



**SPECIAL
EDUCATIONAL
NEEDS and
DISABILITY
POLICY
(Statutory)**

SEND Policy

Amendment Sheet

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Rationale:

Section 1:

The Samara Trust is committed to providing an appropriate and high quality education to all the children who attend our schools. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

The person responsible for overseeing the provision for children with SEN and co-ordinating the day to day provision of education for pupils with SEN is the SENCO.

The role of the SENCO in each school is as follows:

1. The SENCO will meet with each teacher regularly to discuss additional needs, concerns and to review pupil targets.
2. At other times, the SENCO will be alerted to newly arising concerns.
3. Targets arising from meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
4. The SENCO, together with the Head teacher monitors the quality and effectiveness of provision for pupils with SEN.
5. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.
6. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Section 2:

At The Samara Trust we believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The Samara Trust is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Section 3: Identifying Special Educational Need

At The Samara Trust, we aim to identify the needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The Samara Trust sees the inclusion of children identified as having special educational needs as equal opportunities issues, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

To do this we:-

1. Identify and provide for pupils who have special educational needs and additional needs.
2. Work within the guidance provide in the SEND Code of Practice, 2014.
3. Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. Provide support and advice for all staff working with special educational needs pupils.

Section 4:

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) *Has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) *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-16s institutions.”*

A Graduated Approach to SEN Support

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The school maps provision for **all** pupils falling behind age related expectations in their learning, including those at risk of underachievement, using three 'waves' of support.

Wave One: Children requiring only high-quality differentiated classroom provision (quality first teaching) Key characteristics of high quality teaching are:

- Highly focussed lesson design with sharp objectives.
- High demand of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Wave Two: Children needing additional interventions to enable them to work at, or above, age related expectations e.g. Tracks, booster classes, Local Authority or school based programmes. These are aimed at pupils who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not always SEN interventions e.g. Pupils with English as an Additional Language. However, some pupils receiving Wave 2 intervention may have SEN.

Wave Three: Children needing additional, personalised interventions to support their SEN e.g. 1:1 speech therapy support, individual learning programme. Pupils receiving Wave 3 support may have a Statement or Education Health & Care Plan (EHC) which replaced the statement of special education needs in September 2014. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Reviews of pupils on the SEND register take place three times a year during pupil progress meetings. For pupils with Statements or Education, Health & Care Plans, an annual review meeting has to be held in addition to this.

Provision maps are used to record additional provision for pupils on the SEND register, and monitor the effectiveness of any intervention strategies.

Where a pupil is identified as having SEN, schools are required to take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

If a learner is identified as having SEN need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

This support is set out in our whole school provision map, which documents the support that is to be put into place. This is then monitored and evaluated at the end of each intervention/term.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do – providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Section 5: Exiting SEN register

If it is felt that children are making progress which is sustainable, then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school. The pupil will continue to be monitored through the school's normal monitoring procedures. If it is deemed necessary, the SENCo may well feel it is necessary to conduct a step down process and implement an Action for Inclusion plan. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

Section 6: Supporting pupils and families

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cheshire West that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Sources of further support include the local offer site known as [Living Well West Cheshire](https://livingwell.cheshirewestandchester.gov.uk/), the Cheshire West and Chester Independent Advice and Support Service (IASS), and The Special Educational Needs and Disabilities Code of Practice: 0-25 Years available on the DfE website.

To visit the local offer site, please visit: <https://livingwell.cheshirewestandchester.gov.uk/>

New pupils to The Samara Trust

Foundation Stage staff will meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupils with SEN will be planned according to individual need. The school has a lead teacher who manages transition to the High School. This transition leader liaises with the school's SEN support staff. They conduct additional visits to the school to meet with the children individually and to discuss needs. Also, extra visits to the High School are arranged for any vulnerable pupils.

Section 7: supporting pupils with medical needs at school.

- The Samara Trust 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. The school complies with the guidance set out in the Managing Medical Conditions guidance and has its own policy. Any pupil with ongoing medical needs has an IHC plans. 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- To ensure SEN children or those with medical needs are able to access exams and other assessments, the Year group leads who are administering the test follow the guidance as set out in the Administrators guidance.

Section 8: Monitoring and evaluation

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. All pupils are assessed in the core areas at least termly. This is monitored through discussions and meetings with the Head teacher. Pupils who are not making the expected progress are identified and discussed and provision maps are drawn up, documenting the actions to be taken to support these pupils at either Wave 2 or Wave 3.

The school conduct book monitoring exercises and informal observations which at time may have a particular focus such as vulnerable groups. s

Provision maps are assessed either at the end of a particular intervention or the end of an academic year. Assessments are made on entry and on exit to determine impact of any particular intervention, along with any other comments which may reference any other type of impact on self-esteem, application or behaviour.

In respect of SEND profiles, these are updated each term and reference the support and intervention given and tracks the data progression over time.

Where pupils fall significantly behind and are unable to access the curriculum for their age expectation, the school conducts more specialised assessment to determine the appropriate support.

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- Progress measured using personalised targets if it is felt necessary
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on school observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **SEN support** provision
3. Advice from external agencies or professionals

Section 9: Training and resources

Funding support for pupils with SEND

There are three levels of support for pupils with SEND:

Element 1 funding

This is provided on a per-learner basis for all those attending the school.

Element 2 Targeted support equating to £6,000 / 15 hours of interventions

This level of support is available within the resources held by the school without the need for an EHC Plan. Schools will be able to provide quality first teaching and targeted individual/group support in specific areas of need. School will follow relevant professional advice and use own resources to meet a pupil needs, reviewing the success of such programmes and making appropriate adjustments when necessary funding.

Element 3 Top up funding

This is top up funding from the local authority where a child or young person has significant and complex needs. Schools will already be supporting the child and young person from elements 1 and 2 of their budget using the SEN graduated Approach.

Section 10: Roles and responsibilities

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.

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- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with send alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the school's send register and records.
- Assisting in the monitoring and evaluation of progress of pupils with send through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, end of key stage assessments.
- Contributing to the in-service training of staff.
- Liaising with the sencos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- Providing high quality teaching for all children.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Participate in training opportunities to ensure they have the necessary skills to help pupils meet their targets.

- Work as part of a team with the SENCo and class teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- Be active participants in Pupil Progress meetings.

Section 11: Storing and managing information

Documents relating to pupils on the SEND register will be stored with their Pupil File in the Head teacher's office. SEND records will be passed on to a child's next setting when he or she leaves. The school has a Confidentiality Policy which applies to all written pupil records.

Section 12: Renewing the policy

This policy will be renewed annually at the beginning of the school year.

Section 13: Accessibility

All schools within the Trust are fully compliant with DDA requirements. Each school has conducted an accessibility audit for the whole site and this has fed into the Accessibility Plan. Within this plan, there are recommendations for future improvements and these are prioritised by the Senior Leadership Team in the schools.

- The schools have with easy access, double doors, wall handles and a lift if the school is on two floors.
- The front desks have a wheel-chair height section and is DDA compliant and the door on entry is wide enough for wheel chair access.
- There are disabled toilets in each school.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow her recommendations.
- Extra-curricular activities are accessible for children with SEN.

Section 14: Dealing with complaints

The Trustees have adopted The Samara Trust complaints procedure. We hope to resolve; any complaints you may have. Please see the complaints policy on the Trust website.

Section 15: Appendices

School information report 2014:

You can find the school SEN information Report on each school's website.

Other relevant policies:

- Safeguarding.
- Equality Policy.
- Behaviour.
- Anti-Bullying.

If you have any other queries please do not hesitate to contact the Head teachers in each school: Mr North in Upton Heath C of E Primary School, Mrs Carciro in Little Sutton C of E Primary School and Clutton C of E Primary School.

16 Policy Review

This policy will be reviewed in full by the Trustees on an annual basis.