



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

<b>NAME OF SCHOOL</b>	Stanmore Primary School
<b>DATE OF POLICY ISSUE</b>	November 2023
<b>DATE OF POLICY REVIEW</b>	November 2024
<b>NAME OF HEADTEACHER</b>	Mrs Sharon Taylor

This policy complies with the current statutory guidance as written in the SEND (Special Educational Needs and Disability) Code of Practice 0-25 years (2015) and should be read in conjunction with:

Equal Objective Statement, The Disability and the Accessibility Plan, Behaviour Policy, Teaching and Learning Policy, Supporting Children with Medical Conditions Policy and Child Protection Policy.

This policy was written by the school's SENDCo (Special Educational Needs Coordinator) with the SEN governor in liaison with the Senior Leadership Team, governors, parents and staff. It is shared with all stakeholders on the school website [www.stanmore.hants.sch.uk](http://www.stanmore.hants.sch.uk)

At Stanmore Primary School, the SENDCo is **Mrs Jenny Fenton** (SLT)  
She can be contacted via the school office [adminoffice@stanmore.hants.sch.uk](mailto:adminoffice@stanmore.hants.sch.uk).  
The Inclusion Leader role is currently 5 days per week.

At Stanmore Primary School, we are committed to purposeful and irresistible learning where our children are inspired to thrive and everyone is the BEST they can be. We believe that all children flourish and thrive in an inclusive and nurturing environment where school and home work in partnership. All pupils, including those with Special Education Needs and Disabilities, should have the support and opportunities to achieve their best and to develop good social and emotional skills in order to become confident individuals and live fulfilling lives. Our Keys to Success: confidence, resilience, cooperation, persistence, organisation and respect are a focus in all areas of school life and learning, ensuring that every child is taught in a way that supports and challenges them personally. We have high expectations of all children. Teachers ensure that learning is accessible to all children at an appropriate level through personalised planning and targeted and timely intervention.

At Stanmore Primary School all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Some children experience significant difficulties in learning at certain stages in their school life. We endeavour to secure appropriate provision for all our pupils who have SEN. We seek to enable all children to achieve their potential through a fully inclusive curriculum. All teachers are teachers of children with special educational needs. Teaching staff recognise the importance of early identification, assessment and provision for any child who may have SEN and are responsible for monitoring the performance of all children as part of on-going observation and assessment.

## **AIMS**

- To support all children to meet aspirational learning targets, through a curriculum which is designed to help our children appreciate, participate and innovate in their learning.
- To identify those children who have SEND as soon as possible.
- To monitor and support pupils who need special educational provision to support their physical, sensory, social, emotional, communication or cognitive development
- To develop a clear, graduated approach to supporting pupils with additional needs
- To ensure that all pupils have access to their full curriculum entitlement
- To develop a partnership of support with parents and pupils through a person centred planning approach
- Ensure that educational provision is planned, differentiated and effective in meeting the individual needs of children with special educational needs and is never limited to additional hours of adult support from a named adult.
- Remove barriers to learning and raise expectations and achievement of pupils with SEN
- To work with outside agencies who provide specialist assessment, support and teaching for children with SEND.
- To provide on-going training for all staff working with children with SEN
- Build confidence in all pupils with SEND by making the curriculum enjoyable and building on their strengths

## **OBJECTIVES**

- To identify and provide for pupils who have special educational needs so they become confident individuals living fulfilling lives
- To work within the guidance, provided in the SEND Code of Practice, 2015
- To operate an inclusive “whole pupil, whole school” approach to the management and provision of support for children with SEND
- To provide a Special Educational Needs Coordinator who will work with the SEND Policy
- To develop and maintain partnership and high levels of engagement with parents
- To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

### ***What is a special educational need?***

The SEND Code of Practice (2015) provides the following definition:

“A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision *different from or additional to* that normally available to pupils of the same age.” (CoP 6.15)

The SEND Code of Practice 2015 details four broad areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and mental health;
- Sensory and/or physical

The purpose of identification is to work out what action a school needs to take not to fit a pupil into a category. At Stanmore Primary School, we consider the needs of the whole child not just the special educational needs of the child.

Stanmore Primary School also considers and recognises needs which impact on progress and attainment that are not SEN. These include but are not limited to:

- Disability (the 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
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PP)
- Being a Looked After Child (LAC)
- Being a child of a serviceman/woman
- Behaviour as a need does not necessarily describe SEN but can be an underlying response to a need

### ***How is a special educational need identified?***

At Stanmore Primary School, we know children need extra help if:

- Concerns are raised by parents or carers, a teacher or the child
- Assessments indicate that a child needs provision beyond universal high quality teaching
- There is a change in the pupil’s behaviour or progress
- When a previous setting highlights a specific need through the transition process
- When a child is identified as not being on track to meet ARE (Age Related Expectations)
- When a child is performing below ARE
- When there are significant emotional needs
- Where the child has a specific medical diagnosis
- Where there is a need to liaise with outside agencies
- Where information is provided by a specialist teacher advisor e.g hearing or visual impairment or physical disability.

The teacher will work with the SENDCo to build a holistic profile of the child’s needs supported by a variety of assessments and tracking procedures. These will be in line with the SEND Code of Practice 2015 and may include, but are not limited to:

- Dyslexia screening
- Dyscalculia screening
- Receptive language assessment
- Vernon spelling test
- Salford reading test
- Phonics screening
- High frequency word and common exception word checks
- Work from children's books
- Discussion with staff, parents and the child
- Reports from external agencies
- ELSA records
- Intervention records

At Stanmore Primary School we believe in early identification to inform us of any learning difficulty. We carry out a dyslexia screening procedure in the Summer term of Year R for all pupils to identify any children at risk of early difficulties in literacy.

### **A GRADUATED APPROACH TO SEN SUPPORT**

At Stanmore Primary School, all pupils have access to high quality inclusive teaching (HQIT), planned by the class teacher. This support is tailored to meet the needs of all pupils within the class and includes adjustments and adaptations to the environment, teaching strategies, resources and tasks to support all children to make good progress and access the full curriculum. High quality inclusive teaching that is personalised and considers a child's individual needs is the first step towards meeting a child's learning or special educational needs. Teachers are responsible for and accountable for the progress of every child in their class, including those with SEND.

High quality inclusive teaching is based on principles from research led by the Education Endowment Foundation (EEF):

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster\\_1.1.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf)

If concerns are raised about a child's progress by either the teacher or the parent, the teacher and SENDCo will review what is already in place for the child as well as data and assessments. This information will enable barriers to learning to be identified. The SENDCo will advise and support the class teacher to ensure that a range of suitable strategies and class based interventions are being used to meet the child's needs. The progress of the child will then be monitored and reviewed. Should the child demonstrate significant difficulties, a decision will be made by the teacher, parents and SENDCo as to whether the child may have Special Educational Needs and require a higher level of provision. At this point, the child will receive **SEN support** and be placed on the SEN Register.

SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child 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 the child.

The four elements of the approach are:

- Assess
- Plan

- Do
- Review  
(Appendix 2)

## MANAGING PUPILS' NEEDS ON SEND REGISTER

### ***SEND Provision***

A child who is on the SEND register and receiving SEN Support will have planned provision which is *'additional to or different from that made generally for other children of the same age by mainstream schools.'*(SEND Code of Practice)

There is a whole school SEND Register and provision map, which details all children who are receiving additional support and the interventions being used. Outcomes and progress for interventions are held separately and used to inform next steps.

Children who have been identified as having a special educational need and on the SEND register will receive support in one or more of the following ways:

- Pre-teaching and gap work in small groups
- Specialist group work using an evidence based intervention to meet a specific need
- Individual support, including 1:1 interventions

Should progress be unsatisfactory after the review of planned interventions, the SENDCo, alongside parents, will consult with outside agencies to ensure that needs are correctly identified and suitable provision is in place to meet the child's needs. This may include, but is not limited to:

- Educational Psychology Service
- NHS Speech and Language Therapists
- Occupational Therapists
- Primary Behaviour Support Service
- Outreach support from local specialist settings

### ***Personalised Learning Plans***

All children identified as having SEND have a Personalised Learning Plan (PLP) and an individual provision map which targets the particular area where they require ***'additional to or different from'*** support. These plans include small targets and strategies to support the child to make progress. They are reviewed every term by the teacher, SENDCo and any other adults who work with the child. PLPS are shared with parents at termly parent teacher evenings or sooner if a more frequent review cycle is requested by either school staff or parent to support the child's needs. At these review meetings, parents will have full involvement in the setting and reviewing of targets. The documents are flexible within school and if a child has met a target, school staff will automatically progress the child onto a new target without having to wait for the next review. PLPS will be sent home at least 2-3 times per year. In addition to termly PLP review meetings, parents of children with an EHCP will be invited to an annual review, to formally review progress towards outcomes set out in the EHCP. Professionals, staff, parents and the child are invited to the meeting and have the opportunity to share reports, discuss successes and identify areas for development.

## ***Educational and Health Care Plans***

If a child receiving SEN support continues to demonstrate significant difficulties with learning, despite suitable provision and intervention, in consultation with parents, a request may be made to the Local Authority for an Education Health and Care Plan (EHCP).

## **CRITERIA FOR EXITING SEN SUPPORT**

At the end of a block of a specific intervention the child's PLP and assessment data will be reviewed by the SENDCo in consultation with the class teacher and the parents.

A child will be removed from the SEND register where they have made accelerated progress and they are now:

- On track to achieve aged related expectations
- They have achieved a standardised score of 85+

Once a child has been removed from the SEND register they will be closely monitored by the Class teacher and SENDCo to ensure their progress and attainment is maintained.

Parents will be informed by letter if their child has been removed from the SEND register.

## **SUPPORT FOR FAMILIES**

The school recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found on

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

and in our own SEN Information Report, available on our website

[www.stanmore.hants.sch.uk](http://www.stanmore.hants.sch.uk)

To support parents through the SEND process, the SENDCo is available for parents to discuss their child or ask questions. We also recommend that parents contact Hampshire SENDIASS (previously Support For SEND) for any additional support or advice.

<https://www.hampshiresendiass.co.uk/> A referral to SENDIASS can also be made by school on behalf of families.

## **ADMISSIONS**

Our admission arrangements can be found under 'Our School' on our website. The governors will admit any pupil whose Education Health and Care Plan (EHCP) names the school, following careful consideration as to whether we are able to meet the child's needs effectively.

## **ACCESS ARRANGEMENTS**

Access arrangements for the end of key stage SATS and other tests for children with SEND are the responsibility of the Headteacher and the SLT. Arrangements will be made according to the need and will follow the statutory guidance found in 'Access and Reporting Arrangements' published annually by the Department for Education.

## **TRANSITION**

We recognise that transitions can be difficult for children with SEND and we take steps to ensure that any transition is as smooth as possible.

When a child joins Stanmore Primary School in Year R the Early Years Teacher and the SENDCo will endeavour to visit the pre-school or make links with the pre-school and agencies involved with the child before they start school. A Transition Partnership Agreement (TPA) meeting may be arranged for parents and staff from both settings, to ensure appropriate provision can be planned for and put into place.

When children move to a new year group, a meeting takes place towards the end of the year with new staff once they have been identified. Social stories are used to support transition where appropriate and children have the opportunity to spend time in their new classes before the start of the new year.

For children moving from Year 6 to Year 7, handover meetings are in place. In addition, a Transition Partnership Agreement meeting will be arranged with the SENDCo at the receiving school. We will endeavour to arrange additional visits to the secondary setting to support transition for year 6 pupils with SEND.

## **MONITORING AND EVALUATION OF SEND**

The quality of provision for SEND is monitored regularly. Monitoring is carried out by:

- Termly PLP review meetings with the Class Teacher and SENDCo
- Pupil Progress Review meetings
- Impact of interventions through the analysis of assessment
- Monitoring of teaching and learning through regular planned monitoring activities including learning walks, lesson observations, book scrutiny and pupil interviews.
- Learning Support Assistant Performance Management
- Parent review meetings
- Review meetings with outside agencies

The SEND governor carries out at least termly focused visits in school to review the provision for SEND with the SENDCO and Headteacher. The SENDCo reports the progress of pupils with SEND termly to the governing body.



## **TRAINING AND RESOURCES**

### ***Budget***

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and Disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (CoP 2015)

Top Up funding is dependent on the number of children who have an EHCP. Funding allocated to SEND provision and resources, including LSA staff, is determined by the budget and is reviewed annually.

### ***Resources***

Each class has access to a range of equipment and resources which can be used to support learning for all children. Some equipment is also centrally stored. Additional resources can be allocated based on need.

Hours of support indicated on EHCPs are met in full. This is not necessarily hours of LSA 1:1 support for the child. It could be used for planning and preparation of resources if this is the best use of time in order to meet the child's needs effectively.

### ***Training***

We believe all staff are teachers of children with SEN and disabilities, so all members of staff are trained to teach children with SEN and disabilities.

Training needs of staff are monitored, reviewed and planned for in response to the needs of the school and children. Training is delivered through staff meetings, support staff briefings, INSET days and external courses.

The SENDCO at Stanmore Primary School, holds the statutory National Award for SENDCos (NASENCo).

The SENDCO regularly attends SEND update meetings and SENCo circles to ensure they are aware of local, county and national updates in SEND practice.

New staff are supported by the SENDCO during the induction process which may involve training and mentoring with more experienced staff and outside agencies where appropriate.

## **ROLES AND RESPONSIBILITIES**

The governing body, in conjunction with the headteacher have responsibility for the school's general policy and approach for the provision of children with SEND. The Governors are committed to providing for a high level of SEND support, as needs and budget dictate.

**The Headteacher** of a mainstream school has the overall responsibility for meeting the needs of all children in the school. They are responsible for ensuring that the Special Educational Needs of a child are met effectively.

**The SENDCo** at Stanmore primary School is Mrs Jenny Fenton

The SENDCo's key responsibilities are in line with the Code of Practice and include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The named **Governor for SEND** is **Helen Finch**

The SEND Governor has the responsibility to liaise with the Special Educational Needs Coordinator and monitor participation and progress of pupil's with SEND.

At Stanmore Primary School all **LSAs** contribute significantly towards supporting children with SEND in the following ways:

- Implementing programmes in consultation with the SENDCo and the class teacher
- Maintain intervention records and provide feedback on children's progress against targets
- Supporting children in class as directed by the teacher
- Participate in relevant training and use their knowledge and experience to support the children they work with.

Mrs Jenny Fenton is the line manager for LSAs at Stanmore Primary School

## **STORING AND MANAGING INFORMATION**

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following DfE guidelines.

## **REVIEWING THE POLICY**

This policy is reviewed annually by the full Governing Body.

## **ACCESSIBILITY**

The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has an Equalities Policy which can be found on our website.

## **DEALING WITH COMPLAINTS**

If a parent is concerned about any aspect of their child's education regarding SEND, they should contact the Class Teacher in the first instance or the Special Educational Needs Coordinator or Headteacher, as soon as possible.

Written information about a formal complaints procedure is available on the school website. Hampshire Local Authority (LA) provides support through Hampshire SENDIASS which can offer you advice and support about special educational needs issues.

## **USEFUL LINKS**

SEND Information report: [www.stanmore.hants.sch.uk](http://www.stanmore.hants.sch.uk)

Hampshire County Council's Local Offer:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

Guide for Parents:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilites\\_guide\\_for\\_parents\\_and\\_carers.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf)

## **GLOSSARY**

<b>ARE</b>	Age Related Expectations
<b>CoP</b>	Code of Practice
<b>DfE</b>	Department for Education
<b>EAL</b>	English as an Additional Language
<b>EHCP</b>	Education Health and Care Plan
<b>ELSA</b>	Emotional Literacy Support Assistant
<b>HQIT</b>	High Quality Inclusive Teaching
<b>LAC</b>	Looked After Child
<b>LSA</b>	Learning Support Assistant
<b>NASENDCO</b>	National Award for Special Educational Needs
<b>PP</b>	Pupil Premium
<b>SATS</b>	Standard Assessment Tests

**SENDCO** Special Educational Need Coordinator  
**SEND** Special Educational Needs and  
Disabilities  
**SLT** Senior Leadership Team  
**TA** Teaching Assistant

## **Appendix 1**

### **The four broad categories of need:**

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

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

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

#### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Children and young people with an MSI have a combination of vision and hearing difficulties.

## **Appendix 2**

### **Assess**

This involves the class or subject teacher who is concerned about the child's rate of progress working with the Special Educational Needs Coordinator to get as clear a picture as possible of the child's needs. It should bring together all the assessment data, both current and previous, gathered from as many sources as possible, including from the parents and the child themselves. This assessment information should be reviewed regularly to ensure that support and intervention are properly matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed. Professionals from other agencies can be involved with parental permission.

If it is determined that a child has a special educational need, this should be entered on the school SEN register.

### **Plan**

Parents must be informed when special educational provision is being made for their child. The teacher and the Special Educational Needs Coordinator should agree in consultation with the parents and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's Provision Map. A Pupil Profile may be put in place for the child if an intervention is necessary.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. Even where some interventions take place away from the main class, they still retain responsibility for the pupil. They should work with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and plan how their learning and their outcomes can be linked to and reinforced by classroom teaching. Where there are several children requiring support in a similar area (i.e. comprehension or writing skills), a small group intervention may be arranged. The Special Educational Needs Coordinator should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses.

### **Review**

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed at the agreed date. The impact and quality of the support and interventions should be evaluated along with the pupil's and parents' views. This should feed back into the analysis of the pupil's needs. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority (LA) must review that plan at a minimum every 12 months. Schools must co-operate with the LA in the review process.