

# Nursted Community Primary School

## Special Educational Needs and Disabilities (SEND) Policy

Policy adopted by the Governor Body on: \_\_\_\_\_

Signed Chair of Governors: \_\_\_\_\_

Signed Headteacher: \_\_\_\_\_

The Policy will next be reviewed: Autumn 2025

Last amended		
By	When	Main changes
Jasmine Kennedy	17.02.22	Updated to new policy format, introduction and aims of policy.
JK	23.11.22	Alterations to wording and formatting
Amy Pretlove	16.09.24	Additions: <ul style="list-style-type: none"><li>- Compliance and general statement</li><li>- Enhanced Provision</li><li>- Alternative Provision</li></ul>
Amy Pretlove	7.10.24	Updates for 24/25

## **COMPLIANCE AND GENERAL STATEMENT**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 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 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015 Updated Aug 2017)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by the SENCo in liaison with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

## **Nursted Vision and Values**

In this happy, caring, inclusive school we prepare children for life in an ever changing world. We value diversity and strive to promote equality in all that we do. We work with families, carers and the wider community to equip our children to succeed, by delivering stimulating learning opportunities that develop their skills, knowledge and thirst for learning, within a safe and nurturing environment.

We have chosen the following key values to focus on to help us to achieve our vision.

### **Kindness**

- To ourselves
- To others
- To the world

### **Teamwork**

- Co-operation
- Respect
- Good Communication

### **Determination**

- Trying our best
- Perseverance – keeping going when learning is tough
- Resilience – managing our feelings when learning gets hard

### **Thrive**

- Academically
- Physically
- Emotionally
- Spiritually

## **Introduction**

At Nursteed, we recognise that many children have a range of Special Educational Needs and Disabilities (SEND) and may have different starting points. Through our policies and procedures we ensure that children with SEND have suitable, supportive, tailored provision in order for them to achieve individual targets and to progress.

### **Aims of this policy:**

Our aim is to improve outcomes by having high aspirations and expectations for children with special educational needs and to ensure that all of our children make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into the next stage of their education and ultimately into adulthood.

### **We do this by:**

- Identifying and addressing the special educational needs of the children we support
- Ensuring that children with special educational needs get the support they need
- Informing parents when we are making special educational provision for a child
- Supporting the individual needs of our children within an educational community which promotes excellence, with the understanding that learning support is an integral part of a high quality education
- Giving children with special educational needs equal opportunities to take part in all aspects of the school's provision alongside children who do not have special educational needs
- Providing a broad and balanced curriculum that is relevant and differentiated, and which demonstrates coherence and progression in learning
- Valuing all students equally and fostering high expectations so that students are confident of their own worth
- Promoting children's self-esteem, confidence and positive attitudes
- Identifying, assessing, recording and regularly reviewing children's special educational needs, whether this results from learning difficulties, disability or mental health difficulties
- Working collaboratively with parents, other professionals and special educational needs advisers, to support the individual and group needs of pupils within the school
- Involving parents/guardians in the planning, supporting and reviewing of their children's progress at each stage
- Ensuring that the responsibility held by all staff and governors for special educational needs is implemented and maintained.

### **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability (SEND) Code of Practice (0-25 years) 2014 states that *'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

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*Last updated 16.09.24*

A child of compulsory school age has a learning difficulty or disability if he or she:

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

Many children and young people who have SEN 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 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 SEN 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.

### **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole.

#### **The role of the teacher**

It is each teacher’s responsibility to provide for children in his or her class who have special educational needs, and be aware that these needs may be present in many learning situations.

Teachers are responsible for meeting an individual’s special educational needs and following the school’s procedures for identifying, assessing and making provision for these children.

Teachers are responsible for involving and informing parents of children with special educational needs. SEN meetings, which can be part of the parent/teacher consultations, should be communicated positively and completed 3 times a year.

Teachers should meet with parents to review current SEND Support Plans.

#### **The Role of the Special Educational Needs Coordinator (SENCo)**

The SENCo is responsible for the coordination of provision for special educational needs. Responsibilities include:

- The day to day implementation of the SEN policy
- Monitoring, evaluating and reviewing policies and practices relating to SEND
- Assessing and identifying children’s needs
- Working in partnership with class teachers in the formulation and review of SEND Support Plans, and any recommended actions from external agencies
- Making sure individual plans are followed for those on Education and Health Care Plans

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- Monitoring and tracking the progress of children with SEND
- Working in partnership with outside agencies connected with children on the SEND register
- Requesting statutory assessments where appropriate
- Maintaining up to date records for pupils with SEND and overseeing the record keeping for all children with special educational needs
- Overseeing and maintaining resources for special educational needs and disabilities
- Liaising with the SEND Governor
- Facilitating training and professional development for staff in the field of SEND
- Working with the Finance Officer and Senior Leadership Team to ensure effective use of the SEND budget.

### **The role of the Governing Body**

In co-operation with the head teacher, the governing body has a legal responsibility for determining the policy and provision for children with special educational needs. They maintain a general overview and have a governor with particular responsibility for this aspect of the school's work.

### **The role of the teaching assistant (TA)**

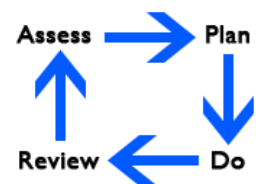
TAs work alongside class teachers supporting the needs of individuals. They play an important role in implementing strategies and interventions and monitoring progress. They contribute information to review meetings but do not normally attend them.

### **Midday Supervisors**

Midday supervisors are informed of any necessary information relating to the supervision of children at lunchtime. Handling policies for specific children are documented and training given if required.

### **Our Graduated Response: Identification, assessment and review**

In accordance with the Children and Families Act 2014, our school aims to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for each child. Class teachers and subject leaders, supported by the senior leadership team, will regularly assess and monitor the progress of all pupils.



The first response to identifying where progress is less than expected will be to ensure that there is 'Quality First Teaching' in the classroom and that it is targeted at a pupil's areas for development. Where progress continues to be less than expected the class teacher, working with the SENCo will assess whether the child has SEN. Where appropriate, the school will engage with other professionals to support the assessment process. The class teacher will liaise with parents/carers to discuss and share concerns.

The school follows the guidance of the Code of Practice 2014, implementing a graduated response to need. We identify the needs of children with SEN in line with 'Wiltshire's

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*Graduated Response to Special Educational Needs'* (WGRSS) documents. The WGRSS reflects the broad areas of need outlined in the SEN Code of Practice 2014. The categories (with specific examples) are as follows:

### **Cognition and Learning**

- Moderate learning difficulties (MLD)
- Specific learning difficulties e.g. dyslexia, dyscalculia, dyspraxia (SpLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

### **Communication and Interaction**

- Speech, language & communication (SLCN) e.g. articulation or language delay
- Autism spectrum condition (ASC) including Asperger's and Autism

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

- Attention deficit hyperactivity disorder (ADHD)
- Attachment disorder

### **Sensory and/or physical**

- Hearing impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment (MSI)
- Physical disability (PI) e.g. Cerebral palsy

### **School SEN Concern**

Class teachers use a range of teaching and learning approaches as part of their quality first teaching to meet the needs of the majority of children in our school. However, where through careful identification and assessment it is determined that a child is not making adequate progress the class teacher will refer to WGRSS in order to review the strategies and approaches that are currently being used and consider ways these might be developed.

### **SEN Support Plan**

Where this review evidences that the child needs help over and above that which is normally available within the class, or school, the child's needs will be supported through SEN support.

The first stage will normally involve an *SEND Support Plan* being set up in conjunction with parents/carers. This will identify long-term outcomes for the child and the small steps needed to achieve them. If sufficient progress is not made, outside agencies may be asked for advice or support for staff and may carry out observations or assessments of a child. Involvement and advice from external agencies will lead to the implementation of a *My Support Plan*.

Where a child continues to make little or no progress in relation to the targets set or is working significantly below his/her peers, it may be appropriate to request a *My Plan*, this is a statutory *Educational and Health Care Plan*. This involves sending detailed evidence to the Local Authority of all the actions that have been taken along with reports from the school, from parents and from all outside agencies that have been involved.

Please see Wiltshire's '*Local Offer*' for more information (link from the school's website).

### **Enhanced Provision**

Children who continue to struggle to access the curriculum within their classroom, despite the addition of intervention, adult support, scaffolding and differentiation maybe have access to our Enhanced Provision 'The Nurture Nest'. Children accessing this provision will follow a bespoke timetable and curricula, with access to core learning and SEMH supportive activities, designed to prioritise the children's needs and support them to make the most progress in those areas which will have the greatest impact on their life chances. Children accessing enhanced provision will be assessed using the 'Strengths and Difficulties Questionnaire' (SDQ) and calculator to establish their SEMH and behavioural barriers to learning. Targets will then be set to enable children to fill these gaps, and make progress in re-joining learning alongside their peers, and provide opportunities for children to achieve their potential across a broad range of areas. The teaching staff plan and offer a wealth of provision for the pupils (supported by the EP, Speech and Language team, Occupational Therapist and other external services). The school also has an ELSA, and PSA who also work with these children and in some cases, their parents.

### **Alternative Provision**

Some children will need additional provision from an external provider to enable them to make progress with their SEMH and educational needs. In this instance the school SENco, Headteacher, parents of the child and other agencies involved in the child's care and education, will make an informed judgement of which alternative provision is best suited to the child and their individual needs. More information on this, and our local offer can be found [here](#).

### **Safeguarding**

Children with Special Educational Needs and disabilities can face additional safeguarding challenges. All staff at Nursteed Community Primary School are aware of these challenges. Further details can be found in the school's Safeguarding Policy which can be viewed on the school website.

### **Storing and Managing Information**

The school complies with General Data Protection Regulations (GDPR) – March 2018. The school uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance. All staff



have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.

The SENCO understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (See the school's GDPR Policy.)

Explicit consent is always sought from parents/carers for the following:

- Involvement of outside professionals to observe/assess or work with their child e.g. Educational Psychologist; Speech & Language Therapist; SEND Specialists.
- Inclusion in the school's ELSA or Thrive programmes.

The SENCO ensures that all sensitive personal information, about individual pupils and/or their families, e.g. their SEND file, is stored securely and is not freely accessible. The SENCO ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure e-mails.

When a pupil with SEND moves to another school, their SEND files are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENCO not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.

The SENCO ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including , offices; staffroom; classrooms, unless it is required for Safeguarding e.g. medical needs such as allergies, in which case, explicit consent is gained.