Amble Links First School
Special Educational Needs and Disabilities Policy

Date Written:	**September 2019**
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At Amble Links First School:

- Provision for children with Special Educational Needs/Disabilities (SEND) is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.
- We recognize the need to work in partnership with parents and value the contribution parents make to their child's education.
- We recognize the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 201: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policies
- Accessibility Plan
- Teachers Standards 2012

The SEN Code of Practice (2014)

The main changes from the SEND Code of Practice (2001) are as follows:

- Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEND
- Focuses on the participation of parents, children and young people (CYP) in decision making
- Focuses on high aspirations and improving outcomes for children
- Gives guidance on joint planning and commissioning, to ensure close co-operation between education, health and social care.

- Gives guidance on publishing Local Offer for support
- Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEND)
- School support - replacing School Action and School Action Plus
- For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Behaviour is no longer regarded as an area of need but a symptom of SEND.

Inclusion

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.
We offer a range of provision to support children with (e.g. communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated. When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's wellbeing and development.

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

> 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.
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> 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.

The definition of disability in the Equality Act (2010) states children with '…a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory impairments as well as long term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Defining Areas of Need

There are four broad areas of need that are set out in the SEND Code of Practice – Communication and Interaction, Cognition and Language, Social, Emotional and Health difficulties and Sensory or Physical Needs. These broad areas of need provide an overview of more specific types of SEN. Most children and young people

with SEND do not fall into a specific category and can have needs that cut across all of these areas and their needs may change over time.

The following types of SEND are set out in the SEND Code of Practice:

Communication and Interaction

Speech, language and Communication Needs (SLCN) – a learner may have difficulty in communicating with others –such as what they want to say, understanding what is being said to them, or not understanding or using social rules of communication.
Autism Spectrum Disorder (ASD) –including Asperger's Syndrome and Autism –learners may 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. The Autistic Spectrum is often described as compromising a triad of impairments:

1. Social interactions
2. Verbal and non-verbal communication
3. Repetitive behaviour

Cognition and Learning

Support for these learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate differentiation.
MLD – Moderate learning difficulties
SLD - Severe learning difficulties
PMLD –profound and multiple learning difficulties - learners are more likely to have severe and complex learning difficulties as well as a physical disability and/or sensory impairment.
SpLD –specific learning difficulties –affecting one or more aspects of learning – this includes dyslexia, dyscalculia and dyspraxia.

Social, emotional and health difficulties

Learners may experience a wide range of social and emotional difficulties. These may include:

1. Becoming withdrawn or isolated
2. Disorders such as attention, deficit disorder, attention deficit hyperactive disorder or attachment disorder
3. Displays challenging, disruptive or disturbing behaviour reflecting underlying mental health difficulties such as:
    - Anxiety
    - Depression
    - Self-harming
    - Substance misuse
    - Eating disorder
    - Medically unexplained physical symptoms

Sensory or Physical needs

Some learners require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Such difficulties can be age related and fluctuate over time.

VI – Vision impairment
HI – Hearing impairment
MSI –Multi-sensory impairment
PD – Physical disability –learners may require additional ongoing support and equipment to access the opportunities available to their peers.

Identification of SEND

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties.

The Code of Practice makes it clear that all class teachers are responsible and accountable for the progress and the development of all pupils in their class. It is the expectation that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special needs.

The code is also clear that class teachers should identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is (but not limited to):

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between he child and their peers; or
- Widening the attainment gap

If a child arrives at our school with identified SEND, the SENDCO or head teacher will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers who have concerns about a pupil's progress or attainment, will contact parents to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made. The specific process we follow is detailed in **Appendix 1.**

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO or the Head teacher through the school office. Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

Graduated Levels of SEND Support

We adopt a graduated approach in supporting children with SEND. This approach has four stages of action:

Assess – in identifying a child as needing SEND support the teacher, SENDCO, the child (if appropriate) and parents carry out an analysis of the child's needs.
Plan – where it is decided to provide additional support all of those involved with the child agree on the outcomes and are aware of the support and teaching strategies that are required. This is recorded in a SEND support plan.
Do – the teacher is responsible for working with the child on a day to day basis and overseas the implementation of the interventions or support. They will work closely with the SENDCO and any teaching support staff/specialist staff who are involved.

Review – the effectiveness, impact on pupils progress and quality of SEND support are reviewed half termly. Teachers and SENDCO meet with parents too review these plans termly (more if necessary). Support is adapted where necessary and new targets are set.

We follow Northumberland's guidance for The Northumberland Graduated Approach. A copy can be found here: http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-GA-Guidance-for-Schools-2FSettings-June18-3.pdf

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. We ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

Level 1

Quality First Teaching

Children receive quality first teaching which includes differentiated class work, in class support and quality feedback. Characteristics of Quality First Teaching can be found here: http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-Key-features-of-QFT-June-2018-1.pdf The progress of the children on this level will be closely monitored and reviewed. Any concerns about a child will be noted and shared with the SENDCO and parents.

Level 2 (SEND support)

SEND Support Plan

Continued or increased concern may lead to children receiving additional targeted interventions and/or provisions so a SEND support plan will be created and implemented including small achievable targets which are reviewed every half term alongside both class teachers and parents. Where a child continues to make less than expected progress, despite interventions, specialist outside agencies will be involved in supporting the child and working alongside teachers, support staff and parents.

Level 3 (SEND support)

High Needs

For a number of children, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from the school's own resources a request will be made to the local authority to conduct an assessment of individual educational, health and care needs. This may result in an Education, Health Care (EHC) plan being provided. Parents can also request an EHC Needs Assessment.

Our school information report provides further information about the agencies we work with – this is also available on the school website. The Northumberland Local Offer can be found at: http://northumberland.fsd.org.uk/kb5/northumberland/fsd/localoffer.page and the Northumberland Mainstream School Local Offer can be found at: http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-draft-Mainstream-School-Local-Offer-June-2018-1.pdf

Once a child's needs have been discussed with all of the people involved they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions. Once a child is identified with SEND needs, a termly parental review meeting is held involving the SENDCO and class teacher where their SEND support plan is reviewed and new targets are set. A written review report is also provided by the SENDCO in the week following the meetings.

Education, health and Care (EHC) Plans

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

At Amble Links First School we will meet our duty by ensuring we:

- Respond to the local authority within 6 weeks, if a request for information relating to a statutory assessment is made.
- Respond to the local authority within 15 days if we are named on an EHC plan.
- Admit any child where a school is named on an EHC plan.
- Ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- Request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.
- Cooperate to arrange an annual review meeting and ensure information has been gathered from all parties beforehand.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Related policies

This policy should be read in conjuncture with other school policies particularly:

- Admission Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy

This policy will be reviewed annually.

A COPY OF THIS POLICY IS AVAILABLE IN LARGE PRINT ON REQUEST

Appendix 1

Identification of Children with Special Educational Needs and Disability (updated September 2018)

1. Ongoing pupil progress discussions focusing on attainment and progress data highlight children not making good progress. Personal and social development (including behaviour) is also considered at this meeting.

   A learner can be defined as having SEND if they are showing slower levels of progress than their peers despite receiving the following:
   - High quality classroom teaching
   - Levels of differentiation already employed within their classroom
   - Interventions using employed to support groups of learners.

   If a child continues to make slower levels of progress despite quality first teaching, appropriate levels of differentiation and additional interventions then a child will be moved onto the SEND support level.

2. Children are placed on the SEND register at SEND support level after discussions with parents. An SEND support plan is then created and implemented. The support plan should clearly record the child's strengths, needs and concerns as well as the strategies and adjustments that are being out into lace to meet their needs. This is co-produced alongside parents/carers and the class teacher.

3. The SENDCO will monitor the impact that these SEND support plans are having on the child's progress and attainment and teachers will review these half termly alongside parents completing a cycle of assess, plan, do, review.

4. If a child's class teacher or SENDCO, in consultation with parents, concludes that a child may need further support to help their progress, the SENDCO should seek support from the appropriate outside agencies.

5. A statutory assessment should be undertaken where there is a significant educational need, for example there is evidence that despite the help of external agencies and personalised support the difficulties remain or have not been remedied sufficiently. A statutory assessment is a multi-investigation that aims to define the long term need of the child. It may or may not result in an EHCP being drawn up. The SENDCO will request a 'Consideration of Statutory Assessment (COSA) using a standard form. The SEND Commissioning Panel will review the COSA request and if it is agreed that there is sufficient evidence then a further assessment will be initiated and coordinated by the SEND team.

6. If this evidence suggests that despite appropriate assessment and provision having been made the child is not progressing then the SEND Commissioning panel will consider what further provision may be needed. They will then advise the Local Authority and EHC plan will be issued.

7. If a child is issued with an EHC plan then an annual review meeting is held, in addition to half termly review meetings with the SENDCO and class teacher.

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