



Special Educational Needs and Disabilities Policy

Approved by:	Governing Body at Clifford Community Primary School & Nursery
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Special Educational Needs Policy

The persons responsible for the management of the provision we make for children with Special Educational Needs and Disability (SEND) within our school are:

- Mr Dadds – Headteacher
- Miss Piper – Special Educational Needs Coordinator (SENDCo)

The governing body also has a dedicated SEND governor- Amy Barber.

Our school has children with a wide range of interests, aptitudes and skills and they are all entitled to have their needs met in a caring and nurturing manner. It is the duty of all of our staff to support and teach every child, including those with special educational needs and disabilities. Some children require support that is additional to or different from that which we provide for the majority of our pupils – this policy outlines how we will establish these requirements and provide that support, making reasonable adjustments where needed.

Legislation

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

- The SEND Code of Practice, 0-25 guidance (2015)
- The Special Educational Needs and Disability Regulations (2014), which sets out the responsibilities of the local authority and schools for SENDCos, special educational needs and disabilities (SEND) and education, health and care plans (EHCPs)
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- Part 3 of the Children and Families Act (2014), which sets out schools' responsibilities for pupils with SEND.

What is 'Special Educational Needs and Disabilities'?:

The term 'Special Educational Needs and Disabilities' (SEND) has a legal definition which is stated in the SEND Code of Practice (2015).

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This could be because *they have a significantly greater difficulty in learning than the majority of others of the same age or they have 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 of the same age by mainstream schools.

What 'Disability' Means

Many children who have SEN may also 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.*

The Four areas of need

The Department for Education has identified four broad areas which cover a range of needs. These are defined in the Special Educational Needs and Disability Code of Practice – 0-25 years (2015).

Communication and interaction	Cognition and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
This is where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children and young people with an Autistic Spectrum Disorder (ASD) profile are likely to have particular difficulties with social interaction.	This is where children and young people learn at a slower pace or have barriers within understanding and processing their learning, it may present as; • having difficulty in understanding parts of the curriculum • having difficulties with organisation, memory skills or focus and attention • having a specific difficulty (SpLD) affecting one particular part of their learning- such as dyscalculia or dyscalculia. • have moderate or severe learning difficulties	Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may: • have difficulty in managing their relationships with other people • have difficulties in understanding social cues, social norms and friendships. • find it difficult to express their feelings and emotions and lack an awareness of how feelings present in their bodies. • Find it difficult to regulate and manage their behaviour appropriately and safely. This broad area includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.	Where children and young people have visual and/or hearing impairments it falls under this area of need. It also covers a physical barrier towards accessing learning, such as fine and gross motor skills, co-ordination and self-care.

Other factors

Within school we also offer support to children who fall into the following categories which are not in themselves, special educational needs:

- Disability – under current Disability Equality legislation we have a legal duty to make 'reasonable adjustments' for a pupil with a disability but this alone does not constitute SEND.
- English as an additional language (EAL) and children of the global majority
- Being in receipt of Pupil Premium Grant (PP)
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman.

Our Aims:

The aims of our Special Educational Needs Policy are to ensure that:

- We adapt the environment and our approaches to learning in order to meet the Special Educational Needs of each child while also maintaining high expectations so that they can achieve their potential.
- We give all children equal access to the curriculum and extended school, ensuring each child's achievement is valued and to ensure that pupils with SEND are fully integrated into the life of the school and take a full part in all activities, including having equal opportunities to represent the school in positions of responsibility within the school and the wider community.
- We ensure that the child is at the centre of all we do, with pupil voice, parent/carers voice and wider external support advice involved when considering how best to support a child and their needs.
- We support children with SEND to have high aspirations and aim to remove barriers which may hinder them reaching their full potential.

Our Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance in the SEND Code of Practice, 2015.
- To ensure that all staff are responsible for engaging and developing the physical, emotional, mental and spiritual aspects of every child.
- The SENDCo will provide support and advice for all staff and seek specialist advice and support as part of the graduated approach.
- Learning opportunities will be adapted to meet the child's needs, alongside high quality first teaching across the school.
- Parents/carers will be actively involved in the graduated approach to supporting the needs of their child within our educational setting.

- Aspirational and achievable targets will be set through the Assess, Plan, Do, Review cycle to ensure high aspirations and expectations for all pupils with special educational needs. These targets will be regularly reviewed to ensure that pupils' progress is closely monitored and support is provided to ensure progress is achieved.
- To ensure that interventions are matched to the needs of the pupil, are evidenced based and achieve the required impact on their progress.
- To ensure effective liaison with other agencies, including feeder schools and also high schools, to ensure that the child and staff are well prepared and that transition is effective.
- To ensure that information is accessible and available through the publication of the local offer on our website.

Roles and Responsibilities

At Clifford Community, we believe that everyone has a responsibility for SEND provision. All staff know and understand their role in relation to this ethos.

SENDCo:

The Special Educational Needs Co-ordinator is Miss Piper. She is responsible for;

- The day to day operation of the SEND policy including the coordination and monitoring of provision for children with Special Educational Needs.
- Maintaining an up to date SEND register.
- Ensure that the Local Offer published on our school website remains current.
- Co-ordinating the administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Educational Needs.
- Advising teaching and non-teaching staff working day-to-day with pupils on the graduated approach to providing SEND Support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Requesting high tariff needs funding.
- Make school referrals for Education, Health Care plans and Inclusion Services where appropriate.
- Liaison with outside support services
- Liaising with next providers of education to allow for a smooth transition.
- Undertake the line management and performance management for all learning support assistants.
- Ensure evidence based interventions are used to support pupils with SEND, that these are carefully planned and that their impact is monitored.
- Assisting class teachers in drawing up One Page Profiles in consultation with other staff members and parents/carers
- Maintain close links with all parents/carers of children with Special Educational Needs

- Co-ordinate Annual Reviews for children with statements and EHC Plans.
- Liaising with the relevant Teacher where a looked after pupil has SEND.

Head Teacher:

The Head teacher is responsible for:

- Overseeing and assisting with the efficient implementation of the SEND policy
- The allocation and effective use of the SEND budget
- Informing the Governing Body of SEND provision

Governing Body:

There is a named governor with responsibility for SEND – Amy Barber. She can be contacted via the school office: office@clifford.school

- The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs
- The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel
- To ensure that the school complies with its statutory responsibility to provide a SEND information report each year and that this is published on our school website.

Class Teacher:

The class teacher's Special Educational Needs responsibilities are to:

- Follow the school's graduated approach to SEND to support from the early identification of SEND through to placement on the SEND register and beyond.
- Provide adapted, quality first teaching to match the child's development age and stage, as per the Universal Offer.
- Work with the SENDCo to collect information on the pupils and recording these using appropriate documents
- Liaise with the SENDCo to decide the action required to assist the pupils to progress, as per the graduated approach
- In collaboration with the pupil and SENDCo, develop Learning Plans for children with Special Educational Needs on the SEND register
- Contribute to the reviewing process of: One Page Profiles, EHCPs, Learning Plans, Risk Assessments, Ladder of response etc.

Parents/carers/ Carers

Parents/carers or carers should inform the school if they have any concerns about their child's progress or development. For those parents/carers/ carers with a pupil on the SEND register, their views and opinions will always be collected about their child's SEND needs and the support they receive. They will be invited to participate in discussions including;

- decisions related to their child's support and needs
- reviewing outcomes on Learning Plans
- sharing aspirations and long-term goals and outcome

- discussing progress on an annual basis related to EHCP documents within annual reviews. The school will take into account the views of the parent/ carer in any decisions made about the pupil.

Pupils

We believe that children have a right to express an opinion and to have that opinion taken into account in any matters affecting them. This includes participating in discussions and decision around their support, contributing to setting targets and attending review meetings. Pupils' views on their strengths, difficulties and support needs are collected within our One Page profiles.

Process of Special Educational Needs Provision:

Classroom Adaptation:

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children, including those with special educational needs. Class teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff. The Universal Offer (Appendix 2) indicates what is available to children in our school at each level of support. Where adapted teaching, universal support and quality first teaching is not making the desired impact on progress, the graduated approach is followed via the ASSESS-PLAN-DO-REVIEW cycle (see Appendix 1)

Assess

Data on the pupil will be collated by the class teacher/ other relevant professionals in order to make an accurate assessment of the pupil's needs. This will include formative assessments and also relevant standardised assessments gathered under the guidance of the SENDCo. These may include the following, dependent on the area of need:

- British Picture Vocabulary Scale
- Sandwell Assessment
- Phonological Assessment Battery 2 (PhAB2)
- THRIVE/ ELSA
- York Assessment of Reading Comprehension
- Renfrew

Plan

The class teacher will plan the curriculum and any adaptations and may ask the SENDCo for support and specialist advice in supporting pupils with SEND. Expected outcomes will be recorded on the relevant documents which are monitored by the SENDCo. If a child is on the SEND register, these targets will be identified within a Learning Plan which is then discussed and shared with parents/carers with a clear end date, following a regular cycle each term.

Do

The Learning Plan will identify further provision and resources, beyond the universal support and quality first teaching that may be required to help the child achieve these targets. Ideally, this will be able to be provided within the classroom environment to support inclusion, however there may be circumstances where individual or small group support may be given.

The SENDCo works alongside staff to map additional provision across the school and monitors additional staff to deliver small group and specialist interventions which are time-monitored and working towards explicit targets.

Review

Progress towards the outcomes highlighted in the Learning Plan will be monitored on an on-going basis and will be tracked and reviewed termly with parents/carers' views of and pupils' views will be collected as part of this process.

Education, Health and Care Plan (EHCP):

The SEN Code of Practice states that a Local Authority must conduct an assessment of EHC needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. If a child's needs are severe or complex or if they do not make progress over a period of time, in spite of high quality, targeted support then a referral for statutory assessment may be made to the Local Authority.

If a referral for an EHCP is successful, a member of the Local Authority will begin the assessment process. If a referral is refused at any part of the process, the parent/carer can appeal the decision. If it is approved, an EHCP will be issued that will specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

EHCPs are reviewed annually at an Annual Review meeting which should take place on or before the anniversary of the date stated on the plan. The review must focus on the child's progress towards achieving the outcomes specified in the EHC plan. Within the review, the views of all parties should be taken into account. It must consider whether the outcomes and supporting targets within the EHCP remain appropriate and where necessary agree new outcomes and set new interim targets for the coming year.

The following people should be invited to be present and/or provide information for the review:

- The child (if appropriate to their developmental age and stage)
- Parents/carers
- Class teacher
- Where appropriate, representatives from the health and social care sectors and other professionals involved with the child.
- Local authority worker (SEND caseworker)

Monitoring and evaluating SEND

We evaluate the effectiveness of provision for pupils with SEN by: Tracking pupils' progress, reviewing Learning Plans/ SEND needs as part of the graduated approach following a set timescale, holding annual reviews for children with EHC plans, monitoring from the SENDCo and gathering feedback from parents/carers and pupils.

Transition Arrangements:

We recognise that additional transition support may be required to support our pupils with SEND. Some children may require support to move between activities and lessons during the day and prepare for changes to daily routines e.g. trips and special days. Additional planning and transition work may be needed at the end of the school year as a child moves between classes and works with different adults in school. For this transition to the next year group teachers will take part in transition meetings, whereby they will pass over relevant SEND information to the next teacher. The SENDCo will also ensure that relevant SEND files are given to the new teacher so that they can see the child's current SEND journey and their paperwork.

Specific links are maintained with Copleston High School to which the majority of our pupils transfer. The SENDCo and liaison staff from the associated high school setting meet with our SENDCo and Year 6 teachers as early as possible to organise transition plans and set up enhanced transition packages as needed. In the case of children with an EHCP who are moving into Year 6, a review of the EHCP takes place in the Autumn Term of Year 6, to meet statutory requirements and staff from the appropriate high school are invited.

Supporting Pupils at School with Medical Conditions:

Children at school who have medical conditions should be properly supported so that they have full access to education; this includes 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.

Where pupils have an Education, Health and Care Plan which brings together health and social care needs as well as special educational provision, the SEND Code of Practice (2015) is followed.

Accessibility:

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to information. It is available via the school website.

Training and Resources:

The governing body oversees the effective use of financial resources available. The school's budget is made up of a basic allocation and high tariff need funding. SEND has an annual allocated budget to spend on resources and these are allocated to specific individuals or kept centrally so that they can be accessed by all teaching and support staff.

We have regular staff meetings whereby SEND training is scheduled throughout the year to update staff on any changes to SEND practice and resources and the SENDCo attends relevant training to disseminate during these staff meetings. Individuals can access training that is necessary for their professional development and all new members of staff are made aware of the school SEND policy.

Criteria for Exiting the SEND Register:

If a child is making accelerated progress and is considered 'on track' against the expected age expectations, with the support of class-based interventions and high quality teaching and adaptations, then they may exit the SEND register and be monitored by the class teacher for a term to ensure progress remains. This decision will be made with the views of the parent/carers, child, teacher and SENDCo involvement. A child may return to the SEND register if the universal support given thereafter leads to reduced attainment.

Supporting Pupils and Families:

This policy is published on our school website as part of our local offer to young people, parents/carers, and the wider community. This provides a direct link to the local offer provided by the local authority through the Suffolk InfoLink web site.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

The SEND Information Report, also published on the school website, is a resource for parents/carers and carers, setting out our arrangements for access to services and arrangements at Clifford Community Primary in a user-friendly way.

Admission Arrangements:

As a Local Authority school, admission requests to Clifford Community Primary School are made via the Suffolk County Council website:

<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-places>

It is the aim of our school to be fully inclusive and no child will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a child with Special Educational Needs through admission to our school. In all cases involving SEND pupils, it is important to ascertain whether our setting is appropriate in meeting needs.

Procedures for Concerns:

We endeavour to do our best for all children but if there are concerns we encourage those concerned to approach the class teacher in the first instance, the SENDCo or the head teacher. Please refer to the Governing body complaints procedure if you consider the matter to require further investigation. SENDIASS is also a support service who can offer independent advice on SEND matters. For further information, please refer to their website: <https://suffolksendiass.co.uk/>

APPENDIX 1

Clifford Community Primary School and Nursery Graduated Approach

Stage 1- Classroom based support- awareness

- A- Class Teacher identifies through AFL and evidence from books gaps in knowledge/skills. Teacher meets parents/carers to discuss and gain their viewpoint and gives clear deadline of the cycle of support.
- P- Class Teacher inputs information onto Awareness Spreadsheet- with clear targets based on support from the universal offer. **Clear 6 week cycle.**
- D- Class Teacher implements plan and monitors progress against provision.
- R- At the end of the 6 week cycle, Class teacher meets with parents/carers to discuss impact and decide on next steps and to update the Awareness Spreadsheet. If accelerated or good progress has been made, child to continue to receive high quality teaching and universal provision.
- R- If limited progress has been made, class teacher to meet with parents/carers and complete Awareness to monitoring referral form to share with SENDCo.

Stage 2- Class based support with SENDCo advice- being monitored.

- A/P- Class teacher to record on Monitoring Spreadsheet the needs of the child with **clear 6 week cycle** and plan any relevant short term interventions. If not already completed at the end of Stage 1, class teacher meets with parents/carers to discuss and gain their viewpoint and gives clear deadline of the cycle of support.
- P- Class teacher to complete ISM for next steps and access SMIF/ NASEN etc for potential support.
- D- Class teacher to implement strategies and provision.
- R- Monitoring to occur at the end of the 6 week cycle. If progress is made, monitoring to continue in class with possible further intervention to ensure progress continues. If progress is not achieved, SENDCo and Class Teacher to meet with parents/carers to discuss adding to SEND register formally.
- R- SEND register referral form to be completed.
- R- If adding to SEND register, then a formal letter will be sent to parents/carers informing them of the decision.

Stage 3- SEND support- On SEND register.

- A- SENDCo records pupil information on SEND register with any relevant standardised assessments to be carried out and feedback provided.
- P- Class Teacher creates Learning Plan alongside parent/ pupil views with **clear 12 week cycle**. If needed, SENDCo/Class Teacher/ Phase Leader (if phase specific) to plan interventions
- D- Class teacher implements the Learning Plan while SENDCo/ Phase leader (if phase specific) oversees interventions.
- R- During termly review meetings, Class teacher to review the Learning Plan with parents/carers, collaborating and setting targets for the next term.

Stage 4- SEND support with external agency support.

A- Following on from previous Learning Plan where limited progress has been made, SENDCo and Class Teacher meet with parents/carers to discuss requesting support from external professionals (SES- no EHCP/ outside agencies) and gather parent/ pupil views. If needed, further/ alternate assessments to be completed to provide supporting evidence/ baseline.

P- Next Learning Plan to be developed based on advice from SENDCo or external agencies. Awareness of child's needs raised to SLT to support with monitoring.

D- Class Teacher to implement Learning Plan with **clear 12 week cycle**. This will be monitored by Class Teacher/ SENDCo and SLT. SENDCo to monitor any external interventions. Any feedback from external professionals to be discussed with parents/carers, class teacher and pupil.

R- SENDCo collates information from interventions and feedback to Class Teacher. Class Teacher to review the Learning Plan after 12 weeks **during the review meetings**. Where progress has been made, new plan to be created. Where accelerated progress is made, Class Teacher to review the plan to generalise the skills within the classroom and next Learning Plan to be created. Where progress is limited, the SENDCo and Class Teacher will meet with parents/carers and pupils to discuss next steps and further referrals, including an EHCNA.

Stage 5- EHCNA

A- SENDCo to discuss the EHCNA process with parents/carers/ pupils and collates information for the EHCNA to be submitted. SLT to be informed.

P- Class Teacher to create a Learning Plan with a **clear 12 week cycle** for the child until finalised outcomes are produced.

D- Class Teacher implements plan, following advice from SENDCo and external professionals. SENDCo has regular communication with parents/carers during EHCNA process.

R- Class Teacher to review Learning Plan **during the end of term review meetings** with parents/carers and pupil.

Stage 5- EHCP

A- SENDCo holds planning meeting with Class Teacher to discuss the EHCP outcomes and provision, including external input and internal interventions.

P- SENDCo liaises with TAs who are responsible for specific provision (Speech and Language etc) to ensure the targeted provision is relevant to the EHCP outcome. Where support is needed, SENDCo can make a SES Section F referral to gain support from an outside agency. Class Teacher and SENDCo to create Learning Plan specific to the EHCP outcomes using advice from external agencies with **clear 12 week cycle**.

D- Class Teacher to implement plan.

R- During annual review meetings, family views are collected and evidence is used from the Learning Plan to document progress throughout the year. The annual review is held yearly (unless under 5 or with a new EHCP document). The annual review paperwork is then sent to the local authority.

APPENDIX 2

Clifford Community Primary School and Nursery Universal Offer

Universal	Targeted	Specialist
Dual coding Clear modelling I do, you do, we do Simple, clear language Explicit vocabulary teaching Scaffolding Chunking Modelling of thinking aloud Whole class modelling Word banks Sentence stems Visuals (Widget) Talking partners (mixed ability) Retrieval through revisiting learning at the beginning of lessons (connect 4, flashback 5) Zones of Regulation Backwards fading Use of manipulatives in Maths Guided lined books Visualiser and interactive whiteboard Individual whiteboards Mini plenary Phonics mats SLANT behaviour expectations Whole school behaviour rules Whole class planning documents Achievement assemblies Planning for misconceptions Oral rehearsal- linked to talking partners Cold calling WAGOLL Metacognitive conversation High expectations-set appropriate level of challenge Visual timetable Targeted questioning Range of multi-sensory approaches Differentiated curriculum planning, activities, delivery and outcome Groupings – e.g mixed ability Flexible grouping Peer tutoring (green pen marking together)	Now and next boards with simplified visual timetable Pre-teaching-vocabulary etc Immersive reader tool Laptops for writing/ dictation Specific word banks for individuals/ groups Specific interventions i.e handwriting Individualised writing frames Cloze procedure work Post-teaching to support misconceptions Specific tailored learning resources/packs Individualised behaviour/ reward charts Repeating instructions back Use of talking tins for dictation/ instructions Personalised spelling lists Small group work with adult within the majority of core subjects Gym trail Partially completed sentences Specific seating for adult support Processing time given for questioning Task planners Timers Fidget toys Movement breaks Writing slopes Pencil grips Move and sit cushions Individual workstations	Individualised curriculum 1:1 speech and language assessment and intervention SES SEND team advice and support Break and lunchtime provision EHCP Section F intervention Outside agency support i.e. Physiotherapist Thrive/ ELSA