



SURREY STREET PRIMARY SCHOOL

Learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met

Special Educational Needs and Disability Policy

October 2024

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Statutory

Surrey Street Primary is committed to promoting and respecting the health, safety and wellbeing of all our children and any adults who work in our school

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PHILOSOPHY

We believe that every child is entitled to the opportunity to achieve and to develop their full potential across the whole spectrum of school life and learning.

Our vision is for learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met.

AIMS

- To give children with special educational needs a broad and balanced education including access to the National Curriculum and Foundation Stage Curriculum at a level appropriate to their needs
- To provide learning experiences which support and challenge the individual child
- To provide skilled, caring and committed staff

IMPLEMENTATION

The school's Special Educational Needs Coordinators (SENDCos) are Mrs Gemma Blackwell for mainstream, Mrs Denise Ben Khedher provision lead and the SEND Assistant is Miss Kylie Beaven.

This policy is written in compliance with the Disability and Discrimination Act 2002 and the Statutory Code of Practice 2014.

The policy links with all curriculum policies, the Equal Opportunities Policy, Admissions and Behaviour policies and the Local Authority's Local Offer published on the website.

DEFINITION OF SEND

A child has special educational needs if he or she has a learning difficulty or diagnosis which requires special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age in school.
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the local education authority.

Children do not have 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 has some provision for wheelchair access and DDA compliant toilet facilities. The school would endeavour to accommodate a pupil's particular needs through its Accessibility Plan.

The admission arrangements for pupils with SEND who do not have an Education, Health and Care Plan (EHCP) are on the same basis as any other child using the LA admissions criteria.

The school follows the procedures in the Luton Safeguarding Children Board; the designated teacher is Mrs S Jackson.

IDENTIFICATION OF NEEDS

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision, to ensure the long-term outcomes for children with SEND are improved. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

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

1. COMMUNICATION AND INTERACTION

These children have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or understanding or using social rules of communication. For example, children with Autistic Spectrum Disorders (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. COGNITION AND LEARNING

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

3. SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

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

4. SENSORY AND/OR PHYSICAL NEEDS

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment

(HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

INITIAL MONITORING

The identification and assessment of children with SEND can be triggered by parental concerns, staff concerns, medical concerns or concerns from other educational professionals.

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

In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place, as well as classroom observations, as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEND for children whose first language is not English. In some instances, home language assessments will be completed.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning Support Service (LSS)
- Speech and Language Therapy (SALT)
- JKB Consultancy (behaviour support)
- Autism Outreach
- Educational Welfare Team
- Children's Services – Social Care Team
- Paediatric Health team (Edwin Lobo Centre)
- Neurodiversity pathway team
- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Play Therapist/Counsellor
- Magic Words
- Lady Zia Wernher outreach support.
- Hillrise Provision (in and outreach)

If a child is seen by external professionals then the child is placed on our SEND register. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. A SEND support file will be set up and an IEP (Individual Education Plan) will be created in response to any completed assessments or observations of the child to target specific needs. These will be reviewed three times per year at the beginning of each term. Where a child and family would benefit from co-ordinated support from more than one agency, a professionals meeting may be called, and an early help assessment may be used. To identify help required and to prevent needs escalating.

PARENT / CARERS AND PUPIL INVOLVEMENT IN THE PROCESS

We believe in a pupil centred approach to information gathering and the cycle of *assess, plan, do, review*. Termly reviews and target setting meetings are planned to coincide with pupil progress meetings. Targets are shared with pupils and successes are celebrated.

Pupils with an EHC plan are invited to contribute to their annual review to share their achievements for the year and aspirations for the future. Progress is also discussed at Parents' evening.

SEND PROVISION

SEND support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a teaching assistant
- help from school-based Speech and Language Therapist 2 days per week (Magic Words)
- access to the school's Wellbeing Team (WBT) and resources
- access to the school's Otters specialist provision (for pupils in EYFS and KS1)
- access to the school's Kestrels specialist provision (for pupils in KS2) – only available in the mornings
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- supporting a child's understanding by encouraging them to ask questions and to attempt something they find difficult
- helping other children to work with a child, or play with them at break times
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

MANAGING THE NEEDS OF PUPILS ON THE SEND REGISTER

- each pupil with SEND is an individual and their plan is tailored to meet their particular needs.
- plans are reviewed termly with parents and pupils.
- decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

THE CLASS TEACHER IS RESPONSIBLE FOR:

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

SCHOOL'S SPECIALIST PROVISIONS OTTERS AND KESTRELS (OUR SURREY STREET SPECIALIST PROVISIONS):

- following observations of the child in their mainstream classroom and after careful analysis of IEPs/IEP reviews, pupils progress notes and SEND paperwork, the SENDCo may recommend this provision to the parents. This will include discussions with staff and professionals.
- offer a bespoke curriculum for those children who are unable to access the mainstream curriculum.
- classes have a high adult to child ratio
- children who attend these provisions will either have an Education Health Care Plan in place or are in need of one
- Progress against EHCP targets/IEP targets and curriculum targets are monitored by provision lead and SLT

LOCAL AUTHORITY SPECIALIST PROVISIONS, SQUIRRELS AND FOXES (THE REDWOOD UNIT):

- Local authority resourced provision.
- Allocation of pupils is determined by the local authority
- All pupils have an EHCP
- Pupils follow a bespoke curriculum
- Classes have a high adult to child ratio
- Progress against EHCP targets/IEP targets and curriculum targets are monitored by provision lead and SLT

TEACHERS/SPECIAL NEEDS TEACHING ASSISTANTS IN ALL OUR SPECIALIST PROVISIONS ARE RESPONSIBLE FOR:

- ensuring that day to day provision is in place for the pupils they support

- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teachers and SENDCo
- liaising with external professionals
- write/contribute to writing IEPs/IEP reviews
- set targets based on children's EHCPs
- contribute to EHCP annual reviews

THE SENDCO IS RESPONSIBLE FOR:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision, impact of interventions and progress data. Appropriate targets/next steps are identified
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- directing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- applying for EHCPs
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEND.
- mapping SEND provision throughout the school
- maintaining links and information sharing with receiving school

THE SEN GOVERNOR IS RESPONSIBLE FOR:

- monitoring the effectiveness of implementation of the SEND policy
- liaising termly with the SENDCo
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

CRITERIA FOR REMOVING PUPILS FROM THE SEND REGISTER

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

REQUESTING AN EDUCATIONAL, HEALTH AND CARE (EHC) NEEDS ASSESSMENT

In some circumstances, children may demonstrate such significant difficulties that the school may consider it necessary to request a statutory assessment. If there is agreement between school, parents and the external consultant or advisor, the child may be referred for a statutory assessment.

The Local Authority considers the need for an EHC (formerly Statement), and if appropriate makes a plan to specify, monitor and review provision in school. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

SUPPORTING PARENTS, CARERS AND CHILDREN

Surrey Street Primary School provides support in the following ways:

- the Headteacher, SENDCo and SEND assistant operate an open-door policy for parents/carers seeking support and advice.
- termly meetings regarding personalised plans
- SEND parent workshops available
- SENDCo available at Parent Consultation Evenings
- our SEND assistant can signpost additional support/information available for families
- the dedicated SEND Governor is available as a contact point
- individual arrangements can be made for phased entry for pupils with additional needs
- additional time and special arrangements for SATs
- support for transition between classes
- extra transition for vulnerable Year 6 pupils transferring to secondary school
- Inviting the SENDCo of the receiving secondary school to the final Annual Review in Year 6 for those children with EHCPs.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Surrey Street Primary school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability: for example, an extra adult to accompany a child on school trips/residential.
- Specific staff have training to support particular needs: for example, technical knowledge to maintain auxiliary aids and equipment or managing diabetes.
- The Medical and Welfare Officers have responsibility for the organisation of the medical register, medicines, risk assessments and health care plans/protocols.

MONITORING AND EVALUATION OF SEND

The Headteacher and the Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results as part of pupil progress meetings
- progress against national data and based on their age and starting points.
- intervention baseline and exit data
- progress against individual targets (all IEP targets are RAG rated)
- pupils' work and interviews

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

TRAINING AND DEVELOPMENT

- Training needs are identified in response to the needs of pupils currently on the SEND register.
- A variety of in house and external training is made available.
- School staff have some bespoke training to develop expertise around some areas of SEND.
- SENDCos attend network meetings to share good practice with colleagues and keep up to date with SEND developments.
- SENDCOs will attend EHCP panels

STORING AND MANAGING INFORMATION

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked cupboard. Individual SEND files are transferred to receiving schools when pupils leave Surrey Street Primary School.

COMPLAINTS

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Surrey Street Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher, the SEND assistant or the SENDCo.

If parents/carers feel their child's needs are still not being met, they should make an appointment to see the Headteacher. If concerns are still unresolved parents may wish to use the Luton Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS) or engage with the school complaints procedures.

ACCESS TO THIS POLICY

You can get a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office
- Let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

COMPLIANCE

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

Equality Act 2010

Advice for schools DfE Feb 2013

School SEN Information Report

The National Curriculum in England KS1 & 2

Safeguarding Policy

Accessibility Plan

Admissions Policy

Anti-Bullying Policy

Behaviour Policy

Complaints Procedures

Equality Policy

Curriculum Policies

KEY DOCUMENTATION:

The following documents have informed this guidance which parents may find helpful:

- Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Equality Act 2010: advice for schools
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Luton Local Offer Website
<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0>