

Special Educational Needs and Disabilities Policy (SEND)



NANSTALLON SCHOOL



NANSTALLON VISION

Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.

Approved by: The Governing Board

Date:

Last reviewed on: September 2023

Next review due by: September 2024

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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities(SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

In providing for those children defined as having special educational needs and disabilities, and to ensure that all children are valued equally, feel safe and secure, and that all children make progress in relation to their learning outcomes, the staff and governing body at Nanstallon School aim to:

- Ensure that necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the SEND governor has been informed by the Children's Service Authority (CSA) that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- Work proactively with multi agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs.
- Ensure all staff and governors in the school are aware of the importance of early identification and provision for those pupils who have special educational or additional needs.
- Maintain and develop a range of expertise within the school including appropriate training for delivering interventions.

- Work in close partnership with parents/carers and children and report annually to parents/carers on the policy and effectiveness of the school's work for pupils with special educational needs.
- Include pupils with special educational needs and disabilities in all activities, so far as that is reasonably practical and compatible with the needs of the pupil receiving the necessary special education provision, the efficient education of other children in the school and the efficient use of resources.
- Make links with other local schools to share expertise, information and resources to best support children with special or additional needs, especially with regard to transition.
- Provide a Special Educational Needs and Disabilities Coordinator (SENDCO) who will oversee the implementation of the SEND policy and monitor, review and evaluate policy and procedures regularly
- Comply with the guidance provided in the SEND Code of Practice contained within The Special Educational Needs and Disability Regulations (2014).
- Publish annually a SEND information Report and School Offer, alongside the Local Offer on our school website.

Our Whole School Approach to Teaching and Learning

- Nanstallon School prides itself on being inclusive with 'High Quality Teaching and Learning' for every child, no matter what their need or disability. All the teachers at our school are responsible for the teaching, learning and progress of every child in their care.
- Our 'graduated response', which can be found on our 'school offer', ensures that the teaching and learning for all our children at Nanstallon School is inclusive, differentiated and personalised for individual needs and learning styles.
- Our pastoral support arrangements for supporting the emotional and social development of all our children, including those with SEND, is set out in our 'school offer'.
- Our measures to prevent bullying can be seen in our anti-bullying policy which is on our website.

The overarching aim at Nanstallon School, is to take a universal approach to provide an environment and learning provision that meets the learning needs of all children, regardless of background or circumstance. We therefore make it part of our intent to use a trauma-informed and special needs lens to design and deliver the curriculum.

Teaching children to be self-regulated and use metacognitive skills is a long term aim; a sensory integrated curriculum approach is essential to meet this end. Promoting sensory integration is a vital aspect of our work in helping our pupils to be ready to learn – it has grown out of our belief that the physical and emotional well-being of our pupils is the foundation for their ability to make sense of the cognitive demands of the educational curriculum.

Our school values and *QI skills form the base of our teaching and learning. ΔCharacteristics of Effective learning (CoEL) support and enhance the QI skills.

*QI skills

The following 7 *QI skills form part of the learning language in our school. They are underpinned in all aspects of school to achieve our aim of full inclusion.

ME – Self-management skills that include self-awareness, self-regulation, self-control, attention, focus. Also, decision-making skills which allow us to manage, regulate, and control our emotions and behaviour.

WE – These are the people skills that allow us to understand, share and "play well" with others, including the language, empathy, listening, and social-emotional skills necessary for effective communication, collaboration and teamwork.

WHY – Skills that include questioning, curiosity and inquisitiveness that allow us to always see the world as a question mark, and strive for a better understanding of how the world works.

WILL – Self-motivation and drive define these critically important skills, including a can-do attitude, conscientiousness, determination, gumption, persistence, perseverance, and focus put into action.

WIGGLE – Physical and intellectual restlessness make up the WIGGLE skills that play a key role in putting WHY and WILL into action. We recognise that children need to move and interact in order to learn well.

WOBBLE – Skills that allow for, build and foster agility, adaptability, resilience, and confer the ability to face, overcome, and learn from failure.

WHAT IF? – Encompassing curiosity, imagination, and creativity, these are the skills that ultimately allow us to understand not just how the world is, but envision how it could be.

**Dr Laura Jana - paediatrician, educator, author and health communicator*

Characteristics of Effective Learning (CoEL)

CoEL is used in all early years' settings. Underpinning the CoEL is the understanding that children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives.

The 3 CoEL are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Storing and Managing Information

- The school complies with General Data Protection Regulations (GDPR) – March 2018. All teaching staff have received GDPR training and all staff are aware of confidentiality requirements with regard to 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 and Privacy Notices.) Explicit consent is always sought from parents/carers for the following: Involvement of outside professionals to observe/assess or work with their child eg Educational Psychologist; Speech & Language Therapist; DSEN Specialists.
- The SENCO ensures that all sensitive personal information, about individual pupils and/or their families, eg their SEND file, is stored securely and is not freely accessible. The SENDCO 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 SENDCo 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 eg medical needs such as allergies, in which case, explicit consent is gained.

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

5. Roles and responsibilities

5.1 The SENCO

The SENCO at our school is **Myra Winch**

Our SENCO will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND governor

The SENDCO governor at our school is George Kestell

Our SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

5.3 The headteacher

The headteacher at our school is Ben Stephenson

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Insert list of interventions provided at your school

6. Admission and Inclusion

- Our School adopts a whole school approach to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with education health care plans for their special educational needs and those others with less significant problems. The Governing Body has agreed with the Local Authority admissions criteria, which does not discriminate against pupils with special educational needs.
- Our admissions policy has due regard for the Code of Practice. We will admit pupils already identified as having Special Educational Needs. Children who have special educational needs but no Education, Health Care plan (EHCP) will be considered as part of the usual admissions procedures. The school buildings are accessible for those with mobility difficulties and there is a disabled toilet. Our Accessibility Plan, which is reviewed regularly, informs our budget and school development plan.

6.1 Special Provisions for Disability In line with the Equality Act 2010:

- Nanstallon School follows the law on disability discrimination, in that it works in only one direction. It protects disabled people. The school therefore is allowed to in some cases when required to do so, make reasonable adjustments for those with a disability to put them on a more level footing with pupils without disabilities. This duty to make reasonable adjustments means that the school will:
 - Take reasonable steps to try and avoid disadvantage when we do something that places a disabled pupil at a disadvantage compared to other pupils.
 - Provide auxiliary aids or services for any disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. (When a child has a statement of special educational need/EHC Plan, the Local Authority has to provide auxiliary aids under current education legislation). *Our school uses the Equality Acts definition of disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'* These children may not always have a statement of special educational need or EHCP.

6.2 Other Specialist Provision:

- There is easy access to the school for disabled persons; toilets are available as well as wheelchair access. Classes would be moved to allow for easy access. There are also termly Educational Psychologist meetings.

6.3 Access to the Curriculum:

- A broad and balanced curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. We will make full use of classroom and school resources before drawing on external support.
- Our School will make provision for pupils with special educational needs and/or disabilities to match the nature of their individual needs. The class teacher and SENDCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- Activities will be differentiated to meet the needs of individual pupils. Teaching styles and flexible grouping will reflect this approach.
- Work set for our pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- Tasks and activities will be broken down into a series of small and achievable steps for all our pupils as required.

6.4 Identification and Assessment

- We use our Graduated Response to identify and assess our pupils, details of which can be found in our School Offer.
- Identification of special educational needs will be undertaken by all staff with the help from our SENDCo and the appropriate records and Children's Service Authority forms will be maintained.
- Records will be developed through a process of continuous assessment (APDRs) by the class teacher and standardised tests, where deemed appropriate, of educational achievement administered by the class teacher.
- Where necessary, pupils will be referred to the Local Authority Special Educational Needs and Disabilities Co-ordinator for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the SEN Code of Practice. EHCP reviews will be held termly, or updated beforehand, if appropriate. Additionally, the progress of children with an EHCP will be reviewed annually, as required by legislation. This will include discussion with the parents and pupil.
- Detailed records will be kept of the pupils receiving extra teaching support, which may include: APDRs; reading tests where necessary; Maths assessments where necessary; Diagnostic tests carried out by the SENDCo; Spelling tests or phonic check-lists where required; Funfit assessments; Lego therapy information. A summary of these records will be passed to any receiving school/academy.
- The child and parents/carers will be involved in consultations regarding provision at each stage of the graduated response. Teachers will outline provision that is in place for the individuals in their class on an Assess, Plan, Review document.
- The progress of children with special educational needs will be tracked using the APDR documents, as well as the schools whole school tracking system to ensure they are making appropriate progress. Additionally, the progress of children with an EHCP will be reviewed annually, as required by legislation. (Six monthly for children in Early Years).

- As outlined in the SEND Code Of Practice 2014 (6.28-6.35) Nanstallon School may identify needs according to 4 main categories of need: communication & interaction, cognition & learning, social, emotional & mental health difficulties and sensory &/or physical needs. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take and not to fit a pupil into a category. We identify the needs of pupils, by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

When a pupil fails to make adequate progress despite High Quality Teaching (HQT) and shows difficulties in some of the four main categories of need, then the class teacher will, in consultation with the parents and SENCo, use an initial concerns form for the pupil. This will highlight the pupil's strengths and needs and will set targets which will be reviewed termly, or half termly depending on the needs of the child.

After a minimum of two initial concern forms being completed, the class teacher and SENCo may consider placing the child at SEN SUPPORT (record of need). However, there will be situations when a child is placed directly at SEN SUPPORT as their needs will not be met with an initial concerns form – there will be evidence to support this decision.

Once at SEN SUPPORT outside agencies/support are utilized if required. Assess, plan, do reviews (APDRs) are used to record progress and targets. There is no maximum amount of cycles to be used at this stage BUT if progress is not occurring at each review stage then the intervention MUST be changed/alterd to ensure accelerated progress and/or the gap is closed.

If the interventions planned at SEN SUPPORT are having little or no impact to child's progress the child is then moved to the 'Specialist' stage. At this stage, evidence is gathered for an EHCP and our school works closely with outside agencies to ensure that the needs of the child are being met.

When a child is granted an EHCP we continue to work with parents and outside agencies. The APDRs are on-going as are review meetings, with parents, at least once every term.

- The outside agencies we work with include:

SEN Support Services Educational Psychological Services Behaviour Support Services Dyslexia Support Service Physical Disability Service Autism Spectrum Team Social Services Speech & Language Therapy Service Audiology Service Service for the Visually Impaired Health Service including: Speech & Language Therapists, Occupational Therapists, Physiotherapists Early Years Team Education Welfare Service Education Out of School Services Family Services Early Support Parent Partnership Service Contact a Parent Service AAC Augmentative and Alternative Communication Support Children IN Care (CICESS) Child Adolescent Mental Health Service (CAMHS) Outreach from Specialist schools Other agencies such as Dreadnought, Scallywags, CHaIK. Badger Forest School

- Our Assess, Plan Do Reviews will include SMART personal targets (Specific, Measurable, Achievable, Relevant, Timed) for the child. The resources allocated to pupils who do not have EHC Plans will be deployed to implement these plans as outlined in the 2014 Code of Practice. Parents and pupils will be informed and involved in decisions taken at this stage.
- All referrals for an EHCP are made through the SENCo and/or Head teacher. Parental permission and involvement is always sought, using joint multi-agency meetings when necessary and appropriate. The APDR will be amended accordingly and the pupil will be moved onto our 'Specialist' phase of our Graduated Response. The resulting new APDR should set out fresh strategies for supporting the child's progress. The delivery of interventions continues to be the responsibility of the class teacher but with increased advice and support from others. The SENCo will routinely monitor the impact of interventions and provision. The level of support put in place will depend upon individual need. The provision that is currently available for pupils is outlined in our School's Offer and SEND Information Report which reflect the graduated approach and inclusive ethos; both of these can be found on our school website. If, after these levels of support have been in place the child makes progress they can move down a level of need, or if they have made progress and their level of achievement is in line with National Expectations they may be removed from the Record of Need. Care needs to be taken to ensure that any support in place is removed in a planned way, otherwise the child may not cope with the sudden withdrawal of support.
- Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the Local Authority to carry out an EHC needs assessment.

The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies.

7. Resources

The principles which guide our governing body in allocating resources are the results of both continuous teacher assessment/recommendations and internal and external tests which determine numbers of pupils placed in SEND Support and EHC Plan categories.

8. Liaison

- Parents will always be informed when an external agency becomes involved with their child.
- Regular liaison will be maintained with the above (6.4) outside agencies as appropriate for pupils with SEN Support or an EHC Plan.
- Regular liaison is maintained with local secondary schools/academies particularly with regard to transition issues.
- Our SEND Governor meets with the SENDCo and head teacher frequently to discuss SEND in our school.

9. Arrangements for the Treatment of Complaints

- The procedure for managing complaints is the same as for all complaints. Nanstallon School takes all parental concerns seriously and works proactively to resolve complaints at an informal stage wherever possible. In the first instance, complaints will be dealt with by the class teacher. If the issue remains unresolved then the parent/carer will be invited to discuss the concerns with the Headteacher and/or a member of the Governing Board. If the parent/carer remains dissatisfied, then the issue will be referred to the Chair of Governors. Parents will be invited to a meeting, and the outcomes of the meeting recorded. Parent/carers may then ask the school governing body to investigate their complaint and ultimately take their complaint to the Local Authority. (see our Complaints Procedure)

10 Staff Development

- In-service training needs related to special educational needs will be identified by the head teacher in consultation with the staff and will be incorporated into the School Development Plan as necessary. The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements.

11 Working with Parents

- At Nanstallon School, we actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs that the support and encouragement of parents is often the crucial factor in achieving success.
- Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the SEN Code of Practice. Communications between the parent and the school will be consistently maintained with at least three reviews a year.

- Parents will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

12 Pupil Participation

- Our school will work to ensure that pupils are fully aware of their individual needs and the targets in their APDRs. Steps will be taken to involve pupils in decisions which are taken regarding their education by seeking their views when revising their APDRs.

13 Pupils' Welfare and Safety

- The welfare and safety of pupils at Nanstallon School is paramount. We endeavour to create a friendly atmosphere of trust so that all our pupils feel safe.
- It is the responsibility of all staff to: Monitor attendance; Work with/listen to/discuss with pupils whose behaviour or personal welfare is a concern, either on an individual basis or in a small group; Liaise and work with parents to promote good relationships; Liaise with all other members of staff, as appropriate.
- Children with Education Health Care Plans may be well-supported by Teaching Assistants whose on-going training is monitored and discussed during Teaching Assistant meetings with the Headteacher.
- Members of staff attend regular courses for First Aid. The nominated staff member for First Aid is Gena Lawrey. All members of staff hold a current First Aid Certificate.
- Incidents regarding a pupil's behaviour or any personal/social issues are recorded in a behaviour log which are regularly monitored by the Headteacher and shared with the parents as appropriate.
- Our designated teacher for 'Children in Care' (Ben Stephenson) will liaise with the Children in Care Service as appropriate. The school currently has no children in care.
- Our Designated Safeguard Lead is Ben Stephenson. He attends relevant case/core meetings if necessary. Information is then disseminated, as appropriate, to relevant staff. Our Deputy DSL is Arran Langdon.
- Parents are asked to respond to an annual questionnaire to seek their opinions on standards and provision at our school. This includes a question specifically for parents of children with special educational needs. We endeavour to implement appropriate changes when concerns are raised.

14 EVALUATING SUCCESS

- This policy will be kept under regular review and amended as appropriate through consultation with staff, parents and the governing body.
- Evaluation of success includes: data analysis, teacher/SENDCo meetings, Meetings with parents, meetings with external agencies and pupil conferencing.
- The governors will gauge the success of the policy by the achievements and previously agreed targets outlined in the pupils' APDR, progress review and/or annual review.
- The SENDCO will also report annually to the Governing Body concerning the effectiveness of the policy, the SEND Information Report and our School Offer.

15. Monitoring arrangements

This policy will be reviewed by our SENDCO and staff **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

16. Links with other policies and documents

This policy links to our:

<https://nanstallonschool.co.uk/parents/send/>

- Our School Offer (found on our school website)
- The Local Offer (found on our website)
- Our Information report (found on our website)
- Our graduated response (found on our school offer)
- Accessibility Plan

<https://nanstallonschool.co.uk/key-information/policies/>

- Positive Behaviour Policy
- Admissions Policy
- Equality & Diversity policy
- Safeguarding Policy
- Mental Health & Wellbeing Policy
- Anti-bullying Policy