



COLEMAN PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

2023-2024

OVERVIEW

Coleman Primary School has an inclusive ethos which is firmly rooted in our belief in providing the best opportunities for all our pupils, including those with special educational needs and/or disabilities. We believe that a good education positively enhances a child's life and ensure all children are nurtured and challenged so that they are well prepared for each stage of their learning and for later life.

We take safeguarding very seriously and all of our policies are developed with a focus on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and this policy should be read and informed by all other policies.

This policy complies with the statutory guidance given in **the SEND Code of Practice 0- 25 September 2014 3.65.**

It has been written with reference to the following guidance and documents

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2014
- Statutory Guidance on Supporting pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding and Child Protection Policy

The person co-ordinating the day-to-day provision of education for pupils with Special Educational Needs and/or Disability (SENDCo) is Mrs Wendy Hill. The SENDCO is also an Assistant Headteacher and a member of the Senior Leadership Team: (ref; Role of the SENCO in Schools: SEND Code of Practice, 6.89). The SENDCO can be contacted through the school's office phone number 0116 2490109 or by email – office@coleman.leicester.sch.uk

SECTION 1: INCLUSION STATEMENT

We ensure that all teachers in the school are able to identify and provide for those pupils who have special educational needs and/or disability and are committed to providing a whole school approach to providing for children with these needs. Parents and carers are involved in deciding whether a child or young person should be placed on the SEND register and that they are notified of a decision by the school that SEND provision is being made for their child. We believe that working in partnership with parents and carers plays a fundamental role in enabling children and young people with SEND to achieve their potential. We recognise and value that parents and carers hold key information and have unique knowledge and experience to contribute to the shared view of their child's needs and the best way of supporting them. All parents and carers of children with special educational needs/disabilities will be treated as partners and will be supported to play an active and valued role in their children's education. Children and young people with special educational needs/disabilities may have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained where this is possible. We will encourage pupils to participate in decision making processes and contribute to the assessment of their needs, reviews and transition processes if they are able to do so.

SECTION 2: AIMS AND OBJECTIVES

Our intention is to raise the aspirations of and expectations for all pupils with SEND and to ensure they reach their full potential. Education provision for pupils with SEND is focused on them achieving defined outcomes.

The objectives of Coleman Primary's Special Educational and Disability Needs policy and practice are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in their lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEN Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disability Co-ordinator who will work with the Special Educational Needs and Disability Policy
- To provide support and advice for all staff working with special educational needs pupils
- To attain high levels of satisfaction and participation from parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To work in partnership with other agencies and schools to ensure inclusion
- To work with the Governing body to enable them to fulfil their statutory monitoring role
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Partnership with Parents and Carers

The school works in partnership with parents and carers to achieve our aims. We do so by:

- Working effectively with all other agencies supporting children and their parents or carers
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs their child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as the child's areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child including attendance at parents evenings/annual review meetings
- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEN provision
- Making parents and carers aware of the **Parent Partnership Services**. This information can be obtained from the SENDCO.
- Providing all information in an accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice, 2014). All pupils are involved in monitoring and reviewing their progress, where this is possible. We endeavour to fully involve pupils wherever possible by including pupils in:

- Identifying their own needs and learning (self assessment)
- The self-review of their own progress and in setting new targets
- Formal reviews, providing evidence for and attending meetings

We ensure that pupil perceptions of the support and progress are included in monitoring and evaluation procedures.

SECTION 3: MANAGEMENT OF SEND WITHIN SCHOOL

The Head Teacher and the Governing Body have delegated the responsibility for the day to day implementation of the policy to the Special Educational Needs and Disability Coordinator (SENDCO). Coleman Primary School's SENDCO is name is Mrs Hill. Every teacher is a teacher of every child or young person including those with SEND. All teachers are aware of their responsibilities towards pupils with SEND. A positive and sensitive attitude is shown towards all pupils.

In line with the recommendations in the revised Code of Practice 2014 the SENDCO is responsible for:

- Overseeing the day to day operation of this policy.
- Co-ordinating assessment and provision for children with special educational needs and disabilities.
- Liaising with and advising teachers.
- Managing and supporting the school's Teaching Assistants.
- Overseeing the records on all children with SEND.
- Liaising with parents and carers of children with SEND (in conjunction with class teachers).

- Contributing to the in -service training of staff.
- Liaising with external agencies including the LAs support and Educational Psychology Services, Health and Social Services and voluntary bodies.

The SENDCO is responsible for reporting to the Headteacher and Governors with responsibility for SEND on the day to day management of the SEND policy. The name of the Governor with responsibility for SEND is Veena Shaunak. Meetings between the SENDCO and the SEND Governor take place on a termly basis. The role of the Governor is specified in the revised Code of Practice.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need or disability. In line with the SEN and Disability Act 0-25 (Sept 2014) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The LA determines admission, having regard to parental preference and in consultation with our governing body.

Identification and Assessment

We accept the principle that pupil's needs should be identified and met as early as possible. 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. The SEND Code of practice describes 4 broad categories of need:

- Cognition and learning
- Communication and interaction
- Sensory and physical
- Social, emotional and mental health issues

We may have children in all these categories of SEN and some children may have difficulties in more than one category. This includes children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

- We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of and hopes for, their child. Families are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.
- The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCO and a plan of action is agreed and discussed with parent.

Considerations taken when identifying children with special educational needs:

- Some children may be working below age expected levels in Literacy and/or Numeracy which would indicate extra support may be needed. Some children may have specific learning difficulties e.g. dyslexia. Children may also have low scores on standardised tests e.g. reading/spelling age. It is important to remember that slow progress and low attainment does not necessarily mean that a child has special educational needs. However, it may be an

indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with age expected levels means that there is no learning difficulty or disability

- Information passed from a child's previous school may indicate that a child is already identified as having a special educational need
- Reports received from external agencies, for example, Health, Educational Psychologists, Special Education Needs Support Service, Speech and Language Therapy Service may recommend specific support.
- We always take into account information given by parents and carers
- We listen to concerns expressed by the child.

Teachers will fill in an **Early Monitoring Sheet** for any child they are concerned about which will then be discussed with parents and the **Special Educational Needs Coordinator**. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process. After a period of Assess, Plan, Do, Review a decision may be made to place the child or young person on the SEND register under the category of SEN Support.

We also consider issues that are not a special educational need but may have an impact on progress and attainment, including:

- Disability (the SEN Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Under the new Code of Practice behaviour is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

If we decide to place a child on the SEND register, our criteria for entering a pupil on the register will include the following considerations:

- Looking at what work has already been done with the child and by whom. Teachers are responsible and accountable for the progress and development of all pupils in their class. Lessons are differentiated to match each child's needs. Teachers will make reasonable adjustments to the curriculum to meet individual need. At Coleman Primary we have a well-designed curriculum with strong quality first teaching and learning. We adhere to the Code of Practice suggestion that pupils should only be identified as SEN if they do not make adequate progress once they have had good quality personalised teaching.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEN
- Additional intervention and support cannot compensate for a lack of good quality teaching

- At Coleman Primary we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.
- It may be decided to make special educational provision through time-bound intervention- for a child or young person. The class teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. It will include high quality and accurate formative assessment, using effective tools and early assessment materials
- For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals including-
 - Educational Psychology Service
 - Learning, Communication and Interaction Team (includes the Autism Support Team)
 - Early Years Special Needs Teaching Service
 - Social, Emotional and Mental Health Support Team
 - Visual Support Team
 - Hearing Support Team
 - Education Welfare Officer
 - Speech and Language Therapy Service
 - Health professionals
 - Child and Adolescent Mental Health Service (CAMHS)
 - School Nursing Service/Healthy Together Team
 - Social Care and Safeguarding
 - Family Support
 - Early Help
 - ADHD Solutions

Once the above has been considered a decision may be made to place a child on the SEN register. If this is the case, the child or young person will be part of an **Assess- Plan-Do- Review cycle**.

SECTION 5; MANAGING PUPILS NEEDS ON THE SEN REGISTER

There is a single category of need called **SEN Support**.

In order to meet the learning needs of all pupils, teachers differentiate work. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A pupil's outcomes plan/pupil passport for the child or young person and a provision map records a graduated response to individual need.

Plans, pupil passports and provision maps identify need, provide ways in which to remove key barriers to learning effectively and have clear outcomes to be achieved within an agreed time frame. The level of provision is based on need. There is a core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan/provision. The teacher, with the support of the SENDCO, will keep the plan/provision up- to- date. Outcomes will be reviewed at least termly and more often if necessary. Parents, carers and children or young people will be invited to termly reviews during an extended parents evening appointment. Information about progress towards outcomes will also be discussed at pupil progress meetings and actions or adjustments will be put into place where appropriate.

Sometimes we are unable to fully meet the needs of the pupil through our own provision arrangements. This will be apparent if a child still appears to have significant needs or difficulties despite receiving effective interventions. If this is the case we will engage the support of specialist services. Parents will always be informed and consulted if this is going to happen and parent/carers consent obtained for the referral.

If we identify that additional funding and support are needed from the Local Authority, we will submit evidence including interventions or support already in place, progress made against targets, the impact of implementing any recommendations from outside agencies. Parents and carers will always be informed if this is intended.

Sometimes a child or young person continues to have significant and enduring needs and it may be decided that an **Education, Health and Care (EHC) Plan** is appropriate. A referral will be made to the Local Authority and a decision making process will begin with the full involvement of parents, carers and the child or young person. If an Education, Health and Care Plan is agreed this can stay with the young person until they are 25 if necessary. It will include long and short term agreed outcomes for the child or young person along with planned support, provision and outside agency involvement. The plan will be reviewed annually and this is called an **Annual Review**.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER

Pupils will be removed from the SEN register if they no longer have a special educational need. Usually this happens when the child or young person has made accelerated progress and they are working at expected levels. However, if another special educational need continues to exist despite working at expected levels the pupil will remain on the register.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

- Parents of children or young people with special educational needs can refer to the **Local Authority Local Offer** (Regulation 53, part 4) which gives advice and information regarding services and provision.
- We have close links with other agencies to support families and pupils.
- At Coleman Primary we have a **Learning and Behaviour Support Mentor** – Miss Joseph. She is available daily to offer support to pupils and parents. If required Miss Joseph also can work directly with pupils, offer interventions under the direction of the SENDCO/SLT.
- Every child, regardless of special educational needs, has the opportunity to take part in extra-curricular activities, outdoor activities and trips
- We will support all children with transition from class to class, across key stages and to another school including secondary school

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some children or young people with medical conditions may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together

health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed

- Please also refer to Coleman Primary School's **Policy for Supporting Children with Medical Conditions**- this can be found on the school website.

SECTION 9: MONITORING AND EVALUATING OF SEND

Monitoring

We monitor the effectiveness of SEND provision in three areas:

- Curriculum provision (Subject Leaders and Phase Leaders)
- Individual pupil progress (SENDCO, Assessment Co-ordinator and Phase Leaders)
- SEN procedures and practice (SENDCO)

Monitoring of curriculum provision includes:

- Classroom observations and learning walks
- Book and work scrutinies
- Planning scrutinies
- Feedback from staff, pupils and parents/carers
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Monitoring of individual pupil progress includes:

- Pupil progress meetings
- Data analysis
- Pupil work sampling
- Pupil interviews
- Review of intervention/provision maps
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Monitoring of implementation of SEND procedures includes;

- Analysis of assessment data and pupil tracking
- Register analysis
- Classroom and intervention observations relating to the effectiveness of support staff and SEN staff

Evaluation

To evaluate the effectiveness of this policy and the provision made for pupils with SEND, we have identified the following success criteria: (these are related to the monitoring areas above)

Evaluation of curriculum provision:

- Planning shows differentiation and specified roles of support staff
- There is clear differentiation of learning opportunities in the classroom so that pupils with SEND are given suitable learning tasks to meet their needs
- Work sampling shows curriculum continuity and progression in learning
- Teachers feel supported in meeting the needs of individual pupils
- Pupils can articulate what they are learning

Evaluation of individual progress:

- Pupils with SEND make good progress in comparison with other pupil groups

- Samples of pupil work show progression over time
- Data recording individual progress is analysed and shows progression
- Targets and outcomes are SMART, relevant, reviewed regularly and shared with pupils and their parents/carers
- There is progress towards outcomes
- Where possible, pupils are actively involved in review meetings and target setting

Evaluation of SEND procedures:

- Pupil tracking systems are in place
- Assessment data is analysed and used to inform provision
- The SEND register is reviewed termly
- The register is audited and analysed and any appropriate action taken
- All parents are informed of their child's special educational needs and outcomes
- Parents express satisfaction with the provision made and support given
- Staff feel they have sufficient information and support
- SEND files are up to date and accessible
- The SENDCO has regular meetings with the SEND Governor
- All Support staff have clear roles and are effective in supporting pupil learning
- All support staff are appraised and receive regular training
- Resources are used effectively
- Analysis of provision mapping shows appropriate actions to meet individual needs

Monitoring arrangements and evaluation is used to promote an active process of continual review and improvement of provision for all pupils.

SECTION 10: TRAINING AND RESOURCES

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all the staff are encouraged to undertake training and development. Training needs of staff are identified through our school's self-evaluation process. Performance management reviews support the identification of areas of development.

Staff have a range of training and expertise including:

- Makaton.
- Autism Spectrum Disorder
- Down Syndrome
- Dyslexia
- Team Teach
- Play Interaction
- Speech and Language
- Colourful Semantics
- Fresh Start
- Inference
- Speed Up

The school's SENDCO regularly attends the Local Authority SENDCO briefing meetings in order to keep up to date with local and national updates in SEND.

Resources

The principle informing Special Education Needs resource deployment is one of ensuring access to the curriculum and therefore takes account of individual needs and implementing the SEND policy.

We aim to continually improve the resources within our school for the children with special educational needs and continue to develop training for support staff so that they can effectively carry out intervention programmes as well as providing support in the classroom.

SECTION 11: ROLES AND RESPONSIBILITIES

Governors

The Governing Body has nominated a Governor to be responsible for SEN. The named SEND Governor is Veena Shaunak. The SENDCO meets with the Governor regularly to review issues arising and SEND policy and provision.

The school's annual Governors report to parents contains a report about the effectiveness of provision and any amendments made or proposed over the year to our Special Educational Needs policy. Parents are encouraged to offer their views on special educational needs provision at the annual meeting for parents which is arranged by the governing body.

The Designated Teachers with specific Safeguarding responsibility are:

W. Hill (Assistant Headteacher/SENDCO/Lead DSL)

K. Wade (Headteacher)

T. Smith (Deputy Headteacher)

The Designated Teacher for Looked After Children is:

K. Wade

SECTION 12: ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Education Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. At Coleman Primary we are committed to continually improving our provision and accessibility through a clear system of review and development. We actively seek ways to overcome barriers to learning including increasing and promoting access for disabled pupils to the school curriculum, extra-curricular activities, school clubs and trips, improving the physical environment of the school and developing the delivery of written information to disabled pupils that takes into account preferred formats of pupils with disabilities and their parents, The school has the following special facilities:

- Disabled toilets
- Changing and washroom with disabled toilet
- Highlighted stairs
- Ramps
- Handrails

Please see the school's **Accessibility Plan** - found on the school website.

SECTION 13: BULLYING

We make every effort to ensure that vulnerable pupils including those with special educational needs are free from the risk of bullying. Please refer to **Anti-Bullying Policy**.

SECTION 14: DEALING WITH COMPLAINTS

Parents and carers of children with special educational needs/disabilities are encouraged to discuss any problems or concerns with school staff. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way. If this does not happen, parents may raise concerns with the SENDCO, followed by the Headteacher. If necessary, parents may contact the governors and, if still dissatisfied, may take their concerns to the LA.

Suitable facilities for meetings can be arranged for parents with disabilities.

SECTION 15: REVIEWING THE POLICY

This policy will be reviewed annually by Mrs Hill (SENDCO) in consultation with all other stakeholders

This Policy was reviewed in December 2023