



Special Educational Needs and Disabilities Policy and information report (Local offer)
January 2021

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1. Aims

Our Special Educational Need and Disabilities (SEND) policy and information report aims to set out how our school will support and make provision for pupils with special educational needs and disabilities and explain the roles and responsibilities of everyone involved in providing the education for them.

Specific aims of the SEND policy and practice at Stafford Leys include:

- To be an inclusive school.
- To ensure that the culture, practice, management and deployment of resources meet the needs of all pupils with SEND.
- To enable all pupils, including those with SEND, to maximise their achievements and potential.
- To ensure that the needs of pupils with SEND are identified early, assessed, provided for and regularly reviewed.
- To provide high expectations and suitable targets for all children.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum and to play a full part in the life of the school.
- To provide a differentiated curriculum appropriate to individual needs and abilities as required.
- To work in partnership with parents to enable them to make an active contribution to the education of their child, including understanding procedures and practices.
- To ensure that SEND pupils are involved, where practical, in decisions affecting their future provision.

We will achieve these aims by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage;
- Identifying those with special educational needs;
- Ensuring all class teachers are well trained and equipped to support all additional needs;
- Keeping up to date with research and best practice;
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns;
- Building capacity within the school to recognise and support a wide range of need on a day to day basis;
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others;
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

2. Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
 - This policy also complies with our funding agreement and articles of association.

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

4. Roles and responsibilities

4.1 The Special Educational Needs and Disability Coordinator (SENDCo)

At Stafford Leys, the SENDCo is Mrs Sarah Hoult. She can be contacted via the school office on 0116 2392482 or via email to shoult@staffordleys.com

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor at Stafford Leys is Mr James Cross. He can be contacted via the school office on 0116 2392482 or via email to office@staffordleys.com

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this;
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Stafford Leys currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

At Stafford Leys Primary School we provide every child with Quality First Teaching across the curriculum and access to time limited interventions. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.
- Attainment falls below the Key Stage expectations at the end of Key Stage One. This is identified following the KS1 SATs and teacher assessments.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Notes of early concerns and discussions between staff and parents will be recorded using an 'initial concerns' document and will be added to the pupil's record.

Where initial concerns have been identified, the child's progress will be closely monitored for a period of six weeks. At the end of this time, the evidence of progress will be considered and a decision of how to move forward will be made. This could be that further support and adaptations are required and so the child will be placed on the SEND register or it could be decided that the child requires no additional support and is removed from initial concerns.

Where additional or differentiated support is required, an individual education plan (IEP) will be drawn up to identify specific targets for the child. The plan will identify approaches to achieve the targets will be agreed with parents.

If a child has a disability which requires adaptations to be made to the curriculum and/ or school environment they will also be placed on the SEND record. We will endeavour to ensure all appropriate adaptations are made to ensure inclusivity.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.
- Communication between staff, parents and the pupil will continue as required throughout.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Where a child continues to have difficulties, despite quality support, advice will be sought from specialist advice from external services. All external advice and support received will be recorded and this will be kept in the child's file and copied to the SENDCo.

Should a child fail to make progress, despite Quality First Teaching and targeted interventions, we will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure appropriate support for the child, due to significant and sustained learning issues, it may be appropriate to escalate the level of support for the individual. An application may be made for additional funding to the Local Authority, having regard to the criteria for funding provided through SENDA service. The school will be responsible for managing any funds received.

In some cases, children will have a wide range of complex issues, including health and welfare, which will affect their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, the child and external services involved in the child assessment or education. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, the pupil's needs will be reviewed and considerations of their age and the next stage of their development taken into account when planning provision.

Please refer to Appendix A for a summary of our SEND Pathway

5.5 Supporting pupils moving between schools

At Stafford Leys, children usually stay with the same teacher for one academic year. We have a transition day within the school during the summer term enabling children to meet their new teacher. Termly open sessions enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to communicate.

Children entering school within the Early Year Foundation Stage visit the school prior to joining. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCO and class teacher in pre-school meetings for children causing concern.

When a pupil moves to an alternative school, we will share information with the school they are moving to and pass records on.

Where appropriate, such as in preparation for the transition to secondary school, we provide additional support for SEND pupils. This support may include:

- Additional induction sessions at the school;
- 1:1 support during induction sessions;

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide specific interventions as appropriate.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching, reading instructions aloud, etc.

5.8 Additional support for learning

Our Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs) are trained to deliver interventions to meet the specific needs of children. They work with pupils on a 1:1 or small group basis as appropriate.

5.9 Expertise and training of staff

Our SENDCo is allocated specific time weekly to lead and manage SEND provision. She attends training and meetings regularly to ensure that she maintains an up to date knowledge and understanding within the area.

Teachers, LSA's and higher-level teaching assistants (HLTAs) are trained to deliver SEND provision to meet the needs of our pupils as appropriate.

Regular updates and training ensure that all staff are able to meet the needs of SEND pupils.

5.10 Securing equipment and facilities

The SENDCo manages the SEND budget to ensure that appropriate equipment is purchased to meet the needs of our SEND pupils.

The school building can be fully accessed by wheelchair users and those with disabilities. The school facilities include a disabled toilet and disabled changing and shower facilities. Our accessibility plan is reviewed annually and is available from the school website.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals at least termly;
- Reviewing the impact of interventions;
- Monitoring by the SENDCo;
- Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on the residential visits that we offer and are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

We support pupils to improve their emotional and social development in the following ways:

- Specific 'nurture' provision;
- Specific interventions such as Emotional Literacy Support (ELSA)

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with many professionals to provide support for pupils with SEND. These include:

- Educational Psychologists;
- Occupational Therapists
- The Specialist Teaching Service;
- Speech and Language practitioners;
- Autism Outreach;
- The School Nurse.

5.15 Complaints about SEND provision

Should a parent or carer have a concern about provision made for their child, they should, in the first instance, discuss this with the class teacher and SENDCo. If the concern continues this should contact the Headteacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages, parents are able to seek advice from the Parent partnership Service.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.
- For more information please visit: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>.

5.16 Contact details of support services for parents of pupils with SEND

Parents of children with SEND can contact the Early Years SEN Inclusion Service using the details below.

- Phone: 0116 305 9400
- Email: STS@leics.gov.uk
- Address: Specialist Teaching Services, Room 600, County Hall, Glenfield, Leicestershire, LE3 8RA

5.17 Contact details for raising concerns

Parents wishing to raise a concern regarding their child should contact their child's class teacher in the first instance.

5.18 The local authority local offer

The information within this policy along with procedures and practices followed at Stafford Leys are in line with the agreed Leicestershire Local offer. This can be found at www.leicestershire.gov.uk/local-offer

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

7. Monitoring arrangements

The effectiveness of this policy will be monitored regularly and evaluated at least annually via evidence collected in ways such as:

- Pupil progress reviews;
- Pupil progress data;
- Pupil attainment data;
- Lesson observations
- Learning walks
- Regular monitoring and evaluation by the SENDco, phase and senior leaders;
- Parent and pupil voice
- The termly provision map.

If concerns regarding policy implementation or effectiveness are identified, appropriate action will be taken. Following the annual review, this policy will be approved by the governor curriculum committee.

- Written by Sarah Hout

Date September 2020

- Endorsed by the Curriculum Governors

Date September 2020

Stafford Leys Community Primary School
SEND Pathway

Quality First Teaching (QFT)

Every child has access to QFT across the curriculum.

QFT includes, but is not limited to;

- Carefully planned lessons which are underpinned by the NC
- Use of assessment data to understand the strengths and gaps within the class
- Use of specific resources which allow children to understand key concepts
- High expectations of ALL children without any form of prejudice
- Pre-teaching keep up sessions such as 1:1 reading, multiplication work, reviewing work completed during the day etc.
- Individual/paired (which can be mixed ability)/group work within lessons
- Strong communication with parents. Including guidance on supporting at home
- Lessons starting with a revision of the previous lesson's learning
- Questioning and feedback are strong elements within a lesson
- Misconceptions are addressed and planned for
- Using quizzes/formative assessments to check understanding
- Using learning environment such as working walls to support
- Use of an LSA within the classroom
- Following whole school rules and initiatives
- Asking parents to bring children at 8:35 or stay until 3:15 to work with an LSA or the teacher to ensure every minute of the day can be utilised.
- If this leads to expected or increased progress (working within their year group), QFT continues
- If this doesn't lead to expected or better progress and the child is falling behind, discuss with the phase leader about moving on to Tier 1.

Tier 1 (2-4 weeks)

- Recognise an issue and address through;
- Modify approaches but still apply QFT – further discuss with your phase leader, record on pupil progress review document including successes and ongoing concerns.
- Discuss with parents. Adapted strategies, expectation of support at home and monitoring.
- If it leads to expected progress, return to QFT ensuring to continue to implement strategies that have been successful.
- If it doesn't lead to expected progress, discuss with phase leader whether moving to tier 2 is appropriate. At this point, you need to be specific about the need and why QFT and additional strategies have not been successful.

Tier 2 (6 weeks)

- Specific needs are highlighted and SENCO informed.
- Initial concerns document to be completed with the support of parents.
- APDR paperwork begins.
- Appropriate standardised testing or specialist assessments could occur here with a focus on the area of need e.g. R, W or M.
- If available, implement an internal key/proven programme or an external bespoke programme.
- Further discussion with parents including specific strategies to support at home.
- Record strategies on the provision map.
- If it leads to expected progress, return to QFT ensuring to continue to implement strategies that have been successful.
- If it doesn't lead to expected progress or further concerns are identified, discuss with your phase leader whether moving to tier 3 is appropriate. If so, discuss external support and/or adding the child to the SEND record with the SENDCO.

Tier 3

- Child added to the SEND record and the IEP process begins.
- Targets set that reflect areas of need. These should be bespoke and not necessarily, maths, English and other. Where external involvement is provided, targets should relate to the specific needs and strategies highlighted within professional reports.
- External involvement considered – Dyslexia, Educational Psychologist, CAMHS, SALT, AOS etc.
- If progress is still a concern, consider Top up funding/the EHCP pathway

Tier 4

- Top up funding or EHCP applied for/in place.
- Annual review process begins.