, including personal healthcare plans and medical agreements for administering medicines. Further details for these arrangements can be obtained from the school office.

Identification and Assessment of Special Educational Needs

At The Pines we are committed to the early identification of special educational needs and adopt a graduated response to meeting these in line with the 2015 SEN Code of Practice which recognises 4 broad categories of need:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical

(DfES 2015 p85)

The SEND Code realises that these are not rigid categories but recognises that children's needs and requirements may fall within or across them and that their needs may well change over time.

As children join The Pines whether via Nursery, Reception or in transferring from another primary school **The Pines School Admission Information Sheet** is completed with the parent/carer to alert the school to any already known needs or concerns. Throughout a child's school life a range of evidence is collected through the usual assessment and monitoring arrangements, backed up by termly Pupil Progress Meetings. If it becomes clear that a child is failing to make appropriate progress additional support will be provided.
(N.B Parents and Carers are consulted at every stage and a graduated response adopted. Further information relating to this can be found in Appendix A.)

Outside Agencies

We work closely with a number of external agencies whom we can consult for help and advice. Where it is necessary, the SENDCo will usually make the arrangements and discuss with parents/carers accordingly. A list of external agencies which may be used can be found in Appendix B.

Inclusion, Curriculum Access and Provision

The SEND Code of Practice states that **all** children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

(DfES 2015 p92)

In order to meet the learning needs of **all** pupils, teachers differentiate work within quality first teaching which is provided on a day to day basis.
The Code of Practice further states that: *"Every school is required to identify and address the SEN of the pupils that they support."* (DfES 2015 p92)

Embedded in the ethos at The Pines is the message that every teacher is a teacher of every pupil and therefore have responsibility for identifying and supporting pupils with SEN.

Partnership with Parents/Carers
At The Pines we aim to work in partnership with parents and carers, recognising, like the Lamb Inquiry (DCSF 2009), the SEN and disability Green Paper - Support and Aspiration (DfE 2011) and the SEND Code of Practice 2015 (DfES 2015), that they have much to contribute to ensure the best possible support for their child.

The school works in partnership with parents and carers to achieve our aims by:

- ensuring all parents and carers are fully aware of the school's arrangements for special educational needs

- making parents and carers feel welcome when they come into school to talk about their child
- encouraging parents and carers to inform school as soon as they have any concerns about their child
- meeting regularly to plan and review the provision for their child. This will include setting targets, discussing the activities and support that will help them be achieved, and identifying the responsibilities of the parent, the pupil and the school
- instilling confidence that the school will listen and act accordingly
- keeping them fully informed of their child's progress and needs
- offering advice and help with any form filling

The Voice of The Child

We value the voice of the child at The Pines and recognise that they *have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability* (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

With regard to any SEN provision, we strive to fully involve children in:

- contributing to setting their individual targets
- reviewing progress towards these targets
- providing evidence for reviews and meetings and where appropriate, attendance at meetings. (Participation will depend on age and appropriateness of meeting.)

(SEND Code of Practice DfES 2015)

Links with Other Schools

At The Pines we will ensure that any transfers to other schools are planned, monitored and supported to ensure the best possible outcomes for the children.
When children transfer to our school we will request and act upon educational information from the previous school.
When children with an Education, Health and Care Plan, (EHC Plan) are due to transfer to secondary school the SENDCO from the secondary school is invited to the annual review to meet parents and the child and to discuss any issues they have. Copies of relevant documents are forwarded to the SENDCO of the relevant secondary school.

Staff Development

The requirements for training will be monitored by the INSET co-ordinator and in accordance with the INSET policy. All staff have the opportunity to undertake training in areas of special needs.

7. Monitoring and Evaluation

- This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.
- It will be approved by the Governing Body.

The success of the school's SEND Policy and provision is evaluated through:

- monitoring of classroom practice
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- monitoring of procedures and practice by the SEND governor
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- obtaining regular feedback from all parties involved; children, staff, parents, outside agencies and governors

8. SEND information Report:

This can be found on our website.

www.thepinesschool.org.uk

9. Complaints & Data Protection

If there are any complaints relating to provision for pupils with SEND these should be addressed in the first instance to the Head-teacher. If necessary the Governing Body may become involved. If a complaint remains unresolved then the LA may also become involved. Further details can be found in the School's Complaints Policy.

The school processes any personal data collected during the application of this policy in accordance with our Data Protection policy. Further details can be found in the Privacy Notice on the school's website. Any data collected is held securely and accessed by, and disclosed to, individuals for the purposes of applying this policy.

APPENDIX A

The Graduated Response

As a school we continually assess children's progress. The initial triggers for intervention are:

- concern, underpinned by evidence about a child who is making less than expected progress.

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*
- *widens the attainment gap"*

(DfES 2015 p95)

At this stage the response to such progress will be high quality class teaching targeted at their area of weakness.

If progress continues to be less than expected then, working with the SENDCO, the class teacher will put in place suitable interventions designed to secure better progress. The pupil's response to these interventions alongside the gathering of evidence (including the views of the pupil and their parents) will aid the identification of any likely SEN need.

For higher levels of need or when a child fails to respond to school based interventions, the help and advice of external agencies and professionals will be called upon.

The essence of the graduated response to SEN support is that it forms a four-part cycle of:

- **Assess** – Identifying a child as needing SEN support
- **Plan** – The teacher and SENDCO in consultation with the parents and pupil put in place the appropriate interventions and adjustments along with the expected impact and time schedule
- **Do** – Under the responsibility of the class teacher and with the support of the SENDCO the interventions are carried out
- **Review** – The impact and effectiveness of interventions is reviewed by all involved parties. In the light of the pupil's progress and development, the class teacher, working with the SENDCO and in consultation with the parent and pupil, revises the support.

(DfES 2015)

Requesting and Education, Health and Care needs assessment

Where, "*despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress"*,(DfES 2015 p103), a request for a EHC needs assessment will be made to the Local Authority. This decision is made in consultation with parents, the pupil (where appropriate) and the outside agencies which have been involved with the child. Requests for assessment may also be made by the parent.

If it is decided that the issuing of an Education, Health and Care Plan (EHC Plan) is appropriate then the child's special educational need and provision will be summarised in a statement document. This will be reviewed annually. The school undertakes to fulfil the specific requirements as outlined in the EHC Plan document.

Appendix B

External Agencies used include:

- Educational Psychology Service (EPS)
- Behaviour Support Team (BST)
- Autistic Spectrum Social Communication Team (ASSC)
- Paediatrician
- Berkshire Sensory Consortium (BSC)
- Child Development Centre (Margaret-Wells Furby)
- CYPIT : Speech and Language Therapy (SALT)
- CYPIT : Occupational Therapy (OT)
- CYPIT : Physiotherapist (PT)
- Child and Adolescent Mental Health (CAMHS)
- Mental Health Support Team (MHST)
- School Nurse
- Educational Welfare Officer (EWO)
- Early Years Foundation Stage Inclusion Service (EYFSIS)
- Support For Learning Service (SFLS)
- Specialist Nurses (e.g. Epilepsy Nurse)

Other policies to be considered alongside this policy

KCSIE

Medical

Behaviour