



Special Educational Needs and Disabilities Policy

Autumn 2020



Brierley Primary School & Little Bears Nursery
Mirion Street
Crewe
Cheshire
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Nurture, Aspire, Believe, Achieve

See Appendix for the latest government guidance on:

Supporting vulnerable children and young people during the coronavirus (Covid-19) outbreak – actions for educational providers and other partners

We at Brierley Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of Practice 0-25 (2014);
- School SEN Information Report Regulations (2014).

AIMS

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

OBJECTIVES

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Ensure good parent and carer involvement in children's learning and development.

- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible; that outcomes of Special Educational Provision (SEP) are determined; and that their progress towards these outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and of deploying support staff effectively to meet children's learning needs.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

Identifying Special Educational Needs (exemplified in our Local Offer)

Our responsibility is to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Disability - Many children and young people who have SEN may 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Attendance and punctuality;
- Health and welfare;
- Using English as an Additional Language (EAL);
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child.

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEN Support

Where a pupil is identified as having SEND, Brierley Primary School staff will take action to remove barriers to learning and put effective special educational provision in place.

The school uses the Cheshire East toolkit to evidence the Graduates Approach <https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-final-v1.1.pdf>

SEN support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning. Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that are directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, PIPs, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on Quality First Teaching (QFT) through; classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support.

We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;
- fails to make progress with wider development or social and emotional needs;
- fails to make progress in self-help, social and personal skills.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The

SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

ASSESS

the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centered tools to discover what is important to the pupil and how best we can support them.

PLAN

Pupils and parents will be involved in the planning process as much as possible. Person-centered tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO

The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW

The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website; This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the cost of provision made through provision mapping. The level of provision provided by the councils Local Offer can be found on Cheshire East's their website.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP).

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- The child's personalised plans eg. School focus plan (SFP) or SEN Support Plan (SSP);
- Records of reviews with pupils and parents, and their outcomes;
- Early Help Involvement (if applicable);
- Medical information where relevant;
- National Curriculum attainment, and wider learning profile;
- Educational and other assessments, e.g. Educational Psychologist;
- Views of the parent and the child;
- Involvement of outside agencies;
- Observations of the child inside the classroom.

An EHC assessment does not always lead to the EHCP being introduced. The Local Authority (LA) must make a decision on the outcome within 20 weeks and they must communicate this decision to school, parents and student.

If the LA agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. Local Authorities are responsible for ensuring there is effective co-ordination of the assessment and development process for an EHC plan. The assessment and development of the plan, in conjunction with services, students and parents, should take no longer than 20 weeks to be assessed and decided upon.

The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- Parents/Carers;
- Child;
- School;
- Educational Psychologist;
- Health (if appropriate);
- Cheshire East Autism Team (if appropriate);
- Family support/social care (if appropriate);
- Speech and language involvement (if appropriate);
- A specialist teacher for the visually impaired or hearing impaired (if appropriate);
- Anyone else that parents/carers request.

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.cheshireeast.gov.uk

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and relevant professionals from within school and outside agencies. In some circumstances a representative from the LA may also attend. The review will be person (child)-centred, looking at:

- One Page Profile;
- The Child/Young Person Views;
- Our Story (Parent Views);
- Updated assessment information/advice from other agencies/professional advice (within 12 months);
- Most recent school report;

- Attendance certificate;
- Provision Map;
- Any School Focus Plans/SEN Support Plans/Personal Education Programmes;
- Transition Plans if appropriate (to high school or specialist provision).

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and together with the Head Teacher will ensure that it is sent to the LA.

Criteria For Exiting Special Educational Provision

A child may no longer require Special Educational Provision, where they:

- Make progress significantly quicker than that of their peers;
- Close the attainment gap between them and their peers;
- Make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers;
- Make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers.

This decision would be determined at the review stage.

Supporting Pupils and Families

Cheshire East Local Authority's Local Offer can be found at www.cheshireeast.gov.uk

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP or the school nurse. Depending on the special educational needs of the children different agencies may be involved e.g. Community Paediatrician, Occupational Therapist, Speech and Language Therapist, Health/Continence Team, Physiotherapist and Educational Psychologist.

Admissions

Pupils with special educational needs will be admitted to ANY Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has

been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, ANY Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

The school recognises that pupils 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 2015.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Supporting Children's Social and Emotional Well-Being

The school offers a wide variety of pastoral support for pupils. These include:

- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Enhanced family support is accessed when needed.

Training to Support All Children

School staff have received a range of training at different levels; awareness, enhanced or specialist:

- Awareness training has been provided to staff on how to support pupils with:
 - Dyslexia and literacy difficulties;
 - Dyspraxia and motor difficulties;
 - Autism;
 - Behavioural difficulties;
 - Speech, language and communication difficulties;
 - Attachment disorder.
- Supporting readers through in-house training delivered by specialist consultants;
- Supporting numeracy through in-house training delivered by specialist consultants.

ROLES AND RESPONSIBILITIES

The Governing Body

The SEN Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues.
- The SEN policy is reviewed annually.
- The governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision.
- The school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and provides for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- Co-ordinating SEN provision for children;
- Liaising with and advising teachers;
- Maintaining the school's SEN register and overseeing the records of all pupils with special educational needs;
- Liaising with parents of children with special educational needs;
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies;
- Consulting with the class teacher to ensure that SEN Support Plans and provision maps (if required) are written and that reviews take place.

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IEPs and to maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Role of the parent

- To attend discussions with the class teacher, SENDCo or senior leadership team member.
- To attend parents evenings.

- To attend meetings with school and external agencies and to act on their specialist advice.

In addition, our school has a forum for parents and carers. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs. This is led by our Assistant Headteachers and minutes are published on the school website.

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)

CEAT: Cheshire East Autism Team

DfE: Department for Education

EP: Educational Psychologist

LA: Local Authority

SALT: Speech and Language Therapy

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

SSP: SEN Support Plan

EHCP: Education, Health and Care Plan

PPS: Parent Partnership Services

Appendix

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1. Introduction

Vulnerable children and young people across all year groups continue to be expected to attend educational provision where it is appropriate for them to do so. This should remain a priority for educational providers and local authorities.

Educational providers - working together with other partners, where relevant, such as local authorities - should take the following actions, the detail of which is contained in the sections below:

- identify vulnerable children and young people based on the definition below;
- determine whether attendance at educational provision is appropriate for individual vulnerable children and young people and take appropriate action to encourage this and follow up where children and young people are absent;
- consider how best to support vulnerable children and young people's welfare and education, both remotely and on-site;
- consider how to respond to potential increased safeguarding concerns;
- consider how to respond to staffing, transport and other logistical concerns.

1.2 Identification of Vulnerable Children and Young People

Vulnerable children and young people for the purposes of continued attendance during the coronavirus (COVID-19) outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment;
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

The term 'all year groups' in this context for attendance purposes refers to children under 5 eligible for early years entitlements and children and young people aged 5 to 18 (or aged 5 to 25 for children and young people with an EHC plan).

2.3 Attendance of Children and Young People who have an Education, Health and Care (EHC) Plan

This group includes children and young people with an EHC plan attending all educational settings. For all children and young people with EHC plans, we are asking local authorities to follow the [guidance to conduct a risk assessment](#) - in consultation with educational settings and parents/carers - to determine whether children and young people's needs can be met as safely or more safely in the educational environment. We are asking local authorities and

educational providers to keep risk assessments under review, in case circumstances change and a different decision is more appropriate.

For children and young people with an EHC plan in mainstream settings:

- those in year groups specifically targeted for return should return to school, where medical advice suggests they are not clinically vulnerable to coronavirus, informed by their risk assessments, and are not [shielding and protecting people defined on medical grounds as clinically extremely vulnerable](#);
- those in other year groups should continue to attend or not depending on their individual risk assessments.

Schools, colleges and local authorities should ensure risk assessments are kept up to date so that pupils and students can be brought back in, in any year group, where circumstances change, for example if it is becoming unsustainable for parents and carers to care for their child week-round.

This includes children and young people who are placed in special units and resourced provision attached to a mainstream school, since they are recorded on the roll of the mainstream school.

Schools, colleges and local authorities have latitude to use [special educational needs and disability \(SEND\) risk assessments](#) also for children and young people who have SEND without an EHC plan, where they feel it would be beneficial, for instance for children on SEN support who have complex needs. This means they can use this as a mechanism to bring back pupils and students with SEND who need it, in other year groups, even if they do not have an EHC plan.

Educational providers should continue to prioritise vulnerable children and young people across all year groups for on-site provision, where their attendance is appropriate. This provision should be full-time or the number of hours they normally attend.

2.7 Actions for All Educational Providers In Case Of Non-Attendance

Where vulnerable children and young people do not attend, educational providers should:

- follow the steps outlined above, including following up with the parent/carer and notifying the social worker, where appropriate;
- follow the specific guidance on attendance outlined in [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#).

3. Supporting Vulnerable Children and Young People's Learning

3.1 Supporting Vulnerable Children and Young People's Learning via Home Education

The government has put in place several measures to support children and young people to learn at home. There is also a list of [SEND resources](#) for pupils and teachers that has been developed with a focus on accessibility and inclusivity, based on the recommendations of trusted organisations, charities, multi-academy trusts and special education headteachers. For younger children, the government's [Hungry Little Minds](#) campaign features tips and practical activities that parents can do at home with children to support their early learning.

3.2 Supporting Vulnerable Children and Young People's Learning Via On-Site Education

Educational providers are free to determine the type of provision they offer children and young people during this period. Further information can be found at [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#).

In cases where vulnerable children and young people are returning to educational provision, including where they have previously been absent, educational providers should:

- consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn
- assess where pupils are in their learning, and agree what adjustments may be needed to the curriculum over the coming weeks
- identify and plan how best to support the education of high needs groups, including disadvantaged pupils, SEND and vulnerable pupils
- support pupils approaching transitions (such as those in year 6 moving to year 7, or later year groups) and examinations, including in years 10 and 12

3.3 Specific Considerations for Educational Provision for Children and Young People with EHC Plans

Due to the unprecedented circumstances presented by the coronavirus outbreak, the duty to secure the special educational provision specified in EHC plans has been temporarily modified so that local authorities must use 'reasonable endeavours' to secure the provision. We have published [detailed guidance alongside these temporary changes](#).

Local authorities and educational providers will need to work closely together to consider what can reasonably be provided to support children and young people with EHC plans. This will include work with health partners to ensure services for additional support and early help, for example around anxiety, mental health, behaviour, social care, or changes to mobility, will be available, being mindful that these considerations could apply to pupils and students who they did not previously affect. Similarly, they should work together to ensure key support services - in particular home-to-school transport - are available.

5.5 Personal Budgets and Access to Respite Care for Children and Young People with EHC Plans

For children and young people with an EHC plan, the duties relating to personal budgets remain in place. These are detailed in paragraphs 9:95 to 9:124 of the [SEND code of practice](#).

A child's parent, or a young person, has a right to request a personal budget when the local authority has completed an education health and care needs assessment and confirmed that it will prepare an EHC plan. They may also request a personal budget during a statutory review of an existing EHC plan.

Services for disabled children provided under section 17 of the Children Act 1989 typically include short breaks for parent carers. The local authority remains under a duty to provide these in such circumstances. We recognise that this may prove challenging during the

coronavirus outbreak, but ask local authorities to ensure every effort is made to continue to provide this important support for families who need it.

Where it is not possible for local authorities to arrange respite care for families as a result of circumstances related to coronavirus, we would encourage parents, carers and young people to discuss this with their local authority and agree what alternative arrangements can be made. This could include, for example, local authorities considering whether making a personal budget available on a temporary basis may enable the family to secure alternative respite care arrangements.