



STRATFORD RURAL SCHOOLS FEDERATION

LOXLEY C OF E COMMUNITY PRIMARY SCHOOL
 SNITTERFIELD PRIMARY SCHOOL
 WILMCOTE C OF E PRIMARY SCHOOL

Small schools, big ambitions...

Stratford Rural Schools Federation

Special Educational Needs and Disability Policy

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Our Ethos/ Vision

At Stratford Rural Schools Federation, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. We respect the unique contribution which every individual can make to our school community.

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

Disability: *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.**’*

More details about the latest reforms and the SEN Code of Practice can be found on the Department for Education’s website:

www.education.gov.uk/schools/pupilsupport/sen

Aims

At Stratford Rural Schools Federation, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
2. To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
3. To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Identification of Need

The benefits of early identification are widely recognised; where need is identified and effective provision is made at the earliest point. This improves long-term outcomes for the child.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to, or different from, this. Special educational provision is underpinned by high quality teaching and should not be compromised by anything less.

The Code of Practice refers to four broad areas of need:

Communication and Interaction

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Conditions (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia or dyspraxia.

Social, Emotional and Mental Health Needs

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that were medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD) or Attachment Disorder.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

What is **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (this is an underlying response to one of the four broad areas of need)

SEND Support within our Schools

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo.

In deciding whether to make special educational provision, the teacher and SENDCo will consider all the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children whose first language is not English. Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- SENDSupported
- Speech and Language Therapy Service
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (now known as RISE)

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND or placed on the SEND register. However, if the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child at the centre of the process.

The Four Part Cycle

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEND Support is required the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support. Targets are shared with pupils and successes are celebrated.



Key Roles and Responsibilities

The Class Teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCo
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- writing and reviewing of targets for pupils with SEND

Teaching Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCo

The SENDCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEND
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

The Governing Body is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENDCo regarding evidence from monitoring classroom practice by the head teacher or the SENDCo
- reporting to the governing body on SEND with regard to analysis of pupil tracking data and test results; value added data for pupils on the school's SEND register
- monitoring the effective implementation of the Federation Learning Improvement Plan

Educational, Health and Care (EHC) Referral

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. The decision to make a referral for an Education, Health and Care Plan will be taken at a PLP review meeting involving parents, SENDCo and outside agency representatives if appropriate. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

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

Parents
Teachers
SENDCo
Social Care
Health professionals

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.warwickshire.gov.uk/sendeducation>

Annual Reviews

If a child has an Education, Health and Care (EHC) plan, the EHC plan must be reviewed annually. The Annual Review will be chaired by the SENDCo. Reports will be submitted by the Class teacher, Teaching Assistant and anyone else working with the child. If there are concerns about the progress or behaviour of a pupil with an EHC plan, then an Annual Review can be held at any time during the year. The Annual Review can be used to request additional support or changes to the EHC plan. In the unfortunate event of a pupil with an EHC plan facing Permanent Exclusion, an Annual Review must be held at the earliest opportunity prior to the exclusion meeting.

Monitoring and Evaluation

The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SENDCo maps provision for each class. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

Complaints Procedure

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Snitterfield to speak to us as soon as possible. In the first instance, please speak to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENDCo. Any further issues, they should make an appointment to see the Executive Head Teacher.

Partnership with Parents:

At all stages of the special needs process the school keeps the parents fully informed and involved. We have regular meeting to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

Supporting Children with Medical Needs

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability.

Transition

Where a pupil has a current statement or EHC plan there is a legal requirement to provide an annual review. If the child is in Year 6, a Transition Plan is drawn up in accordance with parental, pupil and staff views following the annual review meeting. The secondary school SENDCo will be invited to attend the annual review meeting.

