



Special Educational Needs and Disability Policy

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014 and The Early Years Foundation Stage (EYFS) framework document 2014
- Safeguarding Policy
- Nursling Primary School Accessibility Plan
- Teachers Standards 2012

In embracing the principles underlying the 0-25 SEND Code of practice (January 2015), this policy has been created and co-produced by the school's SENCO with the SEN Governor in liaison with the SLT, all staff, a wide range of parents and pupils in school.

Mission Statement – being the best we can together!

Our vision for all children, including those with special educational needs and disabilities (SEND), is to develop the whole child in an inclusive learning environment where they grow to reach their full potential and feel happy, safe and secure.

We embrace the fact that every child has a different starting point, progresses at a different rate and has a different way in which they learn best.

We value our diverse range of strengths and needs and promote equality of opportunity and acceptance of others.

In our school, every teacher is a teacher of SEND. High quality teaching, personalised where appropriate, in an inclusive environment, is the basis for meeting the diverse needs of all our learners. This enables our learners to access a broad, balanced and relevant curriculum and enrichment activities that are responsive to their needs and starting points and provide opportunities for everyone to achieve and succeed

We strive to create provision for our children with SEND that promotes progress, independence, self-esteem and a positive attitude towards learning.

Together we take pride in making a positive contribution to our school and the wider community.

We build on each child's strengths and help each child overcome their learning barriers so they succeed and achieve the best possible outcomes and have the motivation and confidence to go on to be life-long learners.

We have high expectations and aspirations for our children with SEND and believe that all children should be encouraged to have the confidence to be the best they can be, knowing they feel valued, respected and that people believe in them.

1) Introduction

- At Nursling Primary School, our Special Educational Needs and Disability Coordinator (SENCO) is responsible for managing our setting's response to the provision we make for children with Special Educational Needs and Disabilities (SEND).
- Mrs Jenny Pearce is the SENCO at our school. She, along with the Senior Leadership Team (SLT) and governing body, ensure that Nursling Primary School SEND policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies current within the school.
- The SEND Governor and meets on a regular basis with the SENCO and feedback to the full governing body.
- This policy should be read in conjunction with the school's SEN Information Report which can be accessed [here](#)
- This document should be read by staff, Head Teacher, SENCO, governors and parents in order that an up to date understanding of the SEND policy is held and can be implemented.

2) Aims and Objectives

Aim:

We believe all children are entitled to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs and affords them the opportunity to achieve carefully considered outcomes, both in the long and short term. Our whole school approach is to set high expectations for every child and we enable each child to develop their self-reliance and self-esteem by fostering a warm and caring atmosphere.

Objectives:

- To identify, as early as possible, barriers to learning and participation for pupils with SEND.
- To have high expectations for all pupils, including our pupils with SEND, and our provision enables all children to participate fully in their learning so they succeed and achieve best possible outcomes.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities.

- To provide training and advice for all staff to support high quality inclusive teaching for all pupils, including those special educational needs and disabilities.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEN
- To ensure pupils with Special Educational Needs and Disabilities (SEND) are able to contribute to their own learning and life of the school, by being actively encouraged to voice their opinions of their own needs and wishes.

3) Identifying Special Educational Needs and Disabilities

Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The purpose of identification is to work out what action our school needs to take; not to just fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, not just the special educational needs and this is a matter for the whole school. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and used to provide starting points for the development of an appropriate curriculum and to identify and focus attention on action to support the child.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, staff will look carefully at all aspects of the child's performance to establish whether the difficulties are due to limitations in their command of English or arises from special educational needs.

The 0-25 SEND Code of Practice details the 4 Broad Areas of Need as being:

Communication and Interaction

- Autistic Spectrum Condition (ASC) and Social Communication Difficulties
- Language delays / disorders
- Speech sound delays / disorders

Cognition and Learning

- Specific Learning Difficulties - Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia
- Moderate Learning Difficulties, Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)

Social, emotional and mental health difficulties

- Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD)
- Emotional difficulties and attachment disorders
- Mental health difficulties

Sensory and/or physical needs

- Physical disabilities, including fine and gross motor problems
- Visually impaired
- Hearing impaired

A child can have difficulties in one of these areas, or in more than one area.

4) Arrangements for Co-ordinating the Provision of Education for Pupils with SEN

Provision for pupils with SEND is a matter for the school as a whole.

Whilst the governing body have statutory duties, the Head Teacher, SENCO and all other members of staff have important responsibilities.

At Nursling Primary, the following division of responsibilities has been made: -

- The governing body in co-operation with the Head Teacher determines the school's general policy and approach to provision for children with SEND, establishes appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- The governing body has appointed a link governor to take particular interest in and closely monitor the school's work on behalf of children with SEND.
- The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including, working closely with the SENCO, provision for children with SEND, and will keep the governing body fully informed.
- The SENCO has responsibility for the day-to-day operation of the school's SEND policy. Duties are as follows: -
 - To liaise with, and advise fellow teachers.
 - Co-ordinate provision for pupils with SEND particularly at SEN Support or who have been through statutory assessment and has an Education, Health and Care Plan (EHCP).

- To support staff in providing a personalised curriculum and bespoke interventions to meet the needs of individual children with SEND.
- Maintain the school's SEN register and oversee the records on, and progress of, pupils with SEN whilst ensuring confidentiality at all times.
- To liaise with parents/carers of children with SEND in conjunction with the Head Teacher or class teacher when appropriate.
- To contribute to the in-service training of all staff.
- To manage Learning Support Assistants (LSAs) to maximise the benefit given to the children.
- To liaise with external agencies including the Educational Psychology service and other support agencies, medical and social services and voluntary bodies.
- To keep up to date with current practices.

5) Identification, Assessment, Monitoring and Review Procedures

The task of identifying and providing for the special needs of pupils is primarily the responsibility of the class teacher, under the guidance of the Head Teacher and SEDCO, as laid out in the SEN Code of Practice 2015.

A variety of identification assessments are used to determine SEND. These include:

- Statement or assessed needs prior to school entry
- Baseline and Foundation stage profiles (Reception)
- Speech and Language Screen (Reception term 3)
- Concerns expressed by teacher/parent/outside agency
- In school regular assessments e.g. Vernon Spelling Assessment
Salford Reading Assessments.
- KS1 and KS2 SATs results (yrs2-6)
- Behaviour observations and charts including ABCC checklists.
- Year 1 Phonics screening assessment.
- Specialist screening assessments which may include DEST (Early Dyslexia Screen) and DST-J (Junior Dyslexia Screen) and BPVS (word finding and understanding, Sandwell Maths Test, York Assessment Phonic and Passage Reading Tests,

The precise nature of learning difficulties is often difficult to identify, they are often a result of a combination of within-child and environmental factors. It is important, therefore, that any attempt to assess a child who appears to be experiencing difficulties, should be based on close observation of the child in a variety of situations and over a period of time. If a child is experiencing some difficulty, the class teacher should ask themselves to what extent factors over which they have some control, i.e. classroom organisation, curriculum and teaching method, are contributing to, or even exacerbating, the child's difficulties. It may be possible to bring about change in the child by making only slight modifications at classroom level.

Should difficulties persist, it will be necessary to begin a graduated approach of:

Early Intervention and 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.
- b) Once a pupil has been identified as possibly having 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.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class; class teachers will complete a 'Referral for Support' form and give this to the SENCO.
- 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 will continue to be closely monitored to ensure that they are able to maintain their level of attainment with reduced support. If, for whatever reason, progress or attainment begin to fall, appropriate support will be put in place.
- 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 recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally when concerns first come to light or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN 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 SEND register. 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. Our SEN Support consists of a four part process and is known as the graduated approach:

- 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.

Our Provision Map identifies the ways we might support SEND needs in school and can be found [here](#).

Our guide to the interventions we offer can be found [here](#).

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, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This plan will be recorded on Support Passport and copies will be shared with all staff involved in supporting the child (on a need to know basis), parents and where appropriate, the child themselves.

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 to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Progress is continually reviewed for all children and informal reviews for children with SEND are made frequently by staff to ensure that interventions are appropriate and effective. Formal reviews of a child's progress will be made regularly (minimum of three times a year). 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 where necessary their parents. The class teacher, in conjunction with the SENCO 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. This will be recorded on the Support Plan.

Informal reviews will often take place on a more frequent basis and as required.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo an EHC needs assessment which is usually requested by the school but can be requested by a parent. This will occur where the parent or school consider the needs of the child cannot be met at SEN Support. The EHC needs assessment enables the local authority to decide if the school can meet the child needs or it is necessary for it to make provision in accordance with an EHC plan.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an EHC needs assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or 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 EHCP.

6) Access to the Curriculum

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated and learning is personalised, where necessary, to meet need. Reasonable adaptations are made to the environment and curriculum so all children can access the opportunities available to their peers. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

7) Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans. Resources include both human and physical resources and the learning environment itself. The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENCO meet regularly to agree on how to use funds to support all children with SEND and in particular to those funds directly related to EHCPs.

Our Accessibility Plan can be found [here](#).

8) Partnership with Parents

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. We believe, and indeed research concurs, that all education is more effective if parents are fully involved, as parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs and disabilities will be treated as partners and given support to play an active and valued role in their child's education.

Parental concerns are taken seriously and the Head Teacher and class teachers are available by appointment to discuss matters with parents. When a child is identified as having SEND the parents are invited into school to discuss ways in which their child can be helped to make progress. The school based stages of assessment and provision are explained to the parents by the class teacher, SENCO or Head Teacher. Any inquiries about a child's progress should be addressed to the class teacher first as he/she knows the child best. Please make an appointment via the school office if you wish to speak to our SENCO.

Our leaflet for parents about SEND Provision can be found [here](#)

Parental views are sought and incorporated in assessment and review especially when their child is about to move between stages. Their consent is required if and when children are referred to the Educational Psychologist or other outside agencies e.g. health; without such consent no referral can be made. If formal assessment is being initiated, the SENCO and/or head teacher will meet with the parents to talk through the statementing process and offer advice and support. Parents are always invited to attend annual reviews.

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Our school website contains details of our policy for special educational needs, our SEND information report and links to the Hampshire Local Offer and other associated support groups. Our SEND Information Report can be found [here](#)

9) Admission Arrangements

Please refer to the information contained in our admissions policy.

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.

10) Supporting Pupils at School with Medical Conditions

Special Educational Needs and Disability Policy

Approved: June 2015

Reviewed February 2016, January 2017, February 2019, May 2021

Next Review January 2023

This policy reflects our school and Christian values – Care, Respect, Believe

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 have a disability or impairment 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 or Disability (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Children at Nursling Primary School with medical conditions are supported in line with our policy 'Supporting Children at School with Medical Conditions' and full details can be accessed [here](#)

11) Complaints Procedure

If a parent or carer has any concerns or a complaint about the provision made at school for their child they may wish to make an appointment to speak to the Class teacher, SENCO or Head Teacher. They may also contact the governing body or the local authority. The school will follow Hampshire's complaints procedures under the provision of the 1988 Education Act. Parents are entitled to help from "Parent Partnership Services" and information is available from the SENCO or Head Teacher.

12) Transition with other schools and settings

- The Reception teacher, and at times the SENCO, will liaise with all the feeder pre-schools, prior to the children entering class R and all new parents are offered home visits during which concerns about their child can be discussed.
- In the instance of children transferring from, or to, another school, the records will be completed as quickly as possible.
- The special educational needs or disabilities of children in Y6 who are on the SEND register at SEN Support or with an EHCP are discussed with the tutor and SENCO from the appropriate secondary school in the summer term before the children leave Nursling and transition programmes are planned to meet individual needs.
- A child with an EHCP last annual review in Y5 will consider secondary placement and transition. The SENCO or Head Teacher of the appropriate secondary school will be invited to attend the final review meeting.

13) Links with Support Services

- The school has access to the Educational Psychology service to discuss children with SEND, either through their helpline, the 'bookable consultation' system and the network SENCO clusters. The Educational Psychology service is also able to provide INSET support when requested.
- The school is able to request support from specialist teachers from Special Schools and can access the Outreach Support Service they provide; support can also be obtained from the Behaviour Support Service where required.
- The SENCO attends regular county SENCO network meetings at which SEND issues are discussed and information is exchanged.

- Representatives of the Health Service are invited to attend annual reviews when appropriate.
- If a child who has been receiving help from the Portage Service joins our reception class, advice would be sought from their Portage worker.
- When a child is known to social services, the Head Teacher and Designated Teacher for Children in Care would ask them if they could provide any advice and information relevant to assessing the child's SEN. The Head Teacher and Designated Teacher for Children in Care would, whenever possible, attend care meetings or care conferences involving children from Nursling. Representatives from the social services department would be invited to attend review meetings of children known to them.
- Lists of contacts of the local agencies, which provide services for children with SEND, are available from the SENCO or Head teacher.

14) Reviewing the Policy

The Governing Body, in conjunction with the SENCO, reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full governing body. Views of parents and carers are welcomed on the effectiveness and practice of this policy.

Glossary

SEND	Special Educational Needs and Disability
SLT	Senior Leadership Team
EHCP	Education, Health and Care Plan (was formally a 'Statement')
COP	Code of Practice
SENCO	Special Educational Needs and Disability Coordinator
IEP	Individual Education Plan
LSA	Learning Support Assistants
TA	Teaching Assistants
IBSP	Individual Behavioural Support Plan
DEST	Dyslexia Early Screening Test
D-JT	Dyslexia Junior Screening Test
BPVS	British Picture Vocabulary Screen

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Reviewed February 2016, January 2017, February 2019, May 2021

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SATs	Standard Attainment Tests
LEA	Local Educational Authority
H.C.C	Hampshire County Council
NOR	Number on Roll
Portage	A home visiting educational service for pre-school children with SEN
ABCC	A Template Document to record and analyse children's behaviour