

Queen Margaret Primary School

Special Educational Needs and Disabilities Policy

Rationale

Queen Margaret Primary School prides itself on being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

Background

All teachers are teachers of special educational needs. At Queen Margaret Primary School we recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

Aims

We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with Special Education Needs (SEND), receive a curriculum relevant to their needs and ability and still fulfil the requirements of the National Curriculum.

In school we:

- Value all pupils in our school equally and believe all are entitled to success irrespective of sex, sexual orientation, gender reassignment, race, colour, disability, religion, nationality, ethnic or national origins, social disadvantage or ability.
- Offer a broad and balanced curriculum following the National Curriculum and Early Years Foundation Stage Curriculum for all pupils. We believe this meets the needs of all pupils, so that all children can access their learning.
- Provide a broad and balanced education. Provide a range of teaching approaches and interventions to cater for children of different learning styles within the school curriculum.
- Provide teachers who are highly trained to identify and meet the SEND of pupils across all curriculum areas and all aspects of teaching and learning.
- Provide high quality support to meet individual needs and abilities as required.
- Monitor, evaluate and address the needs of all pupils as early as possible after their entry to school.
- Promote continuity of approach through step by step attention to individual needs.
- Ensure that all staff receive in-service training as and when this is required so that they work effectively with pupils with SEND.
- Educate pupils within the school adhering to the graduated staged approach described in the SEN Code of Practice 2014 (see appendix)
- Maintain continuous communication with parents: keeping them informed of their child's progress, seeking their support, ensuring that parents are consulted and fully involved in special educational provision
- Engage with outside agencies such as; **Early Help** to identify the level of need, offers guidance on how the school provides a service or works with other services and what the community provision is available to ensure there is a coordinated, early and effective response. This can include support staff, health workers, Children and Young Peoples Directorate and their team of social workers, the Educational Psychologists and the Advisory Teaching Service.

Roles and Responsibilities

All members of staff, SENDCo, Headteacher & Governors have a role to play in the education of all pupils, which includes pupils with special educational needs.

Governors

The SEND Governor is Lesley Hendrie who is responsible for:

- Developing and monitoring the school's SEND policy alongside the SENDCo.
- SEND development and therefore meets regularly with the SENDCo to discuss arrangements and issues.
- The School's provision as an integral part of the School Improvement Plan.

Headteacher

Our Headteacher is Sara Bennion who is responsible for:

- The day to day management of all aspects of the school's work, including provision for children with SEND.
- Keeping the governing body fully informed of SEND issues through written reports provided by the SENDCo.
- Overseeing the pastoral support plans and the implementation and monitoring of these plans.
- Monitoring the level of support allocated to pupils with SEND.

Although the headteacher retains ultimate responsibility, many responsibilities are delegated to the SENDCo.

SENDCo

Daina Kelly is our SENDCo. She is responsible for co-ordinating the SEND provision across the school including those children considered to be under-achieving. Mrs Kelly is a qualified teacher and has completed the National Award for SEND Coordination.

The responsibilities for our SENDCo are as follows:

- Working together with the Headteacher, SLT and staff, help to develop the SEND policy and provision within the school in order to raise achievement of children with SEND.
- To oversee the day to day operation of the school's SEND policy.
- Together with the head to co-ordinate provision for pupils with SEND through Graduated Approach.
- To ensure liaison with parents and other professionals in respect of children with SEN.
- To collaborate with curriculum co-ordinators so that the learning for all children is given equal priority and available resources are used to maximum effect.
- To oversee the records of all children with SEND.
- To liaise with external agencies including Advisory Teaching Service, Educational Psychology services, health and Social Services and voluntary bodies.
- In collaboration with the Headteacher, provide suitable INSET.
- To meet with TA's and monitors the level of support allocated to pupils with SEND.
- To monitor the progress made by children within the SEND system in school.
- To meet with the SEND Governor who will report to the governing body.
- To review the SEND policy annually.
- To ensure that the views of parents and pupils are recorded at review meetings.
- To ensure that pupil progress is recorded, and the impact of interventions is measured.
- To assess and monitor staff training needs as appropriate.

Teaching and Non-Teaching Staff

- All staff are aware of the school's procedures for identifying and enabling provision for pupils with SEND.
- All staff are involved in the development of the SEND Policy.

Class teachers are responsible for:

- Initial identification
- Communicating with the SENDCo and SEND support staff
- Differentiating work to enable access
- Meeting the Special Educational Needs for all children in their class
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Plan +
- Providing opportunities for children to work on outcomes through the provision of Quality First Teaching strategies as well as ensuring all interventions are guided by accurate and timely teacher assessments of the children's abilities.

The roles of pupils and parents**Pupil Participation**

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to My Plans. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupils interviews
- Questionnaires
- Self-evaluation (picture, written answers)
- Surveys
- Pupil set targets

Parental Participation

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of wishes, feelings and knowledge of parents at all stages.

- We encourage parents to make an active contribution to their child's education. We always seek parental permission before we involve outside intervention or make decisions regarding referrals, provision, My Plans, movement between stages or in relation to statutory assessment. Within the review process, as recommended in the Code of Practice, parents will be consulted and invited to join any review meeting.
- We have regular meetings each term to share the progress of special needs children with their parents.

Admission Arrangements

- Provision for children with SEND is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities.
- School fully provide for children with EHCPs unless it is agreed that the needs cannot be met. In this case a consultation would be sent to the school and the SENDCo would write a letter to the County SEND Team stating why the needs cannot be met and that alternative provision should be agreed.

Allocation of Resources

Funding of provision for pupils with SEND is contained within the school's delegated budget and this is used to finance additional staffing and resources. In some cases, the school receives additional funding for pupils with EHCPs. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. (Please see the 'Graduated Pathway')

Identification and Assessment

We have regard to the definition of SEND stated in the SEND 'Code of Practice', Xiii-XVii

Xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Xiv. A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term Learning Difficulties and Disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LDD.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The school uses the graduated response, recognising that there is a continuum of needs. This is recommended in the SEND 'Code of Practice'.

Identification

Pupils may have needs in one or more of the following areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Physical and Medical

How does our school know if children need extra support?

We know when pupils need support if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected progress.
- Observation of the pupil indicates that they have additional needs.
- A pupil asks for help.

How will the school support a child with SEND?

All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners.

Pupils with SEND will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the curriculum.

Pupils' attainment is tracked and those failing to make expected progress are identified very quickly. These pupils are then discussed in the Teaching and Learning conversations that are undertaken between the class teacher,

Headteacher, Deputy and SENDCo.

Additional action to increase the rate of progress will be then identified and recorded; that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow the assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of SMART targets and expected outcomes, and a review date will be made.
4. **Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the pupil.

If progress is still too slow or minimal despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include:

- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and Disability Support Service
- Health and Social Services
- School Nurse
- Children and Young People's Services
- Advisory Teaching Service
- Speech and Language
- Occupational Therapy
- Early Help

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families using the **Early Help** offer guidance

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Please refer to the School's Offer for information on:

- *What parents should do if they think their child may have special educational needs.*
- *How pupils will be supported in school and parent's involvement*

Graduated Pathway

Please see Appendix for Gloucester's Graduated Pathway (copy of pg 17)

The SEND Register

The school SEND Register is monitored and updated regularly. Pupils can be added or removed based on individual needs.

Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a Health Care Plan.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or relevant professional as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and are identified in the school Medicine Administration Policy.

Curriculum

At Queen Margaret Primary School, we aim to offer all our children access to the Early Years Foundation Stage curriculum &/or areas of the National Curriculum recommended for their age. We provide this through a cross-curricular approach, providing our children with individual, small group and whole class tasks.

Inclusion

The Governing body at Queen Margaret Primary School expect the full integration of all pupils with SEND into the daily routine of the school. Any withdrawal sessions are coordinated by the Class teacher and SENDCo and the work covered is supported within the classroom whenever possible.

Links with Other Schools

At Queen Margaret Primary School, we accept children from a variety of pre-school placements. We realise the importance of close liaison with all our feeder establishments. Similarly, if asked to take a child from a specialist centre, we would wish to become involved at an early stage and to attend the case conference.

Our Reception teachers will visit the pre-school to build relations with reception children prior to them starting school. The children will visit the reception classes. The pre-school will pass on relevant information on the child's physical, intellectual, emotional and social development to the reception class teachers. The assessment profile will also be started in Pre-School and passed on with the children.

In order to ease the transfer of our children to secondary school, or to any other establishment we will continue to keep detailed records of referrals, My Plans, review meetings, assessments and reports completed by outside agencies, and liaise with the SENCO in the term before transfer. This will be the responsibility of the SENCO and the class teacher.

Single Equalities

At Queen Margaret Primary School, we promote the principles of fairness and justice for all through the education we provide to allow pupils to develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary and that we will adjust provision to ensure all children, as mentioned, have their needs fully met. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social Background
- Ability/Disability
- Belief

The Feedback and Marking Policy and Marking Procedure encourages the practice of inclusion for all.

Related Policies

- Data protection
- Confidentiality
- Safeguarding/ Child Protection
- Learning and Teaching
- Curriculum policies
- Assessment & Assessment for Learning Policy
- Marking Policy
- Accessibility Plan
- Complaints Procedures
- Local and School Offers
- School Website

Complaints

Through consultation with all involved with our pupils with SEND, including parents, we would hope that reasons for complaint would seldom occur. However, should anyone have cause for complaint it is important that this is brought to the attention of the SENCO and Headteacher as soon as possible. Once a complaint has been made it will be given immediate attention and parents can expect a response as quickly as possible. If the complaint is of a serious nature, and help has to be sought from outside agencies, the matter will be given urgent attention and the parents will be consulted at every step of the proceedings.

Safeguarding Children

The school's legal responsibility for safeguarding and the welfare of children goes beyond basic child protection procedures.

The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the Safeguarding and Child Protection Policy.

Monitoring and Review

The policy is reviewed by the SENDCO, working in consultation with staff and the Governor with responsibility for Special Educational Needs.

The policy will be reviewed as shown on the School Improvement Plan. The SENDCo will monitor provision of differentiated tasks for children on the SEND register and will advise on suitably differentiated resources to the Senior Leadership Team.

Its implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the SENDCo working closely with the Headteacher.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the safeguarding policy.

Accessibility Plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The Accessibility Plan is a working/live document operative for 1 year. Its purpose is to:

- Improve access to the physical environment of the school site, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. (If a school fails to do this they are in breach of The Equality Act 2010). This covers all aspects of teaching and learning including wider and extra-curricular opportunities such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples

might include school prospectus and information about the school and school events. The information could be made available in various preferred formats within a reasonable time frame. Our school website settings are compliant with the Equality Act requirements

Appendix A

Early Help

All children receive Universal Services within school. However, some children will need extra support in order to be healthy, safe and to achieve their potential both in school and in the home. **Early Help** is about getting the right help at the right time across both settings.

Gloucestershire want all children and young people, including those with Special Educational Needs and Disabilities (SEND), to achieve the best possible outcomes and receive the support they need when they need it most. Early Help have built on the SEND pathway and the Common Assessment Framework (CAF) to develop one integrated, holistic Graduated Pathway of Early Help and Support. This pathway will enable us as your school, to work with you and your children to make sure you get the help you need in the way you feel comfortable with. The purpose being, to prevent issues and problems becoming serious for you and your family.

Here at school, we can help you to access this help through this step by step process:

1. Speak to the Family Support Worker (FSW in school), Headteacher or SENDCo about any concerns you have about your children or members in your family that may affect the children attending our school.
2. A 'Team Around the Child' TAC meeting will be set up. This may then turn into a 'Team around the Family' TAF meeting due to the needs being about several members of the same family.
3. Together we will help to formulate an 'Additional Learning Needs' ALN My Plan which supports the Social Emotional Mental Health needs of the child that attends school. Within this plan, outcomes for the family may be inputted that would directly or indirectly support the child at our school.
4. We may decide together that a referral to Early Help will support you further in your home.
5. School will review My Plans as per the termly cycle (more often as required)

Early Help can support your family through signposting to relevant agencies, help to coordinate support services such as: housing and financial help, may provide a FSW who will support you in your own home or refer to you to parenting courses. This is all with your consent. Early Help will only stay involved should you wish them to be.

Date: May 2022

Next review Date: May 2023

Approved by: *Sara Bennion*
Headteacher

Emily Bytheway
Emily Bytheway
Chair of Governors

Formally adopted by the Governing Body on: May 2022