

Jesus wants us to care for others as we wish to be treated, no matter what colour or culture or background or need
Luke 10: 25-37

Special Educational Needs and Disability Policy



A Christian Mind to be Kind, Courageous and Successful

Schools serving their communities through excellence, exploration and encouragement within the love of God

Policy Owner: Ulceby St Nicholas C.E Primary School

Policy Date: June 2023

Policy Review: June 2024



Aims and Ethos of the School

As a Christian school we aim to offer a nurturing, inclusive family environment, committed to supporting and respecting all as children of God whilst striving for the highest possible academic standards. We aspire to develop individuals who are kind, courageous and successful; who recognise the power of forgiveness and are ambassadors for positive change in today's world and tomorrow's.

This policy helps to ensure that our school promotes the individuality of all our children, irrespective of faith, ethnicity, attainment, age, disability, gender or background and has been developed in response to the Equality Act 2010.

At Ulceby St Nicholas C of E Primary School, our aim is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations. We actively seek to overcome the barriers to learning and participation ensuring equality of opportunity for all children. We make this a reality through the attention we pay to individuals and groups of children. The importance of first wave quality teaching, within an inclusive classroom environment is vital to promoting success of children, as well as opportunities to consolidate their learning. We offer a highly inclusive environment where learners enjoy their education and those at all levels are helped to achieve their full potential.

We believe that:

- Our school will have children who, at some time or another in their school life, will have some form of special educational need;
- All teachers need to be able to provide children of all abilities with an equitable offer to allow them to reach their potential;
- There should be a whole school approach to Special Educational Needs with the staff working together for the benefit of the children;
- Children with Special Educational Needs should be included in the life of the school as fully as possible;
- There should be close consultation and partnership with parents of the children with Special Educational Needs;
- The views of the child should be sought and taken into account;
- The policy and practice promoted in the school must have regard to the 'Special Educational Needs Code of Practice'



Our Special Educational Needs and Disability Policy reflects the current SEND Code of Practice (2014)

Legal Requirements and Responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (amended January 2015) DfE/DoH**, which requires all schools to 'have regard to the Code of Practice'. It should be read in conjunction with the SEN Information Report published on the school website.

The policy has been written with reference to the following guidance and documents:

Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities

Equality Act 2010: the School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.

Equality Act 2010: Advice for Schools (DfE February 2013): non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission.

Supporting pupils at school with medical conditions (2015) (updated August 2017): statutory guidance from the Department for Education.

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy has been written in light of our Safeguarding Policy, has direct links and should be read in conjunction with our Policies on Behaviour, Anti-bullying and Medical; and the school's SEN Information Report, as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) and is published on our school website.

The SEND Policy will be reviewed every three years, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner.



Aims and objectives

We aim to provide every child with access to a broad and balanced education where Christian Values are central to all we do. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our overall school aims include the following:

- To maximise each child's potential and progress in all areas
- To continuously raise levels of pupils attainment;
- To develop effective and enthusiastic learners;
- To promote constructive attitudes and values;
- To foster caring relationships in a secure environment.

In order to promote these aims the Special Needs Policy seeks to:

Implement a clear and consistent policy on the identification and assessment of individual needs;

- Maintain an accurate system of record keeping;
- Maintain an on-going process of review and evaluation;
- Ensure that the curriculum is relevant to children of all abilities;
- Encourage positive parental involvement at all stages of a child's education;
- Ensure that there is a clearly identified channel of communication with the LA, family of schools and within the staff of this school;
- Make maximum use of the resources available for special educational needs, both human and physical making reasonable adjustments where necessary;
- Maintain an effective liaison with a range of external agencies.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools or early years settings attended prior to the child's entry into Ulceby St Church of England Primary School.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the Senior Leadership Team and 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.** This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **To ensure all staff have access to training and advice to support quality teaching and learning for all pupils.**
- **Work with outside agencies** when the pupils' needs cannot be met by the school alone.

- **To work with senior leaders and governors to enable them to fulfil their monitoring role in regard to SEND**
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing a range of opportunities for pupils' opinions to be heard and taken into account. Pupil participation is a right. All children are encouraged to participate fully in the life of the school.

The SEN Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in North Lincolnshire 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 SEN 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.

<https://localoffer.northlincs.gov.uk/>

Definition of Special Educational Needs

There are four distinct categories of SEND need as identified within the Code of Practice 2014:

- **Communication and Interaction**

Children and young people may have difficulties in one or more areas of speech, language and communication. They may also include Dyslexia or a physical or sensory impairment such as hearing loss.

- **Cognition and Learning**

Children and young people with learning difficulties will learn at a slower pace and may have greater difficulties than their peers in acquiring basic literacy and numeracy skills or in understanding concepts even with a level of appropriate intervention. They may also have difficulties such as speech and language delay, low self-esteem, low levels of concentration and under developed social skills

- **Social, emotional and mental health difficulties**

For some children difficulties in emotional and social development can mean that they require additional or different provision in order for them to achieve. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make or sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated as well as through challenging disruptive or disturbing behaviours

- **Sensory and/or physical**

There are a wide range of sensory or physical difficulties that may affect children within the school. These may require minor adaptations to the curriculum or the physical environment. These adaptations may be seen as reasonable adjustments under the Equality Act 2010. These sensory impairments may be visual impairments (VI) or hearing impairments (HI)



The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children can be identified with having Special Educational Needs for a variety of reasons; these may be long or short term needs and regular monitoring ensures children are correctly placed within the system.

Children have special educational needs if they: Have a significantly greater difficulty in learning than the majority of children of the same age.

OR

Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

If a child has SEND it will be necessary for special educational provision to be made for him/her. 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.

In addition, we are required to regard the statutory guidance regarding supporting pupils with medical conditions (DfE 2015).

Our school will make reasonable adjustments to alleviate any substantial disadvantage disabled children face. The school will not discriminate against children with SEND and will seek to involve the child and their parents as fully as possible in any decisions which affect them.

Individual student's needs will be made known to all who work with them and the school will use its best endeavours to ensure that staff are able to identify and provide for those pupils who have special educational needs and disabilities. Prioritising this will enable all students to be fully included in the activities of the school so far as is reasonably practical while ensuring that SEND students receive the special educational provision they need.

What is not SEND?

Students must not automatically be regarded as having SEND because of:
Having English as an Additional Language

- A disability
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behavioural issues

Identification of pupils' needs

The school recognises the importance of the early identification and assessment of SEN. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Where a need is identified, the school will consult with the student and parents regarding the desired outcomes. This should help determine whether different or additional support is required.

At Ulceby St Nicholas C.E Primary School, when identifying barriers to learning and considering possible additional support, the following criteria are used:

- Available information about children's starting points (at home, in pre-school settings, from other agencies etc.) before they begin Reception Year
- Reception Year baseline assessments made in the early autumn term
- Progress towards the Early Learning Goals during Reception Year
- Year 1 Phonics Screening results
- Continuous Teacher Assessment data and termly levels
- Results of standardised tests
- Formal and informal observations by SENDCo and the Senior Leadership team
- Discussion between staff, parents/carers and students
- Advice from external agencies
- Advice from medical professionals including Occupational Therapy and Speech and Language
- Evidence of impact of previous Quality First Teaching

If a student joins our school having attended a previous school, needs and provision are established through:

- Consultation with parents/carers and information from the previous setting
- Transfer of information meeting with SENDCo of previous setting
- Assessment of current attainment on entry school

Identifying and teaching children with SEN is a whole school responsibility and each teacher is a teacher of every child, including those with SEN. The governing body, executive head teacher, head of school, SENDCo, and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. At each stage of support, the pupil's class teacher remains responsible and accountable for the progress and



development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The school has a **Graduated approach** to the management of Special Educational Needs.

Quality First Teaching

Class teachers will:

- Take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class.
- Plan and organise appropriate work to meet each child's needs and aid the pupil's academic progression
- Set suitable learning challenges, responding to pupils diverse learning styles.
- Monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators
- Closely monitor any pupil who has been identified as possibly having SEN in order to gauge their level of learning and possible difficulties
- Inform and engage with parents about their child's progress and development and the circumstances under which they are being monitored.
- Continue to monitor any pupil who has recently been removed from the SEN list
- Formally record that the child is under observation and parents will be informed of this.
- Share information about progress and development with the parent(s) at pupil progress meetings. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- Consult with the SENCO as needed for support and advice

SEN Support

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where it is determined that a pupil does have SEN, this will be discussed with parents and with parental consent the child's name will be added to the school's SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so overcome barriers to learning and enable the child to make progress. 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.

The pupil's needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.

Review of the child's progress will take place at review meetings/parents evenings and will take account of the impact and quality of support and interventions, the pupil's and parents views. Where necessary and appropriate, in conjunction with the SENCO, support/interventions will be revised based on the pupil's progress and development.

Teacher, SENCO, parent and child (if appropriate) will agree on interventions and support to be put in place. Expected impact and targets are discussed. Staff who work with the child are informed of needs, support and teaching approaches/strategies required.

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 to plan and assess the impact of support and interventions and links with the 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.

Referral for an Education, Health and Care Plan

If a child has complex needs requiring complex arrangements they may undergo a Statutory Assessment Process which can be requested by the school, a parent or other professionals. 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 an EHCP will be taken at a review meeting.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Other external agencies

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

Further information about EHC Plans can found via the SEND Local Offer:
www.northlincslocaloffer.com

Following Statutory Assessment, an EHC Plan will be provided by Lincolnshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school, child and the child's parents will be involved in developing and producing the plan.



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.

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 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.

Responsibility for the coordination of SEND provision

The Executive Head Teacher along with the Head of School is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. Along with the school Governors, they will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo). The Head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole school pupil progress tracking system
- Monitoring and analysis of whole-school provision mapping for vulnerable Learners as supplied by the SENDCo
- Pupil progress meetings with the SENDCo and individual teachers
- Regular meetings with the SENDCo
- Discussions and consultations with students and parents/carers Special Educational Needs Coordinator (SENDCo)

The SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision mapping for vulnerable learners
- Being a key point of contact with external agencies, especially the local authority and its support services
- Attending relevant SEND meetings to discuss current issues and share resources, expertise and development of any training needs
- Identifying on provision maps a list of pupils with special educational needs – identifying those in receipt of additional SEN support from the school's devolved budget, those in receipt of High Needs funding and those with current statements of Special Educational Need or Education Health and Care plans (EHCPs)
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head of school and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Co-ordinating provision for children with special educational needs
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaising with and advising teachers and offering professional support
- Contributing to the in-service training of staff
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs and/or disability

- Implementing a programme of Annual Review for all pupils with a current statement of special educational need or EHCP
- Pursuing referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have an on-going special educational need which will require significant support
- Monitoring the school's system for ensuring that personalised learning plans, where it is agreed they will be useful for student with special educational needs and/or disability, have SMART targets.
- Evaluating regularly the impact and effectiveness of all additional interventions for all students with special educational needs
- Meeting at least termly with each teacher to review and revise learning for all SEND students in their class who are being tracked on the school's provision maps
- Consulting sensitively, on a termly basis, with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views, in conjunction with class teachers, to ensure that SEND students receive appropriate support and high quality teaching
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.

The role of the class teacher The class teacher is responsible for all the children in the class including those with SEND, the teacher will:

- assess, monitor and identify students with special educational needs and disabilities,
- contribute to the planning and provision delivery to meet identified and agreed targets towards desired outcomes
- ensure a continued dialogue with parents/carers
- review progress and attainment in line with desired outcomes
- work in partnership with school SENDCo and other professionals involved with the child.

All staff can access:

- Ulceby St Nicholas Church of England Primary School SEN Policy;
- The SEND Information report
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through North Lincolnshire's SEN Local Offer
- Information available through partnership with outside agencies.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEN provision. In this way, relevant staff will have complete and up-to-date



information about pupils with special needs and their requirements which will enable them to provide for their individual needs.

The role of the School Governors

The school Governors will cooperate with the Local Authority in relation to carrying out their duties to children and young people with SEND. They will use their “best endeavours” to ensure that special educational provision is made for a pupil where necessary. They will be proactive in checking the provision within the school. The designated governor for SEND will meet regularly with the SENDCo. The school governors will receive a report on special educational needs three times per year and will review the Special Educational Needs and Disability policy every three years.

Allocation of resources for pupils with SEN

Provision for pupils with SEN is funded through the school budget.

Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child’s parents and reasonable adjustments will be made to ensure pupils with SEN have access to a broad and balanced curriculum. This may be through the provision of additional support or equipment.

The school curriculum is constantly under review.

Facilities for pupils with SEN

Reasonable adjustments have been made to improve accessibility. Our school is a single story building and is wheelchair accessible with a disabled toilet. We strive to ensure that equipment and activities are accessible to all children regardless of their needs and take advice from appropriate specialist services with regard to accessibility.

Inclusion of pupils with SEN

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

The school curriculum is regularly reviewed by all staff to ensure that it promotes the inclusion of all pupils.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Supporting pupils at school 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 an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.



Evaluating the success of provision

The success of our provision for children with SEN is evaluated through the process of tracking, data analysis, scrutiny of work and pupil progress meetings.

Admission and Transition 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 SEN; those with Education, Health and Care Plans and those without. The SENCO liaises with other settings and outside agencies with regard to the transition of SEN children in early year settings into school. The SENCO liaises closely with other settings where a pupil is admitted to Ulceby St Nicholas Church of England Primary School at any point throughout their primary years.

Transition from KS2 to KS3

Discussion about transition for SEN pupils begins at the year 5 review meeting for transfer to KS3.

Plans for those pupils with SEN requiring extra transition arrangement, in addition to the standard transition arrangements, will be formulated on an individual basis.

Extra visits to schools can be arranged for pupils with SEN, where applicable.

A member of staff from the local secondary schools visits to discuss SEN children and may be invited to their review meetings as appropriate.

At the end of year 6 all SEN records are transferred to the receiving secondary school.

Complaints procedure

If there is a complaint related to SEN provision within the school, the following procedure will be adopted:

Parents/carers are encouraged to discuss the problem with the class teacher.

If the problem is not resolved at this stage, the parents would make an appointment to discuss the problem with the SENCO. The class teacher may or may not be present at this meeting.

The Executive Headteacher or other member of the Senior Leadership Team would be present if requested at this meeting, or the matter reported to the Executive Headteacher, if the problem is unresolved.

If parents/carers continue to be dissatisfied, then a complaint should be made in writing to the named SEN Governor (Mr Nigel Keen). The SEN Governor notifies Lincoln Anglican Academy Trust. They also have the right to discuss their problems with a Local Authority representative, with or without members of the school staff present.

We would always aim to resolve any dispute satisfactorily within our academy.

Review date June 2023