Discovery Primary Academy
Special Educational Needs and Disability Policy

Date Agreed: November 2022
Date for Review: September 2024
Date for next Review: September 2027

This will ensure that the policy is readily available to visiting teachers, support staff and parents.
The Special Needs Co-ordinator is **Mrs McGrath**
The Governor responsible for Special Educational Needs is **Mrs Sophie Michell**

This policy complies with the statutory requirement set out in the SEND Code of Practice and has been written with reference to the following guidance and documents:
• Equality Act advice for schools DFE
• SEND Code of Practice
• Schools SEND Information Report Regulations
• Statutory Guidance on Supporting Pupils at School with Medical Conditions
• The National Curriculum in England, Key Stages 1 and 2
• Safeguarding Policy
• Accessibility Plan
• Teachers Standards

Linked Policies: Inclusion Policies, Pupil Premium Policy, Equality Policy, Disability Policy, Accessibility Plan and Child Protection Policy.

Purpose of policy:
To outline the special educational needs provision for pupils at Discovery Primary Academy

Aims and objectives

'Every Teacher is a Teacher of SEND'.

We aim to:
• To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act, SEND and Disability Regulations, Equality Act and the SEND Code of Practice.
• To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
• To ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours
• To ensure that all our pupils are involved in decisions made about them and their education (where pupils are unable to do this their voice will be heard in different ways)
• To ensure that we involve our parents in school life and keep them informed about their children's progress.

1. Objectives:

1. **Staff members seek to identify the needs of pupils with SEND as early as possible**. This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or Early Years settings when appropriate) prior to the child's entry into the

school. Where needs have not been previously identified, staff have an obligation to report observations to the SENCO.

2. **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that these children achieve their targets.
3. **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
4. **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
5. **Work with outside agencies when the pupils' needs cannot be met by the school alone.** Discovery Primary Academy receives further support from many other agencies.
6. **Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions.** This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.

2. Definition of Special Educational Needs:

'Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision to be made for them.'

Children have a learning difficulty or disability if they:
a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised into the following four headings as stated in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

Children must not be regarded as having a learning difficulty solely if they have:
- Disability
- Attendance and Punctuality
- English as an Additional Language
- Behaviour Difficulties

3. Staff in school who work with pupils with Special Educational Needs and Disability along with all Parents and stakeholders:

Everyone in the school community – governors, staff, pupils and parents – has a positive and active part to play in achieving the aims of our SEND policy.

The following people have particular responsibilities:

Governors

The governors will fulfil their statutory duties to pupils with special educational needs by:

1) maintaining a policy which has regard to the Code of Practice on the identification and assessment of SEND by evaluating the success of the provision
2) by reporting to parents annually
3) by securing appropriate resources
4) by keeping up to date and knowledgeable about the school's SEND provision, including how funding and personnel resources are deployed
5) by participating in appropriate training.

The governors are responsible for monitoring the use of all resources allocated to the school for SEND, including those for children with an Education, Health and Care Plan.
The governors will appoint a member of their body to take particular responsibility for SEND in school.

Head Teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's provision for children with SEND, keeping the governing body fully informed and working closely with the SEND Coordinator.

Class Teachers

Where a child has been identified as having SEND, support will be put into place as follows:

1. The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
2. The class teacher and SENCO will meet termly to discuss the individual needs of any child on the SEND register and any child who is showing a barrier to learning. They will discuss possible strategies to support the child. This will be recorded on the class provision map and an individual SEND cause for concern sheet.
3. The class teacher will use formative assessment strategies to monitor progress made towards targets and adapt where necessary.
4. Where the SENCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENCO will refer the child to an external agency.

4. Identifying when a pupil has special educational needs:

It is important that a pupil's special educational needs are identified as early as possible.
We will always let parents know as soon as we feel that their child may have a special educational need and if it is necessary for them to be placed on the special educational needs register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. In some instances a child may require specific support that consists of a four part process:
• Assess
• Plan
• Do
• Review
The termly targets on the APDR grids are based on the needs of the child. Staff work hard to ensure that the targets are:
• Specific
• Measurable
• Achievable
• Relevant
• Time limited
The school will use the graduated response as laid out in the SEND Code of Practice 0- 25.

5. The ways in which we identify pupils have special educational needs are:

Before a child starts at the school (for Primary phase):
Our foundation stage teachers meet with parents prior to their child starting school and any concerns from the parents will be noted. If a child is already identified as having SEND this will be discussed with the parent and the Early Years setting.

In School:
All teachers are responsible for identifying pupils with special educational needs as early as possible.
This could be through:
• Teacher observation and assessment
• National curriculum assessment
• Screening or assessment tools where appropriate
• Information passed on from previous schools
• Information from parents

The class teacher will discuss their concerns with the SENCO. The SENCO will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

Children who enter mid-year
• SENCO liaises with staff from leaving school.
• All paperwork is transferred on admission of SEND pupil.

6. The provision we make for children with Special Educational Needs:
All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support pupils with special educational needs by:
• Specially prepared learning materials
• The use of appropriate ICT equipment
• Deployment of teaching assistants
• Individual and group teaching sessions/support sessions
• Specialist equipment/resources
• Social skills programmes
• Seeking support and involvement from Outside Agencies.

For more information on the support we offer please see our School Information Report or make an appointment to meet with our school SENCO.

Special Needs provision map
When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on a provision map. The criteria Discovery Primary use to identify children as having a special Educational needs is detailed below:

• A child is working significantly behind their peers and is not making adequate progress.
• A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
• All children in school have numerical educational targets set termly. The class teacher and SENCO will set the targets for children with Special Educational Needs so that they are aspirational and achievable.

7. Education Health Care plan

The majority of children and young people with SEND or disabilities will have their needs met within local mainstream early year's settings, schools or colleges. Some children and young people may require an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.
The purpose of an EHC plan is to make special educational provision to meet the needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

8. The local offer

As part of the Code of Practice, Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.
The Local Offer has two key purposes:
• To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
• To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

The Local Offer should cover:
• support available to all children and young people with SEND or disabilities from universal services such as schools and GPs
• targeted services for children and young people with SEND or disabilities who require additional short-term support over and above that provided routinely as part of universal services
• specialist services for children and young people with SEND or disabilities who require specialised, longer term support

• Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.
• Further information about the Local Offer is located on the school website under the Special Educational Needs section.

9. Record Keeping:
We record all the steps taken to meet a pupil's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others

10. Assessment
When pupils make very limited progress and have unknown barriers to their learning the SENCo will liaise with external agencies. This assessment will provide the parent and the school with guidance on their specific barriers to learning and recommendation for the child. These recommendations will be acted upon by the class teacher in consultation with the SENCo
We monitor the progress of all children, including those on the SEND Register three times per year using Target Tracker. Within this monitoring we meet with staff to discuss the progress of the SEND children.

11. Information management:
It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.
• We ensure that all staff in school, including auxiliary staff are made aware of individual pupils' special educational needs and what provision is made.
• We ensure that all information is passed on to new class teachers through our own internal transfer system that makes them aware of any children with special educational needs and the strategies the school uses to ensure their needs are met.

12. Working with Parents
We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEND get the most out of their education. In our school we involve parents with:
• Review meetings
• Homework policies and arrangements.
• Sharing information through the SEND section on the website.
• Parents evenings.
• Providing breakfast and after school clubs for pupils
• Developing an 'open door' ethos towards parents which welcomes and values their views

13. Working with Children:
It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:
• Ensure that the views of the pupil are sought and recorded by the School council
• Encourage pupils to become involved in the wider life of the school

14. Working with LA Support Services:
We have a range of Support in Services Peterborough that we can call upon to give us advice, support and training on SEND. In our school we have involvement from:
• Speech and Language Therapy Service
• Education Psychology Service
• Specialist teachers for Sensory impairments
• SEN team within the Local Authority

15. Other Schools and Colleges:
We work closely with pre-school settings, secondary school and other in year transfers into schools to ensure that transitions between schools are successful.

16. The Health Service and Social Service:
Some pupils with SEND have support from Health and/or Children's Social Care. These pupils are helped well when all professionals work closely together.
In our school we:
• Liaise with professionals from the Health Service such as Paediatrician's, Health Visitors and school Nurses to seek advice and support for pupils.
• Ensure information on pupils' needs is shared amongst professionals.
• Involve Health and Social Care professionals in reporting on pupils' needs and progress and in attending review meetings.
• Implement the advice of health professionals, including the drawing up of Health Care plans

17. Admission to School:
Our schools admission policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs. In accordance with the Code of Practice we will make reasonable adjustments to ensure that a child can be educated in our school.
18. Our School Access Plan:
Under our duty of care we draw up a plan that describes how we intend to improve access to learning in our schools for pupils who have disabilities. This plan is reviewed and updated every three years.

Our Access Plan describes how we intend to do this and is available for inspection. If you would like a copy of our Access Plan please contact the SENCO or download it from the school website.

19. How we develop staff knowledge and skills:
We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.
This training is provided in the following ways:
• In-house training
• Mentoring
• Visits to/links with other schools, including special schools
• Attendance at externally provided training events
• Participation in accredited training opportunities

20. How we evaluate our SEND policy:
The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEND.
• Parent's views are sought through questionnaires
• The progress of pupils with SEND
• External support services are used if a need is identified.
• Pupils' views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENCO and governors.
• The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its staff to meet the full range of SEND within the school.
• All pupils are encouraged to participate fully in the life of the school.

21. Complaints procedure
If you have a complaint about the educational provision for your child, or about Special Educational Needs provision generally, please follow the school's complaints procedure which can be found on the school website.

22. Where can I find out more information?
Please contact the SENCo if you would like any more information.