



Stanley Grove School Special Educational Needs and Disabilities (SEND) Policy

(Reviewed Dec 2023)

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1. Identifying children with SEND

The SEN Code of Practice states:

“A pupil 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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.” (6.15, pgs. 94-95).

With this in mind, Stanley Grove school:

- Will assess the needs of all children regularly and on an individual basis.
- Children new to school will undergo baseline assessments in a format appropriate to their age, and will include consideration for any disabilities in line with [The Equality Act 2010 \(6.9 p.93\)](#).
- Where a child’s attainment or progress falls below that of their lowest attaining peers, or where rates of progress are slow in comparison to their own previous progress, the school will work closely with the parents or guardians to implement appropriate next steps. Where it is decided that a pupil does have SEN, the pupil’s parents will be formally informed that special educational provision is being made. (6.43)
- In addition to attainment and progress within our school, we will also draw upon national data. Furthermore, we also consider the teacher experience of the pupil, their behaviour, the pupil’s development in comparison to their peers, the views and experiences of the parents and the pupil’s own views.

2. What support will be put in place for children with SEND in our school?

Initially, children will receive high quality teaching in their class. The SMT monitor teaching and learning closely in our school to ensure that all children are receiving the best possible quality education in their classrooms. This is Wave One intervention.

If quality first teaching is not sufficient to ensure that the child makes good progress, additional support will be put in place.

In the first instance:

- A Supporting Me to Learn Plan will be devised with no more than three focused, specific and measurable targets which are decided upon in a meeting between the class teacher, the parents and, where possible, the child.
- These Supporting Me to Learn Plan targets will be reviewed regularly by the class teacher and new steps set as soon as they are required. The Supporting Me to Learn Plans are reviewed with parents three times a year (Oct, Feb and July).
- The targets may include details of specific interventions in school. Interventions take place outside the classroom and are delivered by trained Teaching Assistants in small groups. This is Wave Two intervention.

- Where more focused support is required, a teacher may work one to one with a child outside the classroom. This is Wave Three intervention.

If it soon becomes clear that this provision is not resulting in improved outcomes for the child, the school will work with the Special Educational Needs Support Service (SENSS) to devise a 'My Support Plan'. This document profiles the strengths and needs of the child, regardless of the type of need. Wakefield Independent Support service (Barnardo's) will support parents completing their section of the My Support Plan if necessary. Once complete, and when compiled with reports from lead professionals, such as the Educational Psychologist, SENSS team and Learning Support Services, the documents will be sent to Special Educational Needs Assessment and Review Team (SENART) Panel, who will decide whether the child's needs are sufficient to warrant an EHC Plan. (See below for further information on what this entails).

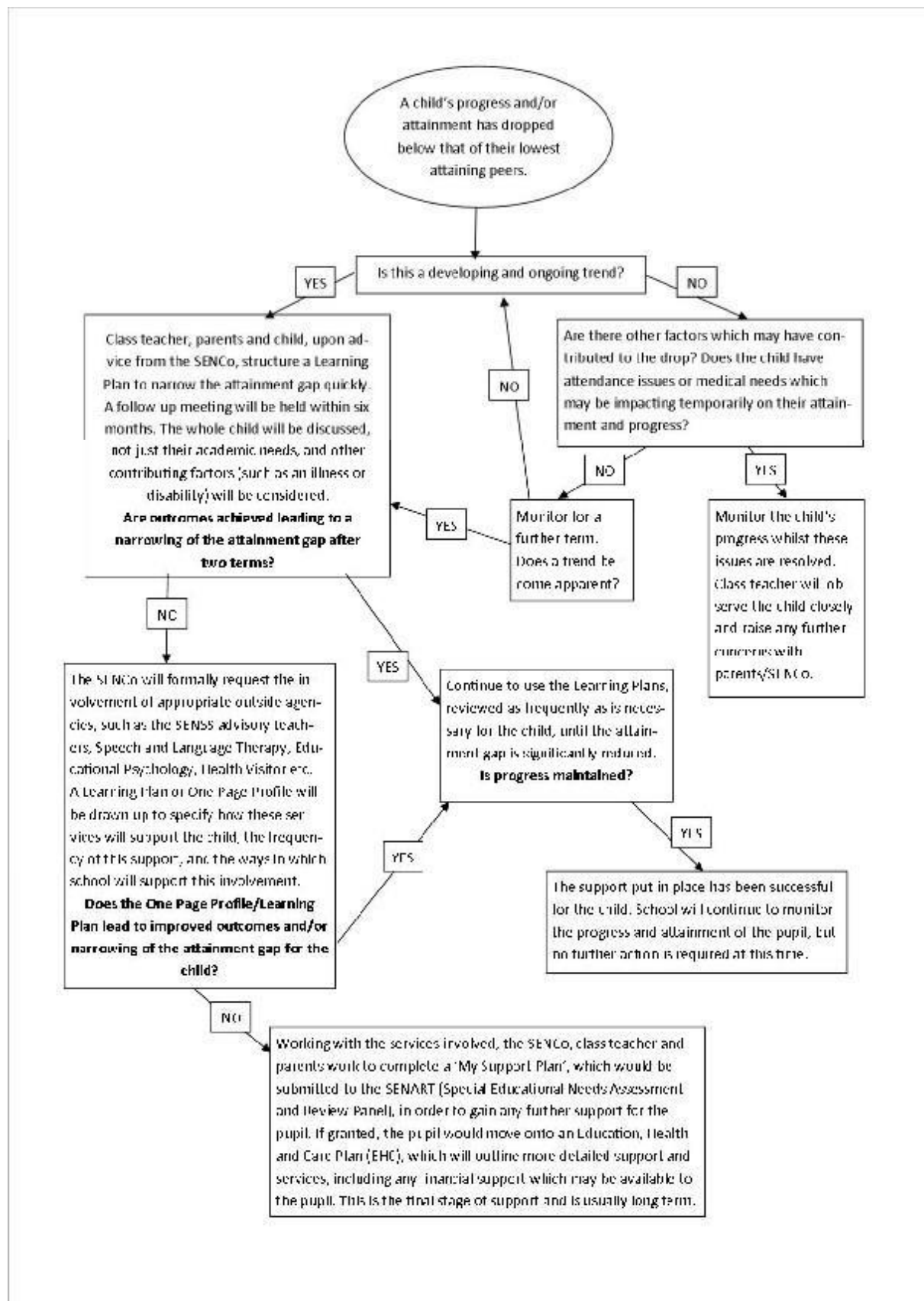
3. When is SEN identified in school?

For some children, their learning need becomes apparent at an early age. The SENCo works closely with the Early Years team, Health visitors and the Pre 5 service to meet the children's needs. However, this is not always the case. Due to this, children are regularly monitored and their progress tracked within school by the class teachers, the SENCo and the Senior Management Team (SMT) of the school. If a child's progress slows or the attainment gap between themselves and their peers increases over time, they will be identified and provision put in place.

"parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development." (6.20, p.95)

Transition meetings are held annually. These allow previous class teachers to discuss every child, regardless of their needs, and to highlight any issues they may be facing.

The following flow chart indicates the steps taken by our school:



4. What are the broad areas of need?

Communication and Interaction (SLCN):

- Children with speech and language difficulties
- Children with ASD, including Asperger's Syndrome and Autism
- Children in these groups may have particular difficulties with social interaction, articulating their thoughts or understanding, issues with language and even imagination.

Cognition and learning:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Children with MLD may need support across the curriculum.

Children with SLD may need support across the curriculum, and may have associated difficulties with mobility and communication.

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

Children with PMLD are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.

Reasonable Adjustments

The school will make reasonable adjustments to ensure that a disabled person is not prevented by their disability from enjoying the same educational experiences. Consideration will be given to each individual case in order that the inclusion is compatible with:

- meeting the needs of the case
- the efficient education of other children
- Health and Safety regulations 15
- Budgetary and resource availability

Social, emotional and mental health difficulties:

- Children with these difficulties may become withdrawn or isolated, frustrated or angry, challenging or disruptive.
- 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 also have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.

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.
- Children and young people with an MSI have a combination of vision and hearing difficulties.
- Some children with a physical difficulty (PD) may need ongoing support and equipment to access all of the opportunities their peers receive. Please see our Accessibility Policy relating to Disability for further details.

Supporting pupils with medical conditions at school

- This document and the associated templates are used within school to support pupils with medical conditions.
See the link: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

5. Roles and Responsibilities

The SENCo for our school is Mrs D Johnson, who has achieved the National Award in SENCo. It is her role to coordinate Special Educational Needs provision and services within our school, as well as maintaining communication between external agencies, secondary schools and other educational provision. Mrs Anne Clifford undertakes the administration for the SENCo. Our Learning Mentor works with pupils when identified by SENDco or senior leaders.

The class teacher is responsible for providing first quality teaching; tracking the progress and attainment of all pupils and groups of pupils within their class, including where pupils access support from teaching assistants or specialist staff. They should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be 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

It is the responsibility of the Head teacher, Mrs J Frost, and the other members of the Senior Management Team to ensure that quality teaching is taking place across the school. The Head teacher and SENCo must decide on appropriate interventions for pupils to access and be certain that the staff involved in the delivery of these interventions are fully qualified. Interventions must be monitored, the staff observed and support put in place if provision is not good or better.

It is the responsibility of the governing body, chaired by Mrs K Webster, to monitor this leadership and challenge unsatisfactory data.

Parents can make appointments with Mrs Johnson, or any of the school's teaching staff or leadership team, by contacting the school office. Contact details can be found [here](#).

As a LA maintained school, we are currently in a partnership 'Outwood Together', which includes the Wakefield Primary Special School. We use their expertise to aid staff training and support for pupils. The SENCo also works with other local schools as part of the Outwood SEN network and transition work.

6. The responsibilities of the SENCo

The school's Special Educational Needs Coordinator must:

- Maintain the school's SEN Policy, including a review annually
- Coordinate provision within school for the SEN children, as well as liaise with external services and providers
- Advise on the graduated approach to providing SEN Support (see [flowchart](#))
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of children with SEND
- Liaise with Early Year's providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about their options and a smooth transition is planned
- Work 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
- Ensure the school keeps the records of all pupils with SEN up to date

7. Preparing for adulthood

A key focus of the SEN Code of Practice 2014 is the involvement of the young person and their families in the development of their Supporting Me to Learn Plans in order to prepare the child for adulthood. This has to begin as soon as possible in order to ready the child for their future.

Aspirations for SEND pupils should be high but remain focused on the child's interests and needs.

Local authorities must ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood. It can be helpful for EHC plan reviews before Year 9 to have this focus too. Planning must be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.

In terms of Stanley Grove School, the focus will be upon children moving between phases of education e.g reception to Y1 , Y2 to Y3 and engaging with Secondary Schools when children transfer from Y6. The focus may require preparing for adulthood by securing simple English and mathematics skills in order to be able to shop independently, complete simple forms and secure other basic skills for life. It may not be appropriate to include future life planning in Supporting Me to Learn Plans and

EHCs at this early stage, but each time a plan/EHC is reviewed it is important to consider the relevance of these targets.

It is the responsibility of the SENCo to pursue any further support that is relevant to the pupil, including provision or support off the school site.

8. What is an Education Health and Care Plan? When does a child need an EHC assessment?

The majority of pupils will have their needs met within local mainstream provisions. Some children may need an EHC assessment in order for the Local Authority to decide whether it is necessary for it to make extra provision allowance.

EHCs replace Statements under the new Code of Practice. The purpose of the EHC Plan is to draw together the educational, health and care needs and provision for a student into one plan. Local Authorities will, through the development of a My Support Plan:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

An EHC assessment will not be the first step in a child's needs assessment, but will build on Supporting Me to Learn Plans and support already provided. If a school feels they can no longer provide the support and expertise needed to support a child's physical, emotional, educational or health needs, they will work closely with external agencies, SENSS and other teams involved with the child, to develop the 'My Support Plan'. This would be submitted to the Local Authority for review by the SENART panel.

If the panel decides that a child requires further support, they will set the EHC and this will be reviewed annually to ensure that appropriate provision is in place for the child.

An EHC application may not always be successful. If that is the case, the school will need to continue to provide the best care and provision it is able with advice from external agencies as required.

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25
- a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)

In the case of the latter, this request would be completed by the SENCo in conjunction with the Head teacher and representatives from SENSS, CIAT, SaLT etc. as necessary.

From when the EHC application has started until the plan is issued (or declined) is twenty weeks.

The following specific requirements apply:

- Local authorities must give their decision in response to any request for an EHC needs assessment within a maximum of 6 weeks from when the request was received or the point at which a child or young person was brought to the local authority's attention
- When local authorities request information as part of the EHC needs assessment process, those supplying the information must respond in a timely manner and within a maximum of 6 weeks from the date of the request
- If a local authority decides, following an EHC needs assessment, not to issue an EHC plan, it must inform the child's parent or young person within a maximum of 16 weeks from the request for a EHC needs assessment, and
- The child's parent or the young person must be given 15 calendar days to consider and provide views on a draft EHC plan and ask for a particular school or other institution to be named in it.

A local authority may cease to maintain an EHC plan only if it determines that it is no longer necessary for the plan to be maintained, or if it is no longer responsible for the child or young person.

9. Responsibilities of the Local Authority

The Local Authority must publish their Local Offer, which outlines provision available and the steps the authority will take to support schools, young people and their families. The authority must provide information about how young people and their families can apply for personal budgets and this can also be found with the Local Offer.

Wakefield's Local Offer can be found [here](#).

10. A broad and balanced curriculum

All pupils at Stanley Grove School shall have access to a broad and balanced curriculum which allows them to explore what they enjoy, find their talents, and have the opportunity to secure education and life based skills. They should not be excluded from any opportunities and curriculum provision within school unless it is deemed unsafe. If this is the case, adaptations should be made wherever possible to allow the child to take part with their peers.

11. Any complaints from parents will be dealt with using the complaints policy and procedure. This is also in the working together document. We hope to work in partnership with parents, consulting them at every stage and working together for the good of the child concerned. However should there be a complaint, the following procedure will be adopted.

- Parents are encouraged to discuss the problem with the class teacher and the SENCo.
- If the problem is not resolved at this stage, the parents are encouraged to make an appointment to discuss the problem with the Head teacher.

If desired the class teacher, and/or SENCo may be present at this meeting.

- If the parents concern is still unresolved and they wish to pursue it further, the school has a complaints procedure, which the parents can consult. The details of this can be found in the school brochure or from the school itself.

12. Training and INSET

The SENCo attends courses both in and out of the local authority and passes on any relevant information and resources to class teachers on return.

In service training for Special Educational Needs will be considered annually at the review of the School Development Plan.

The training needs of the SENCo, teaching staff and non-teaching staff will be reviewed annually.

Members of the Governing Body will be encouraged to attend appropriate training courses to address the requirements of the Code of Practice for SEN.

The Standards and Pupils Committee monitor progress of groups of pupils including SEN.

13. Confidentiality

Central records regarding SEN children are kept in a locked filing cabinet. Access is only given those immediately responsible for the child and concerned with their development. No other person will see the records or have access to them. Class teachers also have records kept in locked filing cabinets in their rooms. Information stored on computers is only accessible through passwords, which are only given to appropriate staff.

14. Physical handling of Children

Should a child require specific forms of 'physical handling', then parents will be consulted as to the techniques that are to be used; written permission from parents is required. See also 'Force and Restraint' policy and 'Behaviour and Discipline' policy.

15. Other information

Other policies are in place which relate to the SEN Policy. The links for these are below:

Contact details for school: <http://www.stanleygroveprimary.co.uk/contact.asp>

Our Access Plan: <http://www.stanleygroveprimary.co.uk/s3nd.asp>

The SEND Code of Practice: <http://www.stanleygroveprimary.co.uk/s3nd.asp>

Wakefield Council Admissions Policy: <http://www.stanleygroveprimary.co.uk/s3nd.asp> Information about the school curriculum: <http://www.stanleygroveprimary.co.uk/curriculum.asp>

Equal opportunities and Inclusion Statement:

http://www.stanleygroveprimary.co.uk/policies_detail.asp?Section=26&Ref=240

Supporting pupils with medical conditions at school:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>