



Special Educational Needs and Disabilities (SEND) Policy

Introduction

It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

This should enable them to:

- 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.

The framework for supporting children and young people with special education needs is contained within the SEN Code of Practice. A copy of which can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

Nottinghamshire has developed a SEND Local Offer, which is a resource that 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. www.nottinghamshire.sendlocaloffer.org.uk

The formal definitions of special educational needs (SEN) are 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:

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

Although 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, due consideration should be given when assessing needs.

Mission Statement

East Markham Primary School is a fully inclusive school which welcomes all pupils, including those with special educational needs or disabilities. The Co-Head Teachers and the governing body oversee and ensure inclusion through the school's policies for curriculum, marking, teaching and learning, positive behaviour, child protection and equality. They are responsible for ensuring that these are implemented effectively throughout the school.

At East Markham Primary School, we are aware that all children, irrespective of sex, ethnicity and special needs should have a genuine opportunity to experience all aspects of the school curriculum. No child should experience discrimination, disadvantage or unhelpful stereotyping on any basis, whether open or hidden. We strive to ensure that such an approach will be common to all adults in their relationships with children.

Aims and Objectives

At East Markham Primary School, we recognise that all children have their own individual needs and abilities. 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 ensure that all children are given the opportunity to fulfil their potential.
- To meet every child's needs through quality first teaching, with teachers adapting their planning and differentiating as necessary / appropriate.
- To ensure assessments of children's progress are made carefully and regularly, so that specific, provision maps can be created for those children who are experiencing difficulty.
- To welcome discussions with parents and carers and foster partnership working. If appropriate, parents may be invited to school for a specific, structured conversation about their child.
- To provide additional, targeted support for individuals or small groups of children, where appropriate.

Where necessary, our Special Educational Needs and Disabilities Co-Ordinator (SENDCO) will consult with teachers, parents, children and outside agencies, to ensure that we meet the needs of individual children. Outside agencies may include the Psychology Service, Behaviour Support Service, such as BPBP, English as an Additional Language (EAL) team, Inclusion Support and Health professionals such as the Speech and Language Therapy Service or Physiotherapy service. These agencies may be called upon to offer help and advice where appropriate. Parents will always be consulted before any such contact with these services is made.

Achievements are regularly monitored through pupil progress discussions which take place between the pupil, parent, teacher and the Co-Headteachers, to ensure effective progression occurs.

Our objectives are:

- To 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 prior to the child's entry into the school.
- To 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.

- To 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 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.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, 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.
- To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- To create a school environment where pupils feel safe to voice their opinions of their own needs.
- To work closely with the family of schools within the Tuxford Family Collaboration on matters of SEND and behaviour.

Responsibility for the Co-ordination of SEND Provision

- The people responsible for overseeing the provision for children with SEND are the Co-Head Teachers.
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENDCo.

Arrangements for Coordinating SEND Provision

The SENDCO will hold details of all SEND Support records, such as provision maps or structured conversations and subject and/or behaviour targets for individual pupils.

Using Teams, in the SEND folder, all staff can access:

- The SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on current legislation and SEND provision;
- Information available through Nottinghamshire's SEND Local Offer.

Information on individual pupils' special educational needs, including action plans, targets set and copies of their provision maps or alternative records of targets set/outcome monitoring are shared regularly at staff briefings.

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. Further details can be found on our school website.

Pupils with SEND are known to the Tuxford Family of schools through the SENDCo meetings and transition arrangements put in place on an individual needs basis.

Specialist SEN Provision

At the time of writing this policy, East Markham Primary School has 30 pupils on role with SEN.

We are committed to whole school inclusion. Inclusion covers more than special educational needs and would incorporate gender, sexual orientation race, religion and culture. It is important to recognise the additional barriers that exist for children and young people with special educational needs to promote understanding and to ensure that support and provision is tailored to meet the individual needs of the child or young person. For more information on our provision for inclusion see section 10.

Facilities for Pupils with SEND

Our school complies with all relevant accessibility requirements. The school has a range of specialist SEND facilities in place. These are:

1. Wheelchair access;
2. Assistive technology;
3. Assistance to ensure increased access to the curriculum;
4. School transport, as necessary;
5. Allocation of resources for pupils with SEND .

Allocations of Resources for Pupils with SEN

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.

Higher Level Needs (HLN) - The SENDCO will complete the LA forms which will be submitted for moderation. If it is agreed the pupils have met the LA criteria for HLN then the submission will be made. For pupils to be considered for HLN funding they must have previously been moderated and awarded high level AFN funding wherever possible. It is recognised that occasionally, due to the timing of meetings and admissions, it may not be possible to moderate all HLN bids in time for submission to the HLN panel. In such circumstances the Family SENDCO will seek approval from two other SENDCO's prior to submission of the bid and will bring the bid for moderation at the next family SEND meeting.

Additional Family Needs (AFN) - The SENDCO will complete the Family AFN forms for pupils who are new to the family or have not previously received AFN funding. Bids will also be re-submitted for review prior to transfer to a new key stage. Bids will prioritise which descriptor of need best addresses the nature of provision applied for. Copies for SENDCO's and agency representatives will be available for group members to consider in advance of the meeting. SENDCOs will identify whether they consider the submission to be high, medium or low level weighting and indicate it on the form prior to the meeting. The LA criteria will be used to inform these decisions (see Appendix 1).

At the AFN meetings applications will be sorted into the following areas of need:

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

High level weightings will be considered first. If there is agreement the pupil will be accepted, if not the SENDCO might be asked questions regarding that pupil to help reach a fair and equitable decision. This could result in AFN funding at the lower level. The same system is then used for medium and low level applications. Individuals receiving AFN funding can have their level of need altered according to success of outcomes.

In addition to the above, some pupils are in receipt of additional funding/resources including pupil premium, LAC, adopted monies and /or equipment. These are then allocated according to individual need.

Identification of Pupils Needs

Identification: See definition of Special Educational Needs at start of policy.

A Graduated Approach

Quality First Teaching

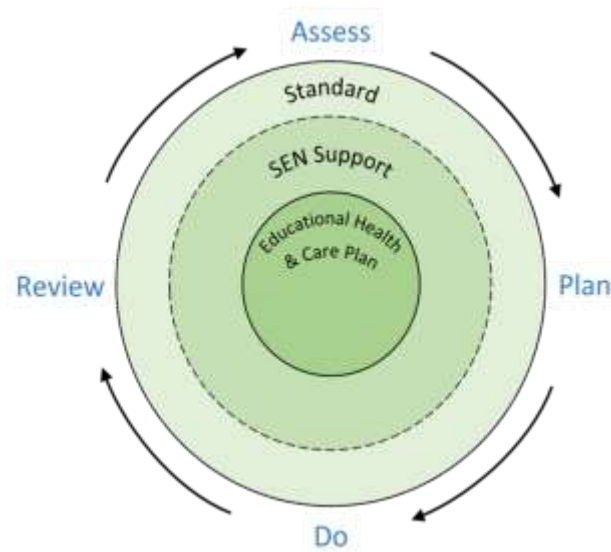
- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. This is usually classed as working two years below their age-related level or falling below 80% in standardised tests.
- b) Once a pupil has been identified as possibly having a 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 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. Procedures are in place to support staff with this process.
- 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 register, 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 register. 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.

SEND 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 pupil's school. 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 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 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.

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.

Request for an assessment Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENDCO.

Further information about EHC Plans can found via the SEND Local Offer: <https://bit.ly/3j1vgv8> or by speaking to the Integrated Children's Disability Service on: 0115 804 1275 or by contacting the Ask Us Nottinghamshire on: 0800 121 7772

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

- Parents
- Pupil
- Teachers
- SENDCO
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

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.

Access to the Curriculum, Information and Associated Services

Pupils with SEN will be given access to the curriculum through the specialist SEN 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 SEN 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.

We regularly give consideration to the following:

- 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 teacher and/or 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 SEN

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). The Co-Head Teachers oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Co-Head Teachers together with 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 (MASH) and Bassetlaw Primary Behaviour Partnership (BPBP).

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.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. There is a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO, Co-Head Teachers and SEND governor and information is gathered from different sources such as child and parent surveys/teacher and staff surveys/parents evenings/consultation evening/feedback forms/school forums. 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.

In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely.

Our school operates training programmes for all groups of staff, as relevant, and offers specialist programmes, professional development days and training which may be delivered by Nottinghamshire County Council (including the Autism Education Trust, EPS and SFSS), our family of schools and/or the government. The SENDCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development.

Links to Support Services

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

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school.

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

- **Schools and Families Specialist Services (SFSS)**

Specialist teachers and teaching assistants work with children and young people with a range of complex SEND from birth to nineteen years in homes, early years settings and schools. Providing specialist assessments and interventions, including services for children and young people who are deaf, visually impaired, autistic and have cognitive learning difficulties.

- **Education Psychology Services**

Enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development.

- **Physical Disability Specialist Services (PDSS)**

PDSS is responsible for providing specialist advisory support and guidance to schools, pre - schools and post 16 educational settings to support the inclusion of pupils with significant physical disabilities and complex medical/health needs to access their educational setting.

- **Social Emotional Mental Health Team (SEMH)**

The SEMH team comprises of specialist teachers and teaching assistants who provide advice and support to parents, schools and to partnerships of primary schools. The service aims to reduce fixed term suspensions, permanent exclusions and secure and strengthen the school places of the primary aged children aged three to eleven years with the most severe and complex social, emotional and mental health needs.

- **Bassetlaw Primary Behaviour Partnership (BPBP)**

BPBP is a not-for-profit partnership supporting pupils (and families) with SEMH difficulties in Bassetlaw Primary schools. The BPBP provide advice and support to parent/carers, schools, partnerships of secondary schools and work collaboratively with other agencies with an aim to reduce fixed term suspensions and permanent exclusions.

- **Speech and Language Therapy Service**

Provides specialist advice to schools to promote communication.

- **NHS Support**

Provides specialist advice to schools such as occupational therapy, physio therapy, CAMHS etc.

Working in Partnerships with Parents

East Markham Primary School believes that a close working relationship with parents / carers is vital in order to offer every child the best possible support and opportunities.

No pupil will be entered onto the school's SEND Register without prior discussion with parents / carers.

The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents / carers to develop an evolving understanding of the pupil's strengths and needs. This will be informed by the:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision.
- detailed tracking to ensure the continued social and academic progress of children with SEND.
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

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 SEN to local 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 will be consulted, and their consent sought before the school seeks to involve external education support services.

If a parent or carer has any concerns or complaints regarding the provision, 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. The school's Complaints Policy can also be found on the school website. The school's SEND governor can also be contacted in relation to SEN matters.

Links with Other Schools

The school is a member of the Tuxford Family. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

There is a full transition programme in place for all pupils transferring within the Family. For any children making a transition to a school outside of the Tuxford Family, the school will liaise and work closely with the future setting. In both instances, extra transition arrangements are put into place on an individual basis as necessary and all documentation is passed on to the receiving school.

Links with Other Agencies and Voluntary Organisations

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. These include, but are not exclusive to:

- Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Behaviour Support Service (BPBP)
- Speech and Language Therapy Service (SALT)
- Social Emotional and Mental Health Team (SEMH) – primary phase or the Behaviour Partnerships
- Child and Adolescent Mental Health Services (CAMHS)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN 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.

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.