

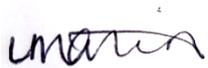
# Special Educational Needs Policy

Aspire Federation



**Reviewed and updated:** Oct 2023

**Next review:** Oct 2026

Signed:  .....

Name: Laura Martin  
(Executive Headteacher)

Date: ...6.11.23.....

Signed:  .....

Name: Peter Hilton  
(Chair of Governors)

Date: ...6.11.23.....

## 1. Values and Ethos

At The Aspire Federation, we:

- Provide a safe, stimulating, exciting and challenging learning environment which promotes creativity and a curiosity of the wider world.
- Encourage children to be confident, independent lifelong learners
- Encourage children to have a positive view of their own self-worth, enabling them to feel secure and valued as individuals within the school community.
- Provide an inspiring, challenging environment for ALL children so that they become highly motivated learners.
- Develop an ethos of support, challenge and encouragement to succeed.
- Develop the whole child, nurturing and extending their spiritual, moral, social and cultural understanding.
- Provide equal opportunities for ALL children.
- Teach children a sense of responsibility showing respect for others and the environment.

In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is "right" and "wrong", all people living in England are subject to its law.

The Key Values are:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

## 2. Our legal responsibilities

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (last updated April 2020) DfE/DoH which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

- Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities
- Equality Act 2010: the school has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable

adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.

- Equality Act 2010: Advice for Schools (DfE February 2013): non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
- Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- Reasonable adjustments for disabled children (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting children at school with medical conditions (2014): statutory guidance from the Department for Education
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy has been written in light of our Safeguarding and Child Protection Policy and has direct links to our policies on behaviour, anti-bullying, medical and curriculum. It was written in consultation with the Governing Body, Executive Headteacher, current school staff and parents. It should be read in conjunction with our Disability Equality Scheme and the SEN Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) as published on our school website. The SEN Policy will be reviewed every three years, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEN Information regulations, published on the school website, will be updated annually as required by current legislation.

### **3. Policy Principles**

In line with the Code of Practice (2015) and the Children and Families Act (2014), The Aspire Federation is committed to the following key principles:

- All children with SEND must have their needs routinely met
- Early identification and early intervention are essential for ensuring better outcomes for children
- Raising the achievement of children with SEND is a whole school responsibility
- All children are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All children with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment

- All children benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet child need
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the child and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in child's learning and provide appropriate challenge.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all children and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all children to the life of the school enabling each child to live life in all its fullness.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To work with the Governing Board to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual children
- To ensure that all staff has access to training and advice to support quality differentiated teaching and learning for all children.

### **3. Inclusion Statement**

At The Aspire Federation, we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this, within the context of our school values, by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child is our priority, and inclusion is the responsibility of every person within our school community.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Special Educational Needs and Disability Code of Practice, 2015

The Special Needs Coordinator at the school is:- Mrs Emma Pennell

Email: [SENCO@aspire.school](mailto:SENCO@aspire.school) Tel: William Hildyard – 01778 343119 or St. George's 01780 763654

#### **4. Monitoring and Assessing**

Monitoring and assessing the progress of all children is an ongoing process in school and all children are assessed against national curriculum objectives every term. The SEND Code of Practice advises that staff need to be aware of children who are making less than expected progress, that is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;

Where a child is ASSESSED as not making progress despite high quality differentiated teaching, he/she is raised as a concern with the SENCO, through the use of a cause for concern form and discussion, and these concerns are shared with parents.

Further assessments are carried out to help identify if a child has a special need in one or more of the following areas:-

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Children with medical conditions also come under the special needs.

The Code of Practice (2015) describes a child as having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. If it is felt necessary, the child may be put on the SEN register at SEN support and a PLAN of action is agreed.

Usually targets set could be to develop skills in the following areas:-

- Speaking (pronunciation, understanding and using vocabulary)

Listening (understanding and following instructions)

- Reading (decoding, comprehension)
- Writing (Sentence construction, punctuation, vocabulary, grammar)
- Maths (counting, number recognition, mental recall of facts)
- Cooperative group work and social skills
- Independence and organisation
- Attention (focus on a task)

Where a child has a medical condition or physical needs, care plans are developed with health professionals, such as:-

- Nursing teams e.g. diabetes or epilepsy;
- Physiotherapy and Occupational therapy;
- Speech and Language Therapists.
- Community paediatricians
- Ophthalmology and Ear Nose and Throat clinic.

The planning stage will include what everyone involved will DO to help the child to achieve their targets. This includes the support they need. The views of parents and the child's views of what will work often make the plan more successful. Wherever possible children will remain with their class teacher, in the classroom as this is where they learn best. However, there are times when interventions need to be offered to support children in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or teaching assistant, the focus of all intervention will be on outcomes. Our aim is to put in sufficient support to enable our children to reach challenging targets, but without developing a learned dependence upon an adult. The plan is then shared on a Pupil Profile so everyone knows what the child's needs are and how they can be best supported in school.

If a child has specific difficulties with behaviour they may have a Behaviour Plan. This will follow the ASSESS, PLAN, DO, REVIEW, PROCESS.

The child will be observed by the adults involved to understand the nature of the difficulty e.g. attention, anxiety, aggression.

- A specific target will be created with staff, parents and the child that is a priority need. The plan will include triggers, a description of the child's behaviour in different circumstances and strategies staff could try to use with the child.
- The plan will be shared and taken on board by all adults involved.

- Progress will be reviewed as and when needed with outside agencies and next steps agreed.

Once a child has been correctly identified with special educational needs, initially the class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the review process within the Code, regular reviews will be available with the SENCO. Normally these will be three times a year; more frequent meetings might become necessary if there is a need to move from SEN Support towards a request for statutory assessment for an Education Health Care Plan. Key questions that we will ask will be:-

- Is the extra help still needed?
- Does it need to increase?
- What targets are needed next?
- Is more specialist advice needed? If it is felt more specialist advice is needed, the school has access to different agencies to help plan appropriately, as outlined in the SEN information report

If it is felt a child is struggling to progress at an expected rate for them it may be necessary to move forward to formalise their needs through applying for an 'Education Health and Care Plan'. This is a document that school have to legally follow. These will bring together the education, medical and social care needs (as appropriate) of the child and is reviewed annually.

## **6. Roles and Responsibilities for SEND in School**

### Executive Headteacher

The Executive Headteacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn

The Executive Headteacher will have regular discussions with the school SENCo and with the Head of School to gain an in-depth understanding of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school data
- maintenance and analysis of a whole-school provision map for vulnerable learners
- discussions and consultations with children and parents
- observations and book scrutinies

- discussions with staff

### Special Educational Needs Coordinator (SENCO)

In line with the SEN Code of Practice 2015 and the mandatory standards identified within National SENCO Award training, the SENCO has 'an important role to play with the Headteacher and the Governing Board in determining the strategic development of SEN policy and provision' (6:87). The SENCO will oversee the day to day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a list of children with special educational needs – identifying those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with current Education Health and Care Plans (EHCP)
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers; offering professional support
- contributing to the in-service training of staff
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and/or disability
- implementing a programme of Annual Review for all children with a current EHCP. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a child may have an on-going special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for all children who transfer from one phase of education to another
- monitoring the school's system for ensuring that specific learning plans, where it is agreed they will be useful for a child with special educational needs and/or disability, have a high profile in the classroom and with children
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map

- meeting at least three times a year and consulting sensitively with parents and families of children on the SEN list, keeping them informed of progress and listening to their views, in conjunction with class teachers; ensuring SEN children receive appropriate support and high quality teaching
- attending area SENCO network meetings and training as appropriate
- liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and/or disability (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.

### Class Teacher

Liaising with the SENCO to agree:

- which children in the class are vulnerable learners
- which children are underachieving and need to have short term additional interventions monitored on a 'vulnerable learners' provision map – but do not have special educational needs.
- which children require additional support because of a special educational need and need to go on the school's SEN list. Some of these children may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include children with /EHC Plans).

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for any EAL children which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for children with special educational needs to working on agreed targets which are genuinely 'different from or additional to that normally available to children of the same age' as part of the differentiated curriculum offer and strategies available to each child. (SEN Code of Practice 2014. 6:15)

## SEND Governance

To meet the statutory requirements of the Code of Practice (2015) and Children and Families Act 2014 (Section 69) There must be a member of the Governing Board or a sub-committee with specific oversight of the school's arrangements for SEN and disability.

The governing bodies of maintained schools and academies must publish information on their websites about the implementation of the Governing Board's policy for children with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs
- information about the school's policies for making provision for children with SEN, whether or not they have an EHCP, including:
  - how the school evaluates the effectiveness of provision
  - the school's arrangements for assessing and reviewing the progress of children with special educational needs
  - the school's approach to teaching children with special educational needs
  - adaptation to the curriculum and learning environment for children with special educational needs
  - additional support for learning available for children with special educational needs
  - how children with SEN are enabled to engage in activities (including physical) together with children who do not have SEN
  - support that is available for improving the emotional, mental and social development of children with SEN
- the name and contact details of the SEN co-ordinator
- information about the expertise and training of staff in relation to children and young people and how specialist expertise will be secured
- information about how equipment and facilities to support children and young people with SEN will be secured
- the arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education

- arrangements by the Governing Board relating to the treatment of complaints from parents of children with SEN concerning the provision made at the school
- how the Governing Board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of children with SEN and in supporting their families
- the contact details of support services for parents and children with SEN in accordance with Children and Families Act 2014 (Section 32)
- the school's arrangements for supporting children with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living
- information on where the local authority's local offer is published.

In accordance with Children and Families Act 2014 (Section 69), schools have a duty to publish information about:

- the arrangements for the admission of disabled persons as children at the school
- the steps taken to prevent disabled children from being treated less favourably than other children
- the facilities provided to assist access to the school by disabled children; the Equality Act 2010 further requires schools to 'make reasonable adjustments' and have 'an anticipatory duty'
- the accessibility plan prepared by the Governing Board (under paragraph 4 of Schedule 10 of Equality Act 2010)

## **7. Complaints**

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting children's needs. However, all complaints are taken seriously and will be heard through the school's complaints procedure. In most instances, complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCO and/or the Head of School or Executive Headteacher. If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the relevant school address:

William Hildyard C of E Primary and Nursery School,  
Godsey Lane, Market Deeping, PE6 8HZ

St. George's C of E Primary School,  
Kesteven Road, Stamford, PE9 1SX

The Clerk to Governors is: Mr Nigel Manders-Jones.

- If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs in Lincolnshire  
9-11 The Avenue  
Lincoln  
LN1 1PA  
01522 553332

## **8. Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

## **9. Review Framework**

This policy will be reviewed every three years (or sooner in the event of any legislative change or change of personnel).