

Stanstead Nursery and Primary School



SEN Policy 2023



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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:

- 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 or mainstream post-16 institutions.

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

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.

At Stanstead Flying High Academy we follow the national SEND Code of Practice, this can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Local Offer

Nottingham City's Local Offer is the central place to access all information about services and support available to children and young people with SEND and their families. It includes information about education, leisure, social care and health services from birth to 25, to help children and young people and their families to make informed choices. Nottingham City's Local Offer can be found at:

www.nottinghamcity.gov.uk/localoffer

<https://www.asklion.co.uk/kb5/nottingham/directory/home.page>

Mission statement

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision.

Special Educational Needs and Inclusion is always a priority at Stanstead Flying High Academy. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Our commitment to this is outlined in this policy.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2014*.

Objectives

- **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 feeding schools or early years' settings – where applicable] prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils will be carried out by their teachers who help to ensure that they are able to reach their full potential.
- **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 will be carefully monitored and regularly reviewed in order to ensure that progress is made and all pupils' needs are catered for.
- **Work with parents-** Partnership with parents and carers is crucial it enables strong relationship to be formed and provides avenues for them to understand their child's educational journey. This includes supporting them in terms of understanding SEND procedures and practices, providing regular information on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Specialist services are referred to. This may be in the form of advice through a professional consultation or actual involvement packages.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
- **Provide a broad and balanced curriculum,** delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. (With reference to the Government Prevent Strategy: see also the school's policy for **Preventing Extremism and Radicalisation Policy**)

2. Admission arrangements

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. Information about school's admissions policy can be found in the school prospectus and on the school website.

The SENCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENCO will ensure liaison between staff members and SEND teams within school to ensure that the provision is individualised where needed. This may include;

- Transition planning meeting with staff from the current school, future placement and parents
- Additional visits
- Personalised transition plan
- Sharing of information

3. Responsibility for the coordination of SEND provision

The person responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEND is Sheila Hayes.

The school's governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014. The named governor is Judith Robinson

4. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND Support records complying with all current GDPR regulations.

All staff can access:

- The Stanstead's SEND Policy;
- A copy of the full SEND Register and disability/ diagnosis list.
- Guidance on the identification of Special Educational Needs 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 on the staff IT system on individual pupils and their special needs and requirements.
- Information on current legislation and SEND provision.
- Information available through Nottingham SEND Local Offer.

5. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- Once a pupil has been identified as *possibly* having SEND, staff will closely monitor them in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to gain a further understanding of the provision and teaching style that needs to be applied.
- The SENCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- If a need has been identified it can then be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not necessarily place the child on the school's SEND list. This information is shared with parents and is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

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

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. The purpose of SEND support is to help pupils achieve the outcomes set and enable provision to be tailored to suit the identified needs.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and the assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO, support staff, parents and pupils (where appropriate) to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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 will be made at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care

- Health professionals
- Any appropriate involved Support agencies

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 the child is eligible for an EHC Plan. Parents have the right to appeal against a decision.

Education, Health & Care (EHC) Needs Assessments and How They Fit with SEND Support

All settings should adopt a graduated approach to identifying and supporting pupils and students with SEN, with four stages of action: assess, plan, do and review as described within the SEND Code of Practice (2015). In most situations, settings will be able to provide evidence of the graduated approach when making a request for an EHC needs assessment.

Within the completed paperwork for an EHC needs assessment, the local authority would usually expect to see evidence of 'SEN support' over time (6-12 months), following at least two reviews. After the reviews, if it is apparent that the extent of the child or young person's needs have not been fully identified, or that despite receiving appropriate SEN support (including involvement from relevant services and additional funding where appropriate), the child or young person is not making good progress, an application for an EHC needs assessment could be a reasonable next step.

Each child/young person is different and so these are guidelines to be used alongside the judgement of individual SENCOs/Learning Support leads and advice from other involved professionals. The following people have a specific right to request an EHC needs assessment:

- The child or young person's parent
- A young person over the age of 16 but under the age of 25
- Children and young people aged 10-18 in youth custodial institutions
- A person acting on behalf of an early years setting, school or post-16 institution.

In addition, anyone else can bring a child or young person who has (or may have) SEND to the attention of the local authority. This could include:

- Health and social care professionals
- Foster carers
- Early years practitioners
- Educational psychologists
- Youth offending teams, probation services and those responsible for education in custody

This should be done with the parent/carers' knowledge and agreement.

6. Mental Health and wellbeing

It is advised within the Transforming Children and Young People's Mental Health Provision: a Green Paper (2017) that every school setting should have a Designated Senior Lead for Mental Health (Claire Newton). Individuals in this role can make a big difference to children and young people through promoting whole school approaches to mental health and wellbeing and forging effective links with NHS mental health services.

Promoting children and young people's emotional health and wellbeing can provide guidance on developing a whole school approach to emotional health and wellbeing.

Support for self harm can be found through the ask lion, Nottingham city portal , using the SHARP referral process. <https://www.asklion.co.uk/kb5/nottingham/directory/service.page?id=u4lUtm23-Ls>

Our school recognises the diverse needs of all children including those with SEN and disabilities and provide a pastoral approach to ensure that mental health and wellbeing needs are met.

7. Inclusion of pupils with SEND

The percentage of pupils with SEND can vary throughout the year.

The SENCO oversees the school's policy for inclusion and are, alongside liaison with the SLT, responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the senior leadership team together with the SENCO to ensure that it promotes the inclusion of all pupils.

The school will seek advice, as appropriate, around individual pupils, from external support services such as MAT support.

8. The Use of Reasonable Force

Keeping children safe in Education (KCSIE) 2023 (p.42) informs of circumstances when it is appropriate for staff in schools and colleges to use reasonable force. 'Reasonable' meaning 'using no more force than is needed'. KCSIE 2023 makes specific reference to when using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions.

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour. This is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.

It advises schools and colleges to consider carefully the risks and recognised the added vulnerabilities of these groups and references making reasonable adjustments, under the Equality Act 2010. See KCSIE and associated guidance for specific detail and guidance. For further advice and support we contact:

<http://www.eduserve.co.uk/additional-needs/restrictive-physical-intervention-rpi/> or access support through behaviour link teacher – Sarah Stockley. Training needs regular updating and incidents are recorded.

9. Safeguarding Children with SEND

KCSIE 2023 (p.27, p.32) is clear that a Child Protection Policy for children with SEN and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities. Some children and young people may be particularly vulnerable to abuse and harm and the Senior Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available.

Children with SEN and or disabilities are especially vulnerable when identifying concerns due to possible impaired capacity to resist or avoid abuse .At Stanstead Flying High Academy, we identify pupils who might need more support to be kept safe or to keep themselves safe , these may include:

- *Children who have a speech, language and communication needs, which may make it difficult to tell others what is happening.
- *Children may rely on others more
- *Children with social communication needs which may make it difficult for them to ascertain what is appropriate behaviours towards them and others.
- *Children with significant learning and processing needs , who are not learning at the same level as their peers and may not be able to understand concepts of safeguarding.
- *The children can be more vulnerable to grooming and exploitation
- *Signs of abuse might be missed or dismissed

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children, which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents, taking into account the child's SEN and disability.

10. Facilities for pupils with SEND

Stanstead Flying High Academy, currently endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current arrangements and identified adjustments are outlined in our accessibility plan and we recognise that modifications may need to be put in place to meet the needs of all pupils.

The school has a range of facilities for pupils with SEND in place.

If a situation arises where specialist equipment/ training was needed, then advice would be sought from specialist services such as the sensory and physical disability team.

11. Allocation of resources for pupils with SEND

A small number of children who continue to struggle despite SEN Support, may require High Level Needs (HLN) funding in order to ensure the right level of provision is in place to enable them to make progress.

Schools have responsibility to provide full-time education. School's SEND funding can be thought of as comprising three elements:

- Element 1 £4,000 – Basic entitlement: This refers to the money that schools spend for all pupils, including those with SEND.
- Element 2 up to notional £6,000 – SEN Support spending: This is in addition to the basic entitlement. This funding is notional and is based on a formula that takes into account such criteria as free school, meals, deprivation indicators and low prior attainment. This is the additional targeted money that the school spend in order to make provision for individual learners.
- Element 3 High Level Needs (HLN) funding: For the children and young people with the most significant SENDs, further top up funding is available in addition to SEN Support funding. This funding is allocated to individual learners from the high needs funding block. Schools apply to the HLN panel for this funding which is allocated according to the specific needs of individual pupils. It is not necessary to have an EHC needs assessment or plan in order to access this additional funding as access to HLN is not linked to the EHC needs assessment process.

In early years settings, although the actual places are funded very differently to schools, top-up funding to support individual children with SEND is available in the same way as for schools. Early years settings apply to the early years foundation stage (EYFS) panel for this funding which is allocated according to the specific needs of individual pupils. It is not necessary to have an EHC needs assessment or plan in order to access this additional funding, as access to EYFS funding is not linked to the EHC needs assessment process.

12. Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.

- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- A whole school provision map summarises a wide range of additional provision, above and beyond Quality First Teaching and is available for all staff. This is updated termly or when the need arises.

13. Working in partnerships with parents

Stanstead Flying High Academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, review meetings and annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. It is also expected that Parents share any vital information with school regarding appointments, findings and assessments.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher or the SENCO who will then inform the child's parents.

Multi-Agency Planning and Support

In a very small number of cases, it may become clear that the child or young person's needs are not being met by the current support available and a more detailed multi-agency approach is required. In this case, a multi-agency meeting would be the best way to draw together all the professionals working with the family. This should identify the child or young person's needs and support requirements and provide them with a co-ordinated multi-agency support plan to meet those needs within universal, targeted and, if appropriate, specialist services. Schools may want to consider including staff from support services, such as Educational Psychology, the Autism Team etc., as well as wider services, like the Youth Justice Service, Speech and Language Therapy Service etc.

15. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, Trust Inclusion Network meetings and relevant Nottingham City SENCO training and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, Family of schools, the academy chain or through in-house training.

The school is a member of the Flying High Trust and the Flying High Teaching Alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

16. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

This may be through:

- Data analysis
- Discussions at parent's meetings
- Review meetings with the child and any other professionals working with the child
- Appraisal meetings with teachers and support staff

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and head teacher/SEND governor and information is gathered from different sources such as child and parent views teacher and staff feedback and parents' evenings, alongside careful tracking of data. Recognition and value will also be given to all forms of achievement including personal development and wellbeing. This will be collated and published by the governing body of the school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

17. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

The school's complaints procedure is outlined on the school website. The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents as required. A full copy of the complaints procedure can be obtained from the school office upon request.

Approved by:-

Tanya Smith (Headteacher)

Sheila Hayes (SENCO)

Judith Robinson (SEND Governor)

Debbie Inglis (Chair of Governors)

This policy will be reviewed annually