



## SEND Policy

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- 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 or mainstream post-16 institutions.

This policy will be reviewed annually  
November 2019

A child under compulsory school age has special educational needs if they fall within the definition or would do so if special educational provision was not made for them.

At Anns Grove Primary School we provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

We aim to provide every child with access to a broad and balanced education that meets their individual needs. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Many factors can contribute to improving outcomes for children with SEND, and we believe that the most impact is achieved by parents, teachers and pupils working together.

At Anns Grove Primary School we ensure:

- the rapid identification of all pupils requiring SEND provision as early as possible
- that all pupils have access to a broad and balanced curriculum
- a differentiated curriculum appropriate to the individual's needs and ability
- that teachers planning is personalised to meet individual's needs and ability
- that pupils with SEND have full access to all school activities
- that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- that pupils with SEND are involved in decisions affecting provision for their needs

#### [Responsibility for the coordination of SEN provision](#)

The person responsible for overseeing the provision for children with SEN is [Samantha Fearnough](#) (Headteacher).

The person co-ordinating the day to day provision of education for pupils with SEN is [Catherine Needham](#) [SENDCO]

The school governor with responsibility for SEND is Scott Glover

#### [Arrangements for coordinating SEND provision](#)

The SENDCO will hold details of all SEN records for individual pupils.

All staff can access:

- Anns Grove Primary School SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Sheffield's SEND Local Offer

Every staff member has complete and up-to-date information about all pupils with special needs and their requirements which enables them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

#### [4. Admission arrangements](#)

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

### **Inclusion**

Our SEND policy reinforces the need for teaching and learning that is fully inclusive, and which recognises the entitlement of all pupils to a broad and balanced curriculum. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### **Specialist SEN provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. Often we will need to seek specialist SEN provision, advice and training from SEN services where necessary.

### **Facilities for pupils with SEN**

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

### **Allocation of resources for pupils with SEN**

The Governing Body ensures that resources are allocated to support appropriate provision all pupils requiring it and to meet the objectives set out in this policy. Some pupils with SEND may access additional funding. For those with more complex needs, additional funding is retained by the Locality. This is accessed through individual applications using the Sheffield Grid, to a locality panel who will determine whether the level and complexity of need meets the threshold for this funding.

### **Identification of pupils needs**

Pupils identified as having SEND are fully integrated and every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. This policy makes it clear that all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether the pupil is making progress is seen as a significant factor in considering the need for SEND provision.

### **Early Identification and Assessment**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and monitor pupil progress through:

- Pupil progress tracking documents
- Evidence obtained to support teacher assessment
- Pupil progress in relation to the National Curriculum age-related expectations
- Standardised screening or assessment tools, such as Salford Reading, Sandwell Mathematics, SATs tests in English and Mathematics
- Records from previous schools
- Information from parents or carers
- Information from outside agencies

### **SEND Provision**

On entry to the school each child's attainment will be reviewed and, if necessary, re-assessed. This will help to inform the school of the child's aptitudes, abilities, and attainments and will be used to improve continuity in learning. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning needs of pupils and set targets for all pupils

- Ensure that planning is personalised to provide appropriate support and challenge to meet identified needs
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint learning approach for home/school

### Range of Provision for Pupils with SEND

The main forms of provision made by the school are:

- Full-time education in classes, with additional help and support by class teachers through a differentiated curriculum
- Class support with a member of the learning support staff
- Intervention programmes delivered by a teacher or member of the learning support staff
- Support from specialists from outside agencies within class or as part of a withdrawal programme
- Referral to external agencies when necessary

### English as an Additional Language

Children are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. With pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems that arise stem from uncertain command of English or from special educational needs. It will be necessary to assess pupils' proficiency in English before planning any additional support that might be required. A specialist agency may be requested to carry out an early assessment.

### Monitoring Pupil Progress

Progress is crucial in determining the need for additional support. Expected progress:

- Closes and secures any attainment gap between the pupil and their peers
- Improves the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the pupil's behaviour
- Is satisfactory to pupil and parents
- Where teachers identify that a pupil is not making expected progress, the SENDCO will be consulted. The SENDCO and teacher will review the approaches adopted, and determine whether a more sustained level of support is required. Where significant concerns persist despite sustained intervention, the school may consider Statutory Assessment. Parents will be fully consulted at each stage.

### Record Keeping

The school will record the steps taken to meet pupils' individual needs. Teachers will maintain their own class records and the SENDCO will maintain the SEND records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- School information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from Health/Social Services
- Information from other agencies such as Educational Psychology Service

## SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

1. **Assess**
2. **Plan**
3. **Do**
4. **Review**

Teaching pupils with SEND is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support and the school advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene and provide the appropriate level of support.

Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Are not making expected progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not improved by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and insufficient progress remains despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to improve progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will retain overall responsibility for planning and delivering individualised programmes. Parents will be involved in the planning of strategies and outcomes.

Further support might be characterised by a sustained level of support and, where appropriate, the involvement of external services. The decision to prioritise this level of support will be made by the SENDCO following consultation with teaching staff and parents. External support services will advise on targets and provide specialist input to the support process. This level of support will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support a pupil:

- Continues to make insufficient progress in specific areas over time
- Continues to work at a level considerably lower than age-related expectations
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede their own or others learning, despite having an individualised behavioural management programme.
- Has disabilities or sensory and physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting pupil plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist.

### Nature of Intervention

The SENDCO in collaboration with the class teacher will decide the action required to help the pupil to make good progress. Based on the results of assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Providing alternative learning materials/special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Local Authority support services for advice on strategies, equipment, or staff training

### Use of Learning Support Staff

Wherever possible, Learning Support staff will work with teachers in the classroom to provide additional group or individual support for children. At times more effective support may be achieved through the withdrawal of individuals or groups for the delivery of specific intervention programmes. The support staff are experienced and well qualified. They regularly undertake training and develop areas of specialism that enable us to match individual TAs to children's areas of need.

### Pupil Plans

Strategies for pupils' progress will be recorded in a Pupil Plan containing information on:

- The long term outcomes
- Short term targets
- Additional support and provision

The Pupil Plan will record strategies or interventions additional to the normal differentiated curriculum, and will concentrate on two or three individual targets that closely match the pupil's needs. Parents are invited to attend a review meeting and share their views on how best to support their child.

### Reviewing Pupil Plans

Pupil Plans will be reviewed termly when parents' views on their child's progress will actively be sought.

### MyPlan

If a child has significant difficulties their provision may be tracked using the Sheffield Support Grid (SSG). This highlights current provision and suggests how best to further support the child. If the SENDCO and / or parents feel that an Education Health Care Plan may be needed at some point in the future, Sheffield has developed the MyPlan document. The MyPlan document enables the school and parents to record, in detail, the child's needs, desires and expected outcomes. It also details the level of provision offered in terms of time, frequency and person involved.

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

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.



The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Education professionals (Ed Psych, Learning Support, etc.)
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. The school are not invited to attend this meeting. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### [Education, Health and Care Plans \[EHC Plan\]](#)

Following Statutory Assessment, an EHC Plan will be created if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by school staff, parents and the pupil as well as by any external agencies involved. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### [Roles and Responsibilities](#)

**The Headteacher's** responsibilities include:

- The day-to-day management of all aspects of SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCO/SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

**The SENDCO** plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Organising and storing records for all SEND pupils
- Coordinating the provision for pupils with SEND in a timely way
- Liaising with, and giving advice to, fellow teachers
- Overseeing the records of pupils with SEND
- Liaising with parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies
- Identifying priorities for improvement and implementing strategies to achieve this.

For effective co-ordination staff must be aware of:

- The policy, process and procedures to be followed
- The responsibility all teachers have in making provision for pupils with SEND
- The responsibility of all staff to keep the SENDCO well informed about pupils' progress
- Processes that are in place to allow teachers access to information about pupils with SEND
- What constitutes a level of concern at which point SEND support is initiated
- The process by which to alert the SENDCO of such levels of concern
- The procedure by which parents are informed of the concern and the subsequent SEND provision for their child

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

**The Governing Body's** responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for pupils with SEND, including those with a Statement/EHCP
- Ensuring that a responsible person is identified to inform all those involved with teaching and supporting the pupils, about the Statement/EHCP
- Ensuring that pupils with SEND are fully involved in school activities
- Being fully involved in developing and subsequently reviewing SEND policy
- Being aware of and familiar with the school's SEN Information Report
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

**All teachers** are teachers of pupils with special educational needs. The responsibilities of the class teacher include:

- Being aware of the school's procedures for the identification and assessment of and subsequent provision for pupils with SEND
- Collaborating with the SENCO to decide what action is required to assist these pupils to progress
- Working with the SENCO to collect all available information on pupils with SEND
- In collaboration with the SENCO, work with TAs to develop and review Pupil Plans for pupils with SEND
- Working with pupils with SEND regularly to ensure that they are enabled to achieve the targets set out in the Pupil Plan
- Planning to meet the needs of all pupils including differentiating tasks and activities to ensure that the curriculum can be accessed by all children, including those with SEND
- Being involved in the development of the school's SEND policy

**Teaching assistant** responsibilities include:

- Working with the SENDCO and class teachers in identifying and the needs of children with SEND
- Contributing to the recording and assessment of children's progress
- Implementing agreed strategies and intervention programmes as appropriate
- Supporting children with SEND in class so that they can take as full a part as possible in all areas of the curriculum
- Assisting with the production of teaching and learning materials
- Providing regular feedback to the SENDCO and class teacher



### Links with External Agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. When it is considered necessary, colleagues from the following agencies will be involved with supporting pupils with SEND:

- Educational Psychologists
- Child and Adult Mental Health Service (CAMHS) – including Ryegate
- Child and Family Health Service
- Social Services
- Speech and Language Therapists
- Autism Team
- Primary Inclusion Service
- Learning Support Services
- MAST
- Physiotherapists
- Occupational Therapists
- Hearing Impairment services
- Visual Impairment services
- Parent Partnership Service

### SEND Continuing Professional Development (CPD)

Where appropriate, all staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEND. Part of the SENDCO's role in school-based training is to develop awareness of strategies, resources and practical teaching approaches for use with pupils with SEND.

### Partnership with Parents

A strong partnership with parents is essential to enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Parents are invited into school regularly and encouraged to contribute to documentation for their child and to outcomes and targets for their child.

### **Useful contacts:**

Catherine Needham SENDCO – 0114 2550398

Sheffield Local Authority Special Education Needs Team - [0114 273 6394](tel:01142736394) Level 5  
North Wing  
Moorfoot Building  
Sheffield S1 4PL

Sheffield Education autism team - 0114 2736412

Sheffield Education Autism Team  
Floor 4 North Wing  
Moorfoot Building  
Sheffield S1 4PL

**Autism Team Support Line:** Tel: 0114 2736567