



Clifford
ALL SAINTS
C of E Primary School

Special Educational Needs (SEN) and Disabilities Policy

Document Adopted By Governing Body	
Date:	January 2023
Signed:	
Print Name:	
Date of Next Review:	September 2023

SENDCo (Special Educational Needs and Disabilities Co-coordinator): Mrs Loren Carter

SEND Governor: Dr Janet Goepel

Headteacher: Mrs Karen Smith

Linked Policies:

Inclusion Policy, Gifted and Talented Policy, Equality and Diversity Policy, Behaviour and Discipline Policy, and Race Equality Policy.

Policy Formation and Consultation Process

This policy was written and developed by the SENDCo and the Senior Leadership Team in consultation with the governing body and the wider staff team. It ensures that the arrangements made for pupils with Special Educational Needs and Disabilities (SEND) are in line with the requirements of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice 2015.

Sections covered in this policy are:

1. Purpose of Policy
2. Definition of SEND
3. Staff in school who work with pupils with SEND
4. Identifying when a pupil has SEND
5. The provision we make for pupils with SEND
6. Special Needs Register
7. Funding
8. Education Health and Care Plan
9. The Local Offer
10. Record Keeping
11. Assessment
12. Information Management
13. Working with Parents/Carers
14. Working with Children
15. Working with External Agencies/Support Services
16. School to School Support
17. Staff Development
18. Looked after Children (LAC)
19. Military Service Children
20. How we evaluate our SEND Policy
21. How we deal with complaints
22. Parent-led Support Group
23. More Information/Glossary

1. Purpose of policy: To outline the SEND provision for pupils at Clifford All Saints

At Clifford All Saints, we are committed to supporting all children to achieve their full potential as we believe all children are equal. Inclusive practice at Clifford All Saints means that any group of children or individual child who has additional educational needs will have their needs met. We recognise to achieve this practice, varied and flexible provision must be made throughout the curriculum.

We aim to:

- Ensure that communication with parents is open and clear. We aim to ensure that parents feel they are heard and involved in all decisions made about their child
- Ensure that all qualities of a child are celebrated and they have access to a curriculum that enables them to succeed. We aim to ensure that all pupils with SEND are able to take part in all the activities in our school community, including extra-curricular activities.
- Ensure that pupils with SEND feel supported and wherever possible, are involved in decisions made about them and their education.

2. Definition of SEND:

'Children have SEND if they have a learning difficulty or a disability which calls for SEND provision to be made for them.' (Code of Practice, 2014)

Children have a learning disability or disability if they are of compulsory school age and fall within the definition at (a) or (b) below or would do so if special educational provision was not made for them.

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

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.

3. Staff in school who work with pupils with SEND

All staff in school work with pupils with SEND however, the following people have particular responsibilities:

The Senior Leadership Team and SENDCO ensure that the provision for pupils with SEND is effective and of high quality throughout school. They evaluate the progress of pupils on a regular basis.

The SENDCO co-ordinates assessment and plans future interventions for the child with colleagues and parents. This involves overseeing the assess, plan, do, review cycle and coordinating staff training. They work closely with other SENDCOs in the SWIP partnership and outside agencies. They provide an additional communication point for parents/carers and support teachers to ensure they are fully informed about the provision that should be in place for each child.

The SEND Link Governor works closely with the SENDCO and senior leadership team to monitor and evaluate provision. They report to the Governing Body termly.

Class teachers deliver a planned curriculum that supports the needs of all learners in their class. They set targets for children and monitor their progress using the Birmingham Toolkit. If a class teacher is concerned about a child, they must report this to the SENDCO, who will then support them in planning for next steps. Class teachers must also update individualised support plans.

Teaching assistants work under the supervision of the class teachers to deliver specific work according to children's support plans.

4. Identifying when a pupil has SEND

It is important that a child's SEND needs are identified as early as possible. The Code of Practice identifies four broad areas of need:

<p>1. Communication and Interaction</p> <ul style="list-style-type: none">• Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.• Speech, language and communication needs• Autism Spectrum Disorder (ASD), including demand avoidance• Asperger's Syndrome and Autism
<p>2. Cognition and Learning</p> <ul style="list-style-type: none">• Severe learning difficulties (SLD)• Profound and multiple learning difficulties• Specific Learning Difficulty. This includes conditions such as dyslexia, dyscalculia, dyspraxia and dysgraphia.
<p>3. Social, Mental and Emotional Health</p> <ul style="list-style-type: none">• A wide range and degree of mental health problems might require special provision to be made. This could manifest as difficulties such as anxiety or depression.• Problems of conduct• Self-harming, substance abuse• Eating disorders• Attachment disorder• Autism or pervasive developmental disorder, ADHD, anxiety disorder• A disruptive disorder, schizophrenia or bipolar disorder
<p>4. Sensory and/or Physical Needs</p> <ul style="list-style-type: none">• Visual impairment• Hearing impairment• Multi-sensory impairment• Physical disability

These categories provide an overview of the range of needs that should be planned for. The aim of identification is to plan effectively for the action that school should take next. During this identification process, we consider the needs of the whole child.

At Clifford All Saints, we have 3 stages of SEND:

1. Clifford's Inclusion Register

Children who are at level 1 (and sometimes a level 2) on the Sheffield Support Grid and therefore not on the SEND register. These children are either being monitored with a view that they may be placed on the SEND register or they have previously been on the SEND register and are still being closely monitored. To access the curriculum, they require quality first teaching (QFT) and differentiation.

2. SEND Support (Code K)

Children who are on the SEND register and who require provision that is different from that of a child without SEND. These children may require provision additional to QFT, for example small group interventions. They do not have an Education Health and Care Plan (EHCP) but they may have a Support Plan or Extended Support Plan (this is dependent on the child's individual needs). Outside agencies, for example Fusion (learning support), Educational Psychologists or Speech and Language Therapists may be involved.

3. EHCP (Code E)

This is explained in Section 8 of this policy.

The stage of SEND is identified using the Sheffield Support Grid. The Sheffield Support Grid: a locally-developed guidance document for all professionals.

All Sheffield schools use some form of the Sheffield Support Grid and it therefore helps to moderate levels across the city. This grid breaks down the 4 broad categories of need into 5 levels.

At level 1 (Clifford's Inclusion Register): children will have a Learner Profile. Their needs can be met through QFT.

At level 2 (code K): in addition to their Learner Profile, some children may have a Support Plan. In the classroom, some adaptations are made.

At level 3 (code K): children will have a Support Plan or a My Plan. Throughout the week, they will receive individual or group targeted interventions.

At level 4 (code K or Code E, if the child has an EHCP): frequent, specific and specialised interventions are received throughout the week. A child will usually have an Extended Support Plan or an EHCP.

A level 5 (code E, if the child has an EHCP): children with a level 5 need will normally have an EHCP. They will be receiving specific and specialised input daily.

Before a child starts at Clifford All Saints

Our EYFS teachers meet each child at home prior to their start. Staff will ask specific questions about any additional support their child may have received or be receiving and give an opportunity for parents to outline any concerns they may have. Additionally, all pre-school settings and nurseries are visited by foundation stage staff. During this visit, children are observed and discussions are held with the staff.

Where SEND is already identified, staff (this will include EYFS teaching staff and the SENDCo) from Clifford All Saints will attend any reviews prior to the child starting school.

If your child is transferring to Clifford All Saints mid-year or after foundation year, staff and the SENDCo will liaise with staff from the child's previous school. When admitting the pupil, all paperwork should be transferred to Clifford All Saints.

In School

All Clifford staff undertake training to ensure they have up to date knowledge of working with children with SEND. All teachers are responsible for identifying pupils with SEND as early as possible. This could be through:

- Observations
- Assessments (including National Curriculum assessments)
- Screening or assessment tools (for example the Birmingham Toolkit)
- Information passed on from previous schools or settings

The class teacher will discuss their concerns with the parents and the SENDCo. This will be added to our CPOMS system (computerised SEND and behaviour system). The SENDCo will gather together information about the pupil and will work with staff and parents to decide on any action that needs to be taken.

We recognise that parents know their child best and we are keen to discuss concerns or observations they have about their own children. This can be done through phone calls, making appointments at the end of the school day and/or by emailing Loren Carter (SENDCo) at senco@cliffordallsaints.sheffield.sch.uk.

5. The provision we make for children with SEND

All children have access to a broad and balanced curriculum which is carefully planned to take account of any adjustments that need to be made. If a child is identified as having a level 2 need of SEND (or above), they are placed on Clifford's SEND register with parental consent. If they have a level 1 need, they are placed on Clifford's Inclusion Register and closely monitored to ensure the provision provided is effective.

Provision for children with SEND at Clifford All Saints is characterised by:

- Removing barriers
- Early identification and intervention
- Working closely with parents and pupils to ensure all voices are heard throughout actions and documents
- Excellent communication
- Closely tracking and monitoring pupils' progress
- The commitment to specialist advice and provision through a SENDCo
- The positive value placed on children with SEND
- Regular training for staff in relation to SEND
- Frequently working together as a close teaching team to share good practice

Teaching arrangements for pupils with SEND

For the most part, children with SEND will be taught in the classroom, receiving first quality teaching from their teacher. The teaching techniques within each class, including differentiated resources and learning tasks, will support those of differing abilities, including children with SEND.

When appropriate, children will sometimes have the additional support of a teaching assistant. This support may be delivered to an individual child on a one-to-one basis or by the teaching assistant working with a small group of children. At all times, class teachers are responsible for the teaching, learning and progress of children with SEND in their class.

Pupils who are not making expected progress in one, several or all areas of the curriculum may be withdrawn for targeted work. At Clifford All Saints, we believe that it is essential that children who are having difficulty with learning are supported as soon as possible.

We have a sensory room and intervention spaces on each of our sites. This means that when a child needs time away from learning, a teacher or teaching assistant can accompany them to this room for a period of time.

The interventions we use in school are constantly reviewed and adapted according to the need of current children and cohorts. Curriculum areas and developmental difficulties at Clifford All Saints which are currently being targeted to support and accelerate learning are:

- Handwriting
- Spelling
- Sentence construction
- Reading
- Phonics
- Motor coordination
- Mathematics
- Speech and language

We support pupils with SEND through/or with:

- Specially prepared learning materials
- Careful and selected deployment of teaching assistants
- Individual and group interventions
- Specialist equipment and resources, including computing equipment
- Signing and assisted communication including Communication in Print. Communication in Print is a flexible, symbol communication tool.

- Using intervention programmes within the three Waves of Provision
- Seeking support and involvement from external agencies and professionals

6. Special Needs Register

When a pupil has been identified as having SEND and this has been discussed with parents, we place them on the Special Educational Needs Register. The criteria we use to identify children as having SEND are detailed below:

- A child is working significantly behind their peers and not making expected progress. This may be in all or particular curriculum areas.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers. This support is required in order for them to make adequate progress.

A child who is on the SEND register may have personalised outcome targets which address their specific SEND. This is called a Support Plan. These outcomes are based on the collaboration between all parties involved, e.g. the child, parent, SENDCo, teacher and teaching assistant. Outcomes need to be:

Specific

Measurable

Achievable

Relevant

Time limited

Pupils and parents are involved in at least three review meetings each year. New outcomes are set as part of a child's summer review meeting. In the autumn, spring and following summer term, these are reviewed with families and school. Parents and pupils are an integral part of the Assess, Plan, Do, Review cycle.

It is the teacher that holds the responsibility for evidencing progress according to the outcomes described in the Support Plan.

7. Funding

The majority of children with SEND or disabilities will have their needs met within the devolved budget of mainstream settings. Where pupils in Clifford All Saints have very significant and complex additional needs, they may be assessed by the Educational Psychologist.

Schools have a notional SEND budget included in each school's overall budget – this is based on Local Authorities formulas. The local authority delegate funding to seven localities (A-G). The amount of top-up funding each locality receives is based on the proportion of pupils identified at levels 3, 4 and 5 on the Sheffield Support Grid in that locality. Funding for individual children which costs more than £6,000 per year can be applied for through the school's locality.

For more information, visit <http://www.sheffieldparentcarerforum.org.uk>

8. Education Health and Care Plan (EHC Plan)

Some children may require an Education Health Care Needs Assessment in order for the local authority to decide whether it is necessary to make provision for the child, in accordance with the EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

The EHC plan will cover the views, interests and aspirations of the child and their family and information about the child's SEND, health and social care needs. It will also state the outcomes sought for the child and the provision required. Where there is a personal budget, the EHC plan will detail this and the outcomes to which it is intended to contribute.

9. The Local Offer

As part of the new Code of Practice, July 2014, Local Authorities must publish a Local Offer, setting out in one place information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children, those with SEN, their parents and service providers in its development and review

The Local Offer should cover:

- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs
- Targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support
- Transparency in what the school setting offers in terms of support for children with Special Educational Needs and Disabilities.

More information can be found from: <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

10. Record Keeping

We record all the steps taken to meet pupils' SEND outcomes. The SENDCo is responsible for these records and for making sure they are available to others who need to see them. The records kept for a pupil with SEND may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Information about interventions
- The child's own views of their needs (Learner Profiles)
- SEND Documents (Support Plans, Extended Support Plans, EHCPs)
- Information from Health/Social Services
- Information from Outside Agencies (for example reports from Speech and Language and Ryegate)
- CPOMS records

11. Assessment

We assess all children, including those on the SEND register every half-term. This may involve using the Birmingham Toolkit, which is an assessment tool that breaks down areas of the National Curriculum into smaller steps. These assessments provide part of the information teachers use to discuss children's progress with the senior leadership team at termly inclusion meetings. Assessments help to inform class and school provision maps, outcomes written and future SEND provision. Children accessing intervention programmes often have pre and post intervention

assessments. Children with more complex or significant needs are also assessed by external agencies, for example, Fusion (Learning Support Teacher) or Educational Psychologist.

12. Information Management

It is important that information about a pupil's SEND is shared with all staff in school who work with the pupil. It should also be shared from class to class and school to school as the pupil moves on.

- We ensure that all staff in school are made aware of individual pupil's SEND and what provision is made.
- We ensure that all information is passed on to new class teachers
- We ensure that all classes have a folder that informs all adults working in the class of children with SEND and the strategies the school uses to ensure their needs are met.

13. Working with Parents/Carers

At Clifford All Saints, we aim to develop a partnership where staff and parents work closely together in the best interests of the child. Staff recognise that positive attitudes, open communication, sharing information, procedures and awareness of needs are all essential. Where appropriate, the wishes of the child are also sought and taken into consideration.

Information about SEND is in the induction pack for parents of children new to our school. This can also be found in the 'SEND' area of our school website. Parents are fully involved in the school-based response for their child and we will ensure that they understand the provision in place for their child at all times. Parents play an active role in determining future provision during each of the 3 review meetings throughout the year.

During the procedure of applying for an Education and Health Care Plan, parents will be given as much help, advice and support as possible. We encourage parents to talk to teachers whenever they have a concern about a child. Whenever a parent raises a concern, this is always investigated and reported back/discussed with parents.

Ways in which parents of children with SEND may be involved:

- Three review meetings per year
- Additional meetings if requested
- Meetings with the SENDCo and the senior leadership team to discuss SEND provision in school
- Questionnaires to gather parent's views on SEND provision at Clifford (outcomes will be discussed in the meetings)
- Sharing information through the SEND section on the school website
- A SENDCo available to meet with parents
- Linking with Parent Partnership Services

14. Working with Children

It is important to listen to and act upon what children say about their needs and learning and what sort of help they would like. At Clifford All Saints:

- We involve pupils in the next steps of their learning
- Encourage and support pupils to access the wider life of the school community
- Enable pupils to express their feelings about how their needs are being met
- Ensure their views and thoughts are recorded throughout reports produced and other important documents, such as Learner Profiles and Support Plans

15. Working with External Agencies/Support Services

We work with a range of professionals who provide us with support, advice and training on SEND. This is provided by the Local Authority or has been bought into by the school.

We have involvement from:

- Educational Psychologist
- Schools' Autism Team
- Speech and Language Therapists
- Ryegate Children's Centre
- Occupational Therapists/Physiotherapists
- CAMHS
- MAST (Multi Agency Support Team)
- Early Years Inclusion Team
- Hearing Impaired Team
- Visually Impaired Team
- Learning Support Team (Fusion)

16. School to School Support

Our SENDCo works closely with SENDCos from other schools throughout Sheffield and in the local area. Best practice is shared and is constantly developing. At a minimum, SENDCOs in Locality F meet half-termly.

Whenever a pupil with SEND transfers into Clifford All Saints from another school, a transition package will be developed to meet the needs of each individual child. Equally, when a pupil transfers to a new school, all relevant information will be shared. On both occasions there will be dialogue between the class teacher and/or SENDCo and/or Headteacher and a member of the new school's staff.

17. Staff Development

Whole school training in SEND will normally be identified through the performance management process but training sessions will be organised to meet the current needs of children and staff. The quality of teaching and learning is regularly reviewed for all pupils. This involves reviewing, and if necessary improving understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Staff receive training through:

- In-house training
- Training from external agencies
- Mentoring
- Job shadowing
- Visits to other schools, including specialist settings
- Training arranged through family of schools
- Participation in accredited training opportunities
- Attendance at externally provided training events

Staff will be invited to attend relevant INSET sessions and external courses. We hold additional meetings between the SENDCo and teaching assistants where good practice is shared and additional training is delivered.

18. Children who are Looked After

Around 70% of looked after children have some form of SEND and it is likely that a significant proportion of them will have an EHC plan.

We have an appointed LAC designated teacher (Loren Carter – SENDCo and class teacher) who ensures that implications are fully understood by relevant school staff.

19. Military Service Children

The Children's Education Advisory Service (CEAS) provides advice to Service parents, educational settings and local authorities about SEND issues. Children may face difficulties that are unique to the nature of their serving parent's employment, for example:

- Relocating often and sometimes at short notice, needing transitions to be well managed to avoid delays in assessing and meeting needs
- Deployment to operational arenas resulting in anxiety, dips in educational performance and/or emotional difficulties

At Clifford All Saints, we ensure that:

- The impact of our policies, administrative processes and patterns of provision do not disadvantage such children
- All SEND and safeguarding records transfer quickly between educational settings in the UK and overseas, to enable effective planning
- All reviews explicitly consider Service-related issues
- Access to assessments, interventions and provision is determined on the nature, severity and complexity of the needs presented and not to the amount of time left in a particular school
- We consider how the Service Pupils' Premium is used to improve SEND provision
- The Ministry of Defence has developed a Pupil Information Profile for military service children.

SEND Code of Practice, 0 to 25 years. Chapter 10, Children and Young People in Specific Circumstances

20. How we evaluate our SEND Policy

- The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEND. The SEND Governor reports back to the Governing Body termly, using evidence from discussions with SENDCo, other staff and learning walks (for example). The SENDCo provides a yearly evaluation report for the Governing Body.
- Parent's views are sought through questionnaires, meetings with the Senior Leadership Team and review meetings.
- The progress of pupils with SEND is measured, for example, in Pupil Progress meetings and by using year by year data analysis.
- External support services are used if a need is identified
- Pupils' views are sought on what helps them to learn effectively through individual discussions with teachers, SENDCos and Governors, and through the Assess, Plan, Do, Review system.
- We are constantly striving to improve our SEND provision through performance management and the continuing professional development of all its staff to meet the full range of SEND within the school

21. How we deal with complaints

We are always more than happy to talk with parents and listen to any concerns they may have. Parents who have concerns should contact their child's teacher or the SENDCo first. We will always do our best to respond to concerns raised. If parents feel their concerns are not being responded to, school has a formal complaints procedure. A copy of this can be found on the school website.

22. Parent-led Support Group

Clifford All Saints has a parent-led SEND support group. The group meet to share information, discuss issues and concerns and to offer each other emotional support. Issues raised are fed back to the SENDCo when appropriate and contribute to the continued development of our inclusion process. Parents whose children are identified as having SEND are informed about the group and are encouraged to access the support offered.

23. More Information/Glossary

Annual Review: Review of EHC Plan by the Local Authority that must occur at least annually (parents are invited to attend).

Assess, Plan, Do, Review Cycle: A cycle that involves assessing a child's needs, planning interventions, support and expected outcomes, implementing these plans and reviewing the impact. Plans are then revised and the cycle begins again.

SEND Code of Practice 2014: Guidance for Local Authorities and Schools on how to identify, assess and provide for children with SEND.

For more information, follow this link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Early Years Inclusion Team: Special Educational support for pre-school and Foundation Stage children.

Educational Psychologist: Employed by the Local Authority or the school to assess and advise on a child's learning difficulties.

Education Health Care Plan: This is the replacement for the statement of SEN. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them. It is for children with significant or complex SEND whose needs cannot be met by the resources of the school alone.

Extended Support Plan: This has replaced the My Plan. It is usually used when there is a need for co-ordination of provision as a child has support from a range of different services and/or long-term needs.

Learner Profile: Documents the pupil's strengths, what is important to them and how they can be supported.

Local Authority (LA): The body responsible for schools and for assessing and providing for SEND.

Learning Difficulty: Significantly greater difficulty in learning than other children of the same age or a disability which hinders the use of general educational facilities.

Mainstream School: Schools that cater for all pupils, including those with SEND.

Special School: School that caters for children with SEN, and usually an EHCP who cannot/have chosen not to access mainstream school.

Support Plan (old Individual Education Plan, IEP): Plan outlining steps towards outcomes for each child with SEND. This document can also be found in an Extended Support Plan.

SEN Support: This is the new category on the SEND register.

Special Educational Needs and Disabilities (SEND): A child has SEND if she/he has learning difficulties that require special educational provision.

Special Education Provision: Additional or different for children with SEND.

SENDCo: A member of staff at school who has responsibility for coordinating special educational provision.