



## Petersfield SEND Policy

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Next Review	2022

Full consideration has been given to Equality, Inclusion and Safeguarding (Child Protection) in the preparation of this policy.

This policy complies with the statutory guidance laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following documents;

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Medical policy
- Intimate Care Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENDCo and staff in liaison with the SEN Governor in liaison, and parents of pupils with SEND.

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### Introduction

At Petersfield Primary School, we value the individuality of all pupils. We are committed to achieving the highest standards. We take account of pupils' varied life experiences and needs. We plan a balanced creative curriculum and have high expectations for all. The achievements, attitudes and well-being of all our pupils is vital. This policy reflects our view that Petersfield School promotes the individuality of all, irrespective of ethnicity, attainment, age, disability, gender or background.

The Education Act 1996 says that a pupil has special educational needs (SEND) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the pupil either:

- a) has significantly greater difficulty in learning than the majority of pupils of the same age
- or
- b) has a disability, which either prevents or hinders the pupil from making use of the educational facilities which are provided for pupils of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for pupils of the same age in a mainstream school.

Everyone at Petersfield is committed to providing the conditions and opportunities to enable any pupil with SEND to be included fully in all aspects of school life. While our SENDCo oversees provision for pupils with a special educational need or disability, every teacher in our school is a teacher of all pupils, and the class teacher is responsible for the progress of every pupil in their class, including those pupils with additional needs.

Petersfield School provides a broad and balanced curriculum for all pupils. We believe that all pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Pupils may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

### **Aims and objectives**

The SEN code of practice (2014) takes account of the SEND provision outlined in the Families and Pupils' Act 2014 and gives:

- A stronger right for pupils with SEND to be educated at a mainstream school or in a mainstream setting.
- Greater emphasis to genuine communication and partnership when working with parents
- Greater importance to listening to the voice of the pupil and to involving pupils with SEN in the planning of their education
- An emphasis on raising the achievements of all pupils

The aims of this policy are:

- To raise the aspirations and expectation for all pupils with SEND
- To create a supportive and challenging environment that meets the special educational needs of each pupil.

### **Objectives**

In order to meet the special educational needs of our pupils we must:

- Operate a "whole pupil, whole school" approach to the management and provision of support for educational needs.
- Identify those pupils who have SEND as soon as possible.

- Provide intervention at a suitable level when a pupil is identified as having SEND.
- Use a variety of teaching styles, and cater for different learning styles to allow pupils with SEND to access the National Curriculum.
- Use resources effectively to support pupils with SEND.
- Assess and keep records of the progress of pupils with SEND.
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for pupils' special educational needs;
- Work with outside agencies who provide specialist support and teaching for pupils with SEND.
- Inform and involve the parents of pupils with SEND so that we can work together to support our pupils.
- Encourage active involvement by the pupils themselves in meeting their needs.
- Provide support and advice for all staff working with pupils with special educational needs and ongoing training for all staff working with pupils with SEND.

### **Identifying Special Educational Needs**

The Code of Practice describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs

While these four categories broadly identify aspects of a pupil's primary need, at our school we identify the needs of our pupils by considering the needs of the whole pupil.

There are other considerations that may impact on a pupil's progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Care Experienced (Looked-After – LAC) pupil
- Being the pupil of a service man/ woman
- The impact of family circumstances

All these factors are taken into consideration in our school.

Early identification of a pupil's needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and to enlist their active help and participation.

The class teacher and the SENDCo assess and monitor the pupil's progress regularly in line with the assessment policy.

The class teacher and SENDCo will seek to work closely with parents and teachers to plan an appropriate programme of intervention and support.

At Petersfield, we identify pupils with SEND as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year using the Foundation Stage Profile.

Throughout the school, we monitor and track the progress of all pupils by an ongoing process of planning, teaching and assessment. Pupils with SEND may be identified at any stage of this process during their school life.

In the Foundation Stage, Years 1 and 2 the key assessments are:

- The Foundation Stage Profile.
- P scales (1-4) 2019/20
- Pre-key stage standards.
- Termly assessments of attainment and progress on Target Tracker
- Ongoing profiles of progress towards objectives in all curriculum areas
- The Early Learning Goals
- The Phonics Check (Year 1 and Year 2 retest as appropriate)
- Key Stage 1 and 2 Standard Assessment Tests (SATs)

In Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas
- Termly assessments of progress including White Rose, Headstart in Maths and Rising Stars in Comprehension
- Annual Teacher Assessment sheets for both core and foundation subjects
- The end of Key Stage 2 SATS

More details are available in our Assessment Policy.

We continue to review and expand the diagnostic tools used in school, and purchased a wider range of tests as requested by the STT team. These include;

- Stareway to Spelling
- Sandwell Early Numeracy Test
- Sandwell Early Numeracy Test KS2-KS3
- Salford Reading Test
- Cambugs
- Boxall Profile
- Strength and Difficulties Questionnaire
- Talkabout

### **A Graduated Response to Pupils' Needs**

We recognise that there is a wide range of SEND amongst our pupils and match the level of intervention to each pupil's needs. We have adopted the "graduated" approach set out in the 2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made. This school has a graduated response to pupil's special educational needs. This response is based on two principles.

- Provision for a pupil with SEND should match the nature of their needs
- There should be a regular recording of a pupil's SEND, the action taken and the outcomes.

The graduated response is outlined as follows:

### **1. Monitoring**

If a teacher is concerned about some aspect of a pupil's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the pupil is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that pupil. The class teacher will identify a need and adapt high quality teaching to meet these needs, therefore the pupil's identified needs are met by the usual differentiation available in the class. Whatever the nature of the concern, the teacher will invite the parents or carers of the pupil into school to discuss the concerns and to ask for their support in resolving the problem. The teacher will inform the SENDCo of the concerns. The SENDCo will make a record of the pupil in the category, "Monitoring".

### **2. School support: PLP and SEND**

If these teaching strategies do not result in the desired improvements and concerns remain, the teacher may decide that more intervention is needed. The teacher and the SENDCo look at the evidence from the strategies already implanted and decide on strategies which are additional to, or different from those already being provided in the classroom to help the pupil to make progress.

A Personal Learning Plan (PLP) is written by the class teacher for the pupil. The child, parents, SENDCo, and any other adult supporting the child's needs are invited to contribute to this process. This sets out the learning or behavioural targets (usually a maximum of 3 ) that the pupil is working towards, and describes the strategies and arrangements needed to help the pupil achieve these targets.

At the review meeting, decisions are made about the future actions that may be taken to meet the pupil's needs.

If these strategies and interventions do not result in the desired improvements and concerns remain, the SENDCo may ask for help from specialists outside school. This is in addition to the extra support the pupil is already receiving within school. These specialists may include professionals such as the Educational Psychologist Speech and Language Therapist, the School Nurse, and Specialist Support Teachers. With their help, strategies which are additional to or different from those already in use, will form the basis of future Personal Learning Plans.

### **3. Education and Health Care Plan**

If concerns remain about some aspect of a pupil's progress, behaviour or well-being following the PLP, the school (through the SENDCo) requests the Local Education Authority makes a statutory assessment of the pupil's SEND. If the LEA agrees and the child meets the thresholds for assessment, it collects information from all the people who have been involved with the pupil. From this the LEA Special Needs Officer decides whether the pupil needs an Education and Health Care Plan to meet their needs.

An EHCP is a legally binding document, which sets out the provision the pupil **must** receive to meet his/her SEND. This document involves a multi-disciplinary team from health,

education and social care when a pupil has needs in those areas. The school meets the first £6,000 of the cost from the current school budget, and the LEA then provides the school with additional funds to cover the costs of this provision. This is used to meet the children's needs and may include TA support, specialist teaching or equipment. Personal learning plans continue to be used to set targets. Each year, the school must hold an Annual Review with the parents and all the outside agencies involved with the pupil to assess the pupil's progress. A representative from the LEA may attend these reviews.

Some pupils (particularly those with physical disabilities, sensory impairments or serious medical conditions), may already have an ECHP when they start in the Foundation Stage class. The same procedures for making provision, and target setting and reviewing are put into place as soon as the pupil starts school. We aim to work with feeder settings and parents in advance of admission. These pupils must also have a Care Plan and, if appropriate, a Moving and Handling Plan drawn up by the school.

### **Managing the needs of pupils with SEND**

Every term, in consultation with the class teachers, the Headteachers and the SENDCo update the whole school provision map detailing the intervention work that will take place over the term. Each class teacher then writes the personal learning plan for those pupils setting SMART (Specific, Measurable, Attainable, Relevant and Timely) targets. Progress of the pupils towards these targets is monitored as part of formative assessment, during assessment week and pupil progress meetings. There is a final review of the plan each term. If targets on the plan are met before this review, new targets are put into place and written onto the PLP.

### **How is the level of provision decided?**

The level of provision for a pupil is decided using the school's graduated response, looking at the support the pupil has already received and the impact it has had on their progress. Resources are allocated according to the needs of the pupil, and budgetary constraints.

If a pupil has been receiving support and staff feel that the pupil has not made the progress that they would expect from this level of support, the SENDCo will undertake some individual diagnostic assessments. The findings of these assessments can then be used to pinpoint areas of difficulty and inform both classroom teaching and intervention work.

If the pupil has a need that we are unable to meet from within our own staff, we will make a referral, usually using an Early Help Assessment (EHA) form for help from other professionals; the Specialist Teaching Team, Educational Psychologists, Speech and Language Therapists, paediatricians and Occupational Therapists.

### **Criteria for exiting the SEND Support List**

If a pupil has made progress and closed the gap between themselves and their peers so that they are achieving age related expectations, their name is taken off the SEND support list. However to ensure the gains that they have made are maintained they are added to the Monitor list and their subsequent progress is closely monitored.

## **Supporting Pupils and Families**

Parents are fully involved at all stages of a pupil's time at Petersfield, we strive to form a close working relationship with our parents and help them to work with us to support the pupils. We have a school SEND Information Report that is available on our school website to give parents information about how we support pupils in our school.

## **Admission arrangements**

In line with current LEA policy a place at Petersfield School is available to a pupil with SEND provided that:

- The parents wish the pupil to attend the school.
- The pupil's special educational needs can be met by the school.
- Other pupils will not be disadvantaged.
- Resources will be used efficiently.

Petersfield School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled pupil:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria.
- In the terms on which the responsible body offers pupils admission to the school.
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

## **Transition between classes**

Transition between classes at Petersfield is facilitated by the small size of our school and the continual sharing of information about pupils by staff. Towards the end of the summer term class teachers also meet with each other to share information about pupils who are moving class.

The SENDCo and Reception class teacher arrange visits to the Early Years setting when they are informed of a pupil with SEND who will be starting school. When a pupil already has a EHCP or EYFAP funding we are usually invited to attend the pupil's Annual Review held during the summer term in the Early Years setting.

At Y6 transition the SENDCo provides information on request to the local feeder Secondary Schools about pupils with SEND who have chosen to go there. For pupils with an EHCP the SENDCo invites the secondary school to both the Y5 and Y6 annual review meetings and arranges a meeting with the SENDCo from the chosen Secondary School, the class teacher at Petersfield, the parents and the pupil during the summer term prior to transition.

## **Support of pupils with medical conditions**

Petersfield 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 P.E. Some

pupils with medical conditions may be disabled and where this is the case the school will comply with the Equality Act 2010.

Some pupils may also have special educational needs and disability (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

When a pupil has a medical condition, school staff consult health and social care professionals, pupils and parents to ensure that the needs of pupils with medical conditions are effectively supported.

We provide support to reduce the educational, social and emotional implications of a medical condition including the impact of both long extended and short frequent absences.

An individual healthcare plan is written by SENDCo, with support and advice from the school nurse, following which training and support for staff to be able to meet pupil's needs is organised. Staff must not give prescription medicines or undertake health care procedures without appropriate training (updated to reflect any individual healthcare plans). A first-aid certificate does not necessarily constitute appropriate training in supporting pupils with medical conditions.

The School has a separate policy for the support of pupils with a medical condition in line with the Statutory Guidance on Supporting Pupils at school with medical conditions (April 2014).

The SENDCo and the Headteachers hold regular meetings to review the work of the school in this area. SEND is a focus area for Governor visits and the SEND governor visits regularly in addition to the governors receiving regular updates and data from the SENDCo.

### **Training and resources**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with EHCPs.

The school will treat pupils with special educational needs but without EHCPs as fairly as all other applicants for admission, on the basis of the school's published admissions criteria. Pupils cannot be refused admission on the grounds that they do not have a statement of SEND or are currently being assessed.

The Headteachers inform the governing body of how the funding allocated to support special educational needs has been employed.

The SENDCo and Headteachers are responsible for the identification of training needs. This is done through Developmental Work and Performance Management. and also in response to needs revealed in pupil progress meetings or by the admission of a new pupil with a specific need. The SENDCo is then responsible for organising the delivery of this training, either in house or externally.



## **Roles and responsibilities**

Everyone in the school community – governors, staff, pupils and parents – has a positive and active part to play in achieving these aims:

- Governors** by fulfilling their statutory duties to pupils with special educational needs; by securing appropriate resources; by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training.
- Staff** by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Needs Co-ordinator, pupils, parents and other agencies and by participating in the appropriate training.
- Pupils** by having their wishes, about their own needs, regularly sought and carefully considered and by all pupils treating their peers with respect.
- Parents** through consultation and by working in partnership with the school to help meet their child's needs.

We have specific areas of responsibility for key members of our team:

### **The Special Educational Needs and Disability Co-ordinator (SENDCo):**

- Maintains an overview of numbers of pupils with SEND in each class across the school.
- Secures and disseminates the most effective teaching approaches for pupils with SEND
- Ensures that relevant background information about individual pupils with special educational needs is collected, recorded and updated.
- Works with teaching assistants and teachers, giving advice and support to ensure that high expectations of behaviour and achievement are set for pupils with SEND
- Collects and interprets assessment data gathered on pupils and uses it to inform practice and ensure that appropriate recording and tracking documents are in place
- Develops systems for monitoring and recording progress made by pupils towards the achievement of their set targets
- Works with all teaching staff to ensure that all lessons are inclusive and accessible to all pupils in the class regardless of a special educational need
- Coordinates the work of the teaching assistants
- Creates and sustains effective partnerships with parents to involve them in their pupil's learning as well as providing information about targets, achievements and progress
- Develops effective liaison between schools to ensure that there is continuity in terms of support and progression in learning when pupils with SEND transfer
- Develops effective liaison with external agencies in order to provide maximum support for pupils with SEND
- Monitors the work of staff to ensure personal learning plans are completed, reviewed and shared with parents according to our school's SEND policy
- Ensures that support staff are fully briefed about their responsibilities, that their work is monitored e.g. intervention programmes

- Provides a source of support and guidance for teaching assistants Ensures effective use of resources, appropriate teaching activities and target setting to meet the needs of pupils with SEND

### **The Governing Body**

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LEA and other schools, when appropriate. They review the SEND Policy and SEND Information Report and its implementation and effectiveness. A SEND Governor is appointed to oversee this work.

The role of the SEND Governor is a strategic one and involves developing and maintaining an awareness of special needs provision in the school on behalf of the Governing Body. The role includes the responsibility to:

- Understand how the responsibilities for SEND provision are shared within the school
- Meet the SENDCo on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that pupils with SEND are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of pupils with SEND
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school

### **The SEND Support Staff**

The school employs TAs to support the classteachers and SENDCo in delivering learning programmes to pupils with SEND throughout the school. These TAs work with individual pupils and with small groups on very specific intervention programmes. They meet with the class teachers each week to plan and review, and to adapt the learning programmes they are delivering, if necessary.

### **Lunchtime Supervisors**

Lunchtime Supervisors will:

- Inform the Headteachers of any concerns regarding individual pupils.
- Support the behaviour policy of the school.

Lunchtime supervisors should be made aware of any physical, medical or sensory problems a pupil may have.

### **Headteachers**

The Headteachers have overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping governors informed. Any complaints about general or specific provision will be referred to the classteacher in the first instance. The SENDCo should be contacted if further concerns remain.

All staff have regular training on safeguarding and child protection, and there are three members of staff in our school who have designated person pupils' protection training. The

designated people are Karen Gwynn and Laura Penrose, Co-Headteachers and deputy, Rachel Peachey, Deputy Headteacher.

### **Storing and managing information**

Pupils' SEND folders are stored in a locked cupboard to which the SENDCo holds the key. Information for the current academic year is held by the classteacher and the SENDCo. Electronic copies of records are stored securely on the school's central hosting system. Once a pupil leaves Petersfield School relevant records are sent to their new school, any records no longer useful are shredded.

### **Monitoring and evaluation of SEND**

The SENDCo monitors the movement of pupils within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The success of the policy will be evaluated by using some or all of the following 'success indicators':

- The culture, practice, management and deployment of resources in the school have been designed to ensure the needs of all pupils are met.
- Pupils with SEND are identified early.
- Best practice is exploited when devising interventions.
- The wishes of the pupil have been taken into account.
- Educational professionals and parents have worked in partnership.
- Interventions for each pupil are reviewed termly.
- The extent to which standards have improved generally across groups of pupils with identified SEND.

### **More Able Pupils**

Both the More Able and Gifted and Talented pupils are identified. Gifted and Talented pupils are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

In England the term 'Gifted' refers to those pupils who are capable of excelling in academic subjects such as Maths, English or History. 'Talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as in games and PE, Drama, or Art. Some Gifted and Talented pupils may be intellectually able but also appear on the Special Educational Needs (SEND) register for behavioural, literacy or physical difficulties.

Provision for Gifted and Talented pupils can act to counteract disadvantage. Direct intervention is particularly critical for pupils from disadvantaged backgrounds to enable them to make full use of their abilities and to raise their aspirations accordingly.

### **Considering complaints**

If parents believe that their pupil has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their pupil with SEND, they should talk first to the pupil's class teacher. If the concern remains, , they should raise their concerns with the SENDCo and the

Headteachers. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

Parents may ask the LEA to conduct a statutory assessment of their pupil at any time. The LEA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LEA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made. If the LEA makes a statutory assessment, but decides at the end of that process not to draw up an EHCP for the pupil the parents again have the right to appeal to the SEND Tribunal.

### **Reviewing the policy**

The Governing Body will review this policy regularly, at least triennially and consider and report on, the effectiveness of the school's work on behalf of pupils with special educational needs.