

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

## Introductory Information

Our SENDCO is Ania Ponitka.

The SENDCO is the person responsible for managing our school's SEND policy and the provision we make for children and young people with Special Educational Needs and Disability (SEND).

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Mark Hunter is the School Director with overall responsibility for SEND provision at Annan School.

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## Key Statements

- Every teacher is a teacher of every child or young person including those with SEN.
- Annan is an inclusive school. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups and any other diverse cultural groups. It also includes those with English as an additional language, and children with specific medical and emotional needs.
- Annan recognises each child as an individual.
- As a school we believe that all children have a right to expect to learn in a caring, considerate environment where the staff and the children are all valued for their contribution to school life.
- There is a shared belief in the school that all children have access to a broad and balanced education the EYFS and the school's Primary Curriculum in line with the Code of Practice.
- There is a commitment to early identification of children with Special Educational Needs (SEN)
- There is a commitment to incorporate good practice in relation to SEND, in particular relevant guidance and advice issued by the DfE.

## Context

This policy has been written using the **SEND Code of Practice 0-25 (January 2015)** for guidance (see note below) and with reference to the following documents:

- *Schools: Guide to the 0 to 25 SEND Code of Practice, DfE., September 2014*
- *Early Years: Guide to the 0 to 25 SEND Code of Practice DfE., September 2014*
- *Special Educational Needs and Disability: A guide for parents and carers, DfE., August 2014*
- *The Equality Act 2010: Advice for Schools, DfE., May 2014*
- *Statutory Guidance on Supporting pupils at school with medical conditions, April 2014*
- *Mental health and behaviour in schools Departmental advice for school staff, DfE., March 2015*

As an independent school, it is important to note that the school falls outside the statutory requirements of the **SEN Code of Practice 0-25 (January 2015)**, except where these relate to children in the Early Years Foundation Stage (EYFS) and is supported through provision contained in the **Local Offer (Early Years)** made by the Local Authority.

However, the Code sets out good practice and this will be considered during the reviews of School Policy documents and in relation to the provision of SEND at the school.

## Definition of special educational needs (SEN)

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.*

*A child of compulsory school age or a young person has a learning difficulty if they:*

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

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in a) or b) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

## Definition of disability

*Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’*

*SEN Code of Practice (2015, p16)*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## Aims

This document is a statement of the aims, principles and strategies for the provision for children with Special Educational Needs and Disability at Annan School.

Annan School shares the Government’s aim that ‘Every Child Matters’ whatever their background and circumstances and that they should:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

Annan aims to identify at an early stage, children and young people at risk of social exclusion, and make sure that they receive the help and support their need to achieve their potential.

## Objectives

- All members of the school staff have responsibility for identifying the needs of the children with SEN. Staff members work closely with parents and other agencies to identify the needs of children with SEN as early as possible. This is done initially by a process of information gathering from all parties prior to entry to the school.
- Progress of all children is carefully monitored to aid identification of children with SEN. Through teacher assessment, supported where necessary by the SENDCO, children are identified and appropriate intervention is set up. Screening on entry, tracking of school attainment outcomes indicating lack of expected progress are helpful in identifying individual needs.

- Continuous monitoring helps to ensure that that children are able to reach their full potential. Appropriate provision is made to overcome all barriers to learning and ensure that all children have full access to the curriculum.
- This is co-ordinated by the SENDCO and Director who will carefully monitor and regularly review provision to ensure that individual targets are being met and the needs of all children are being appropriately catered for.
- Collaboration and working closely with parents is key to gaining a better understanding of their child and parents are involved in every stage of the child's education.
- There is a need in some cases to work with the support of outside agencies when a child's needs cannot be met by the school alone.
- Children are actively involved in their education and the child voice is valued and closely reflected in each child's learning journey.

### **Responsibility for Co-ordinating SEN Provision**

Overall responsibility for SEND lies with the School Director.

The SENDCO is responsible for managing SEN provision in our school. The SENDCO provides support and advice for all staff working with special educational needs children and their parents. The SENDCO is the point of contact in relation to outside agencies (SEND).

The SENDCO holds details of all the SEND records for individual children.

The SENDCO ensures all staff have access to:

- The Annan School SEND Policy
- The Annan School full SEND register
- Guidance and advice on identification of SEN in the Code of Practice
- Information on individual children's special educational needs and reports from specialists.
- Individual School Based Plans ('passports') and their reviews.
- Practical teaching strategies and advice and information about particular special educational needs and disabilities.
- East Sussex local SEND offer.

### **Identification of Special Educational Needs**

Special Educational Needs are identified at Annan through:

- concerns raised through parents/carer, outside agencies, teachers or the child's previous school, the child themselves may ask for help;
- screening on entry where this is considered appropriate (such as Dyslexia Screening) , a gap in skills and knowledge is identified. This includes new children who have joined Annan from another school;
- the process of whole school tracking of attainment outcomes indicating lack of expected levels of progress.

Careful observation is made of a child's additional needs with regard to one or more of the following areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## Quality First Teaching

Overall, quality first teaching and a graduated approach are embedded throughout the school. Any children who are falling outside the range expected in academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

The class teachers will put in place appropriately differentiated learning opportunities to aid academic progress. The SENDCO will be consulted for support and advice and will make observations in class and carry out additional assessment as necessary.

This process will determine the appropriate level of provision. All concerns will be discussed fully with parents who are encouraged to share their information and knowledge with the school.

## Specialist SEN Provision

Annan School is committed to whole school inclusion, in our school we support children with a range of special educational needs and/or disabilities. Support and specialist SEND provision and training is sought from SEND services when required. Where this is chargeable, parents will be advised.

If there is need to increase staff or for additional resources, due to issues surrounding inclusion, parents will be required to fund any additional provision necessary.

## A Graduated Approach

SEN support is arranged through a graduated approach.

**SEN support** goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality personalized teaching.

Intervention aims to overcome barriers to learning and ensure all children have full access to the curriculum. SEN Support is co-ordinated by the SENDCO.

A **Pupil Passport** is set up, shared and agreed with the child / school staff/ parents /outside agencies as appropriate. This is reviewed at least termly and progress is carefully monitored.

**The Graduated Approach** offers support through a four-part process: **Assess - Plan – Do – Review**

**Assess** This involves analysing the child's needs using class teacher's assessment, experience of working with the child, previous progress and attainment, comparison with peers and national data as well as the views of the parents. The child's views are taken into account as is additional information from external agencies where appropriate with consent of the parents. This process will require regular review to ensure that support and intervention matches individual needs.

**Plan** This involves parent, teacher and SENDCO discussion and agreeing on a plan of intervention and support to be provided. Everyone working with the particular child will be informed of the child's individual needs and also of any particular teaching strategies that should be put in place together with a clear plan of the outcomes.

**Do** On a daily basis the class teacher is responsible for working with the child on a day to day basis. They will manage additional and small group interventions that may be put in place. They will work closely with the teaching assistant/ individual needs assistant to plan and assess the impact of intervention put in place together with the links with classroom teaching. The SENDCO will provide further assessment of the child's strengths and weaknesses and advice on effective support as required.

**Review** Regular reviews will be carried out at least termly to evaluate the impact and quality of support and interventions. Both parents and child's views will be considered in this process. The class teacher and the SENDCO will amend the support plan based on the child's progress and development in conjunction with the child and their parents.

### **Referral for an Education Health and Care Plan**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, the school may decide that the school should apply for an educational needs assessment, which could lead to the provision of an Education and Healthcare Plan (EHCP). This will be done with in consultation with the child's parent. When an EHC needs assessment is recommended by the school, the school will undertake the initial application as part of the SEN provision within the school. If the application is unsuccessful and the school feels there is substantial new evidence to support a second or subsequent application, or if the parent requests the school to apply for an assessment, the cost of this is payable by the parent.

An application requires input from Parents, teachers, SENDCO, Educational Psychologist, Social Care and Health Professionals. The process requires information gathering with regard to current provision and action points that have been taken as well as the preliminary outcomes of targets set. A panel of experts in Education, Health, and Social Care make a decision about whether a child is eligible for an EHC plan assessment. Parents have the right to appeal against the decision not to initiate a statutory assessment leading to an EHC plan.

Further information about EHC plans can be found via the SEND local offer [www.eastsussex.gov.uk/local](http://www.eastsussex.gov.uk/local) offer or by contacting the Parent Partnership Service [informationforfamilies@eastsussex.gov.uk](mailto:informationforfamilies@eastsussex.gov.uk), or by telephone 0345 608 0192.

### **Education Health and Care Plans (EHC plan)**

Following local authority assessment, an EHC plan will be provided by East Sussex County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved in the process of developing the plan. Parents have the right to appeal against the content of the plan.

At this point it may be considered that the requirements of the EHCP cannot be met at the school, and the school may request parents to seek alternative specialist provision.

The child's parents may request that an independent school is the 'named school' on the plan. However, parents need to be made aware that, whilst the local authority must have regard to the parents' wishes, it does not have a duty to approve a request for a place at an independent school that is not on the list of independent special schools. Similarly, an independent school is not subject to the duty to admit a child even if named on the plan. Parents may appeal against the school named on the plan if it differs from their preferred choice. Parents cannot appeal against a decision by an independent school not to admit a child as independent schools fall outside the statutory requirements of the ***SEND Code of Practice 0-25 (January 2015)***.

Once the plan has been completed and agreed it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and child. At the annual review provision is evaluated and changes can be put in place which might involve increase or reduction in the levels of support.

## **Staff Training**

Annan is committed to keeping up to date with relevant training and developments in teaching practice in relation to children with SEND.

Staff have access and are encouraged to take part in regular SEND training. This is provided through the school, the local authority and further afield from particular specialists as required. Staff members are kept up to date with teaching methods to enhance the progress of all children including those with SEND. Specific training is sought in relation to the individual needs of the children.

## **In Class Support**

In addition to the class teacher, teaching assistants and individual needs assistants are available at Annan to ensure that the curriculum is differentiated where necessary. Additional small intervention groups are also provided it is felt that children would benefit from this support.

If there is a need to increase staffing, or provide additional resources surrounding inclusion, this will be discussed with parents, who will be required to fund any additional provision necessary.

In addition, 1:1 specialist support (such as intensive dyslexia support sessions) can be offered by the school and is chargeable to parents.

## **Links with other Agencies**

Advice is sought as appropriate from external agencies in the identification and assessment of SEND and also for provision of services and expertise. These include:

- Independent Educational Psychologists
- East Sussex Psychology Service
- East Sussex Children's Integrated Therapy Service (Speech and Language, occupational Therapy and Physiotherapists).
- Independent Speech and Language Therapists, Occupational Therapists, Physiotherapists and Counsellors.
- The Language and Learning Support Service
- Social Services
- East Sussex specialist outreach services (autism, visual, hearing and physical impairment).

Parents should be aware that some services are provided on a 'paid-for' basis and that any costs incurred will be payable by parents. The school will inform parents of any services it recommends that may incur a charge.

## **Admission of Children with SEN**

On application, parents complete a SEND questionnaire so that the school can identify known SEND prior to the child being considered for a place at the school.

We accept children with SEND so long as we can ensure that they can engage in all the regular activities of the school, so far as is reasonably practicable and their attendance is compatible with:

- the school being able to provide the special educational provision which the learning difficulty calls for
- the provision of efficient education for the children with whom he or she will be educated
- the efficient use of resources and any additional staffing needs can be met

The school is not on the Secretary of State Approved List of Independent Special Schools and is not subject to the statutory requirements of the ***SEND Code of Practice 0-25 (January 2015)***. The school is therefore not obligated to admit children with SEND. Additionally, the school is not required to accept children whose parents request to name the school on an EHCP.

The School Director and SENDCO oversee the school's policy for inclusion and ensure that it is implemented effectively throughout Annan School. Curriculum reviews ensure that inclusion is promoted and this includes learning outside the classroom.

### **Keeping parents informed**

Parents are kept informed from an early stage when there are concerns that a child may need additional support or intervention as a result of a special need or disability (SEND). This would initially be through discussion with the class teacher and referral for a meeting with the school SENDCO. At this meeting a plan of appropriate intervention will be discussed together with advice regarding any outside agency support that may be advisable. Parents will be given clear advice on who is best placed to seek further support; i.e. by parents through their GP or by the school through the CITS (Children's Integrated Therapy Service). It may be considered beneficial for parents to seek further private SEN support or assessment. All these options will be outlined clearly by the SENDCO and followed up by a written summary of the meeting which will be sent to parents. A time-scale for further meetings will be arranged. Parents can expect to have a meeting with the SENDCO at least once a term.

### **Evaluating the Success of the Provision**

Evaluation of the SEND provision is managed by the School Director and SENDCO. Feedback from staff, parents and children throughout the year ensures consistent continuous progress. This is done through parent/teacher meetings, SEND reviews as well as day to day staff/parent contact which flourishes at Annan. Pupil progress is monitored on a termly basis. SEND intervention is recorded on school based plans which are updated as intervention changes. These are monitored and updated by the SENDCO following assessments. Information is fed back to staff and this helps to directly identify the effectiveness of provision. Parents are always informed of changes to the school based plan.

### **Transferring to another school**

Where a child is about to transfer to another school whether this be at secondary level or through moving to another area or school, where practical the school will liaise with the new school to support the needs of the individual child. There is a regular dialogue between staff and parents in choosing and preparing a child for a new school setting, so that each child can have their individual needs appropriately met.

### **Supporting pupils at school with medical conditions**

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Arrangements are in place in school to support children at school with medical conditions and the school has a policy for supporting pupils with medical conditions that require medication.

### **Other policies relevant to the SEND Policy**

This policy should be read alongside the school's policies

- School Admissions
- School Aims
- School Behaviour
- Equalities Policy
- Access Statement
- Safeguarding Policy

### **Complaints Procedure**

Where a parent has concerns or complaints an appointment can be made with the School Director and advice on the formal procedure for complaints will be provided.

### **Policy development and review**

This policy was developed in line with guidelines for good practice and in response to the school development plan and the SEN Code of Practice. This policy will be reviewed annually by the SENDCO and Directors as part of the school's policy review process.

**Current policy date: 20/01/2020**

**Effective date: January 2020**

**Current Review date with minor amendments: 13/09/2021**

**Next Review date: September 2022**

**Reviewed by: Mark Hunter**