

 <p>Offley Endowed Primary School & Nursery</p>	<h1>Offley Endowed Primary School and Nursery</h1>	<p>Reviewed: Jan 2024 Next Review: Jan 2026</p>
<p>Policy Title:</p>	<h2>SEND Policy</h2>	<p>Users: Staff, Governors, Parents</p>

The Special Educational Needs and Disability (SEND) Policy defines the aims and objectives of SEND provision at Offley School and the roles and responsibilities of all related personnel. It should be read in conjunction with the school's Local Information Offer for SEND which details the provision for pupils with SEN in the school and includes information on identification, support and transition to other settings.

This policy has been written to reflect the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

Aims and Objectives:

We believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their full potential. We acknowledge that a proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- ensure that children with SEN have opportunities appropriate to their age, to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents / carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained



Offley Endowed Primary School and Nursery

SEND Policy

Reviewed: Jan 2024

Next Review: Jan 2026

Definition of Special Educational Needs

According to the SEND Code of Practice 2014, a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, accessibility plan, equality and assessment, recording and reporting.

Types of SEN

SEN is divided into 4 types:

- Communication and Interaction - this can include children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.



Offley Endowed Primary School and Nursery

SEND Policy

Reviewed: Jan 2024

Next Review: Jan 2026

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

SEND Information Report

Hertfordshire’s SEND provision across schools in the county is detailed in their ‘Local Offer’, which can be found on the LA website, www.thegrid.org.uk. Each school has their own information report which outlines the specific provision that the school offers their pupils. A copy of Offley Endowed Primary School’s SEN Information Report can be found on the school website.

Offley Approach to SEN Support

At Offley School, we adopt a “high-quality teaching” approach. The key characteristics of high-quality teaching are:

- highly focused lessons designed with sharp objectives
- high demands 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.



Offley Endowed Primary School and Nursery

SEND Policy

Reviewed: Jan 2024

Next Review: Jan 2026

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.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Where a pupil is identified as having SEND, the school takes action to remove barriers to learning and put effective special educational provision in place. 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 uses systems, including ARBOR, to record and maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND. Parents will always be informed if their child has been added to the register and told why. The criteria for adding children to the SEND register are:

- 1.) The child presents with a consistent and significant need and / or
- 2.) There is involvement from an outside agency

When a child is recorded on the SEND register their special provision is documented and shared with parents. Assess Plan Do Reviews or Annual Assessment of Needs are used to record additional provision for pupils on the SEND register. Assess Plan Do Reviews are termly summaries of the adaptations, interventions and targets provided for a child. This four-part cycle – assess, plan, do, review is known as the graduated approach.

The Annual Assessment of Need is for children who need general adaptations to the environment, teaching or learning that allow them to access the standard curriculum. For example, a child with hearing impairment may need to sit in a specific place or use certain equipment but does not need further academic adaptations. This will remain constant throughout the year and therefore in these circumstances an annual review is appropriate.

For all children on the SEND register review meetings will take place at least three times a year, where parents and pupils will be involved in reviewing progress. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting is held in addition to this. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.



Offley Endowed Primary School and Nursery

SEND Policy

Reviewed: Jan 2024

Next Review: Jan 2026

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Criteria for exiting the SEN register/record

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, 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 the SEND register then all records will be kept until the pupil leaves the school then passed on to the next setting. The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

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 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). The school has a Medical Conditions policy, which can be found under the "Policies" tab on the school website.



Offley Endowed Primary School and Nursery

SEND Policy

Reviewed: Jan 2024

Next Review: Jan 2026

Roles and responsibilities of headteacher, other staff, governors:

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor), who takes particular interest in this aspect of the school.

The SEN Governor at Offley Endowed School is: Mr Geoff Philips

The **headteacher** has responsibility for:

the management of all aspects of the school's work, including provision for pupils with SEND.

- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement / development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEND Code of Practice (2014)
- parents are notified if the school decides to make special educational provision for their child



Offley Endowed Primary School and Nursery

SEND Policy

Reviewed: Jan 2024

Next Review: Jan 2026

- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **special educational needs co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEN
- collaborating with class teachers in devising strategies, implementing a graduated approach to support individual pupils, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- ensuring that pupils with SEND have opportunities, appropriate to their age, to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- liaising with parents of pupils with SEND, 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 school assessment information, e.g. class-based assessments/records, end of year tests and SATs
- contributing to the in-service training of staff



Offley Endowed Primary School and Nursery

SEND Policy

Reviewed: Jan 2024

Next Review: Jan 2026

- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising between SENCOs and other staff members to help provide a smooth transition from one school to the other.

The SEN Coordinator at Offley Endowed School is: Mrs Rebecca Tonge

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND and involving parents in the decision making processes regarding SEND support
- ensuring that pupils with SEND have opportunities, appropriate to their age, to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.

Teaching assistants are responsible for:

- being fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The class teacher is the main point of contact, liaising with parents on an ad hoc basis and through formal meetings to review Assess, Plan, Do, Review forms. The SENCO is also available for appointments.

Arrangements for monitoring and evaluation:



Offley Endowed Primary School and Nursery

SEND Policy

Reviewed: Jan 2024

Next Review: Jan 2026

The success of the SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO, subject co-ordinators and the headteacher
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- the use of provision maps to categorise the interventions utilised within classrooms
- value-added data for pupils on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to agree strategies and targets, revise provision and celebrate success.

Arrangements for complaints:

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school. In the event of a formal complaint parents should follow the procedure in the School Complaints Policy.