

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Special Educational Needs and Disabilities (SEND) Policy

Policy for the Attention of			
<i>Audience</i>	<i>Key Audience</i>	<i>Optional Audience</i>	<i>Additional/Notes</i>
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum Support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors	✓		
Parents/Guardians/Carers	✓		
Website	✓		
Local Authority		✓	

All teachers are teachers of pupils with special educational needs.

Special Educational Needs are therefore a whole school issue that requires a whole school approach.

Teaching and supporting children with SEND is a whole school responsibility which requires a whole school response. Meeting the needs of children with SEND requires partnership working between all those involved – school, parents/carers, children, Local Authority (LA), children's services and all other agencies.

Aims of our Policy

To provide the structure for a child-centred process that engages pupils, families, school and other professionals in planning for and implementing high quality needs led provision that is consistent across the School. This is to ensure all our students can access the same opportunities for learning and social development, achieving maximum progress whilst fulfilling their potential and promoting their well-being.

This SEND Policy reflects the principles of the 0 - 25 SEND Code of Practice (2015). The aims of this Special Educational Needs Policy are:

- To ensure the Equality Act 2010 and Children and Families Act 2014 duties for students with disabilities are met.
- To provide reasonable adjustments for children with special educational needs and disability (SEND), to support them in accessing their education.
- To identify students who may have special educational needs in one or more area of need.
- To consider the views of the pupils with special educational needs.
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs.
- To facilitate full access to a broad, balanced, and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum, for children with special educational needs.
- To make reasonable adjustments to support children with medical conditions and to have regard to statutory guidance supporting children at school with medical conditions.
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review (ADPR) process.
- To develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of adaptive teaching methods.
- To employ a collaborative approach with learners with SEND, their families, staff within school and other external agencies, including those from Health and Social Care.
- To set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- To share expertise and good practice across the School.
- To make efficient and effective use of school resources.
- To have regard to the SEND Code of Practice 2015 for the identification, assessment, support, and review of special educational needs.
- To support parents/carers in accessing the Dudley Local Offer.
- To have regard to guidance detailed by Dudley Authority.

1. Definition of Special Educational Needs and Disability

At different times in their school career, a child or young person may have a special educational need.

The SEND Code of Practice September 2015: 0 – 25 years, defines SEND as:

“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 person has a learning difficulty or disability if they:

- *have a significant greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools and mainstream post – 16 institutions.”*

(DfE/DoH, 2015, chapter 1, xiii-xiv, p.15-16)

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has a substantial and long –term adverse effect on his/her ability to carry out normal day-to-day activities.”

If a learner is identified as having SEND, we will provide reasonable adjustments/provision, that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to learning.

2. Specific Responsibilities for the SEND Policy

The Role of the Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the School’s work, including provision for children with special educational needs. The Headteacher will keep the Governing Board fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

The Role of the Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator (SENCO) responsibilities are:

- Ensuring the School’s SEND Policy and SEN Information Report is up-to-date;
- Overseeing the day-to-day operation of the SEND policy;
- Co-ordinating provision for SEND children;
- Monitoring the progress of SEND children within interventions;
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review;

- Advising on the deployment of the School's delegated budget and other resources to meet children's needs effectively;
- Monitoring relevant SEND CPD for all staff;
- Managing the TA team and deploying TAs effectively;
- Overseeing the records of all children with special educational needs and ensuring they are up-to-date;
- Liaising with parents/carers of children with special educational needs;
- Contributing to the in-service training of staff;
- Being a point of contact with external agencies, especially the Local Authority and its support services;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- Monitoring the impact of interventions provided for students with SEND;
- To lead on the development of high quality SEND provision as an integral part of the School Improvement Plan;
- Working with the Headteacher and the School governors to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Role of the Governing Board

The Governing Board undertakes to:

- Have regard to Statutory Requirements for SEND;
- Ensure that the School has an up-to-date and relevant SEND Policy;
- Ensure necessary provision is available for pupils with SEND;
- Ensure that the School liaises with parents over the provision of SEND for their child;
- Receive reports from the SENCO and Senior Leadership Team about the implementation, evaluation and outcomes of the SEND provision within the School;
- Have a named Link Governor for SEND who liaises with the SENCO and evaluates the School's SEND provision and outcomes.

3. Admission Arrangements

The School follows the Local Authority Admissions procedure and does not discriminate against pupils with special educational needs and/or disabilities in its admission arrangements.

The Admissions Policy is available via the School and on our Website www.alder.dudley.sch.uk.

4. Identification of SEND

School follows the SEND Code of Practice 2015 0-25 years, sections 6.14-6.27, pages 94-97 within this area.

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used and reasonable adjustments made. This can then be used in later discussions, if concerns persist.

Pupils with SEND are identified as early as possible through a range of strategies, which may include:

- New entrants to the School who are already known to have SEND.
- Concerns from parents.
- Staff identifying pupils for assessment.
- Pupils causing concern.
- Pupil Progress meetings.
- Referrals or concerns from outside agencies.

School follows the SEND Code of Practice 2015 0-25 years, which states: '*The first response to such progress should be high quality teaching targeted at their areas of weakness*' (6.19, p.95). In school, this follows wave one of our whole school provision map (see appendix 1 of this policy for details). The process of this response is for these provisions to be implemented for a period of time, at the SENCO's discretion, working with parents/carers and the child, to allow time for the assessment stage of the ADPR cycle.

Areas of Special Educational Need under the SEND Code of Practice 2015

Children identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	ADHD, ADD, ODD
	Adverse childhood experiences and/or mental health issues
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Many children may have difficulties which fit into one area of need. However, there may be children whose needs span across two or more areas of need. Therefore, it is important to allow time for the assessment process to take place, so the area or areas of need can be identified to provide the best support for each child.

5. Special Educational Needs Register

A register of children with SEND will be maintained by the SENCO. This will include details of individual needs and the provision provided. It is at the SENCO's discretion as to whether a child qualifies to be on the school's SEND register, this may include:

- Child has a formal diagnosis;
- The school have implemented reasonable adjustments which need to continue longer than half a term;
- External agency support has recognised potential SEND needs;
- Child has transitioned to Alder Coppice from a previous school as a child with SEND.

When a pupil has made sufficient progress in their area of need and they no longer require any provision that is different from, or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEN Support.

At this point, through discussion and agreement with parents/carers, the pupil will be removed from the School's Special Educational Needs Register. If the child presents with difficulties that require reasonable adjustments again at a future date, the child can always be added back onto the register.

6. The process of SEND support (ADPR cycle)

Alder Coppice uses a graduated approach, adhering to the SEND Code of Practice 2015, through: Assess (5.39), Plan (5.40-5.41), Do (5.42) and Review (5.43) to support pupils with additional learning needs.

The aim of formally identifying a pupil is to help ensure that effective provision is put in place to remove or reduce any barriers to learning.

SEN support consists of a four-part process.

Assess → Plan → Do → Review



This is an ongoing process to allow for the provision to be evaluated and refined as appropriate to the needs of the individual pupil.

Assess

This involves analysing the pupil's needs incorporating the class teacher's assessment of concerns, previous progress and attainment, and where appropriate, the views of parents/carers/guardians and the pupil him/herself.

Barriers to learning should be clearly identified and any support or intervention carefully planned for and evaluated to ensure those barriers are reduced or removed.

Plan

Planning will involve consultation between the teacher, SENCO and where appropriate parents, to agree any adjustments, interventions, or support that is required and the expected outcomes. Where outside agencies are involved their advice and support will be sought and their recommendations taken into account when planning appropriate support.

All those working with the child will be informed of the individual needs, the planned support and any particular teaching strategies and approaches that need to be used.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when interventions may involve group or one-to-one support away from the class teacher. They will work closely with Teaching Assistants to plan and assess the impact of support and interventions. Additional support and advice will be available from the SENCO.

Review

A child's progress will be reviewed on an ongoing basis and formally at least once a term. The review process will evaluate the impact of the support and/or interventions. It will also take account of, where appropriate, the views of parents and the pupil. Adjustments and amendments to the Plan will be made as appropriate.

What the ADPR cycle looks like at Alder Coppice

If concerns are raised about a child in any of the four identified areas, by school or family, we start a process of interventions, which follow different waves of support. It is important to consider that a child's barrier to learning may be due to underlying SEND barriers or can be a result of other factors, such as a recent bereavement or changes in routine. At Alder Coppice, when a child is raised as struggling in some areas of learning, behaviour or SEMH, we look at various provisions we can put in place.

We have developed a whole school provision map, which outlines the support that school can provide. These are split into three waves of support. You can find the up-to-date whole school provision map in appendix 1. Below are the descriptions of each wave of support.

Wave One – High quality teaching

These are reasonable adjustments made within the classroom setting. This can include physical resources, targeted support and personalised learning. This is the first step of support the school will take and it will be at school's discretion to evaluate the provisions to determine if wave two support is required.

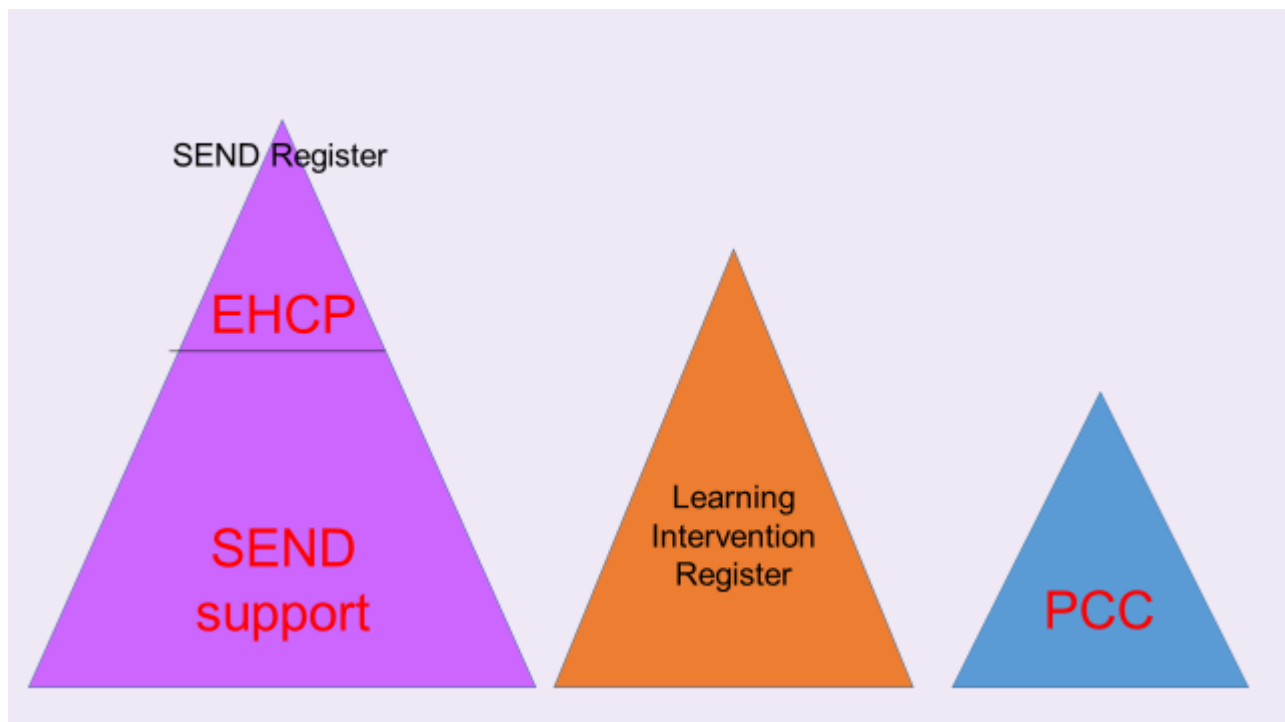
Wave Two – Additional support outside of the classroom

These reasonable adjustments are interventions which take place either 1:1 or in small groups. This can be a range of support for differing areas of need.

Wave Three – External Agency Support

This wave of support includes support from external agencies such as Educational Psychologists, specialist teachers, Speech and Language Therapy and many more. This is the final wave of support and wave one and two provisions must have been actioned before wave three support can be provided.

7. The Stages of Learning Support and SEND



Stage 1 – Pupil Causing Concern (PCC)

This category consists of pupils who may be causing a concern due to a lack of progress, behavioural or emotional concerns or a change in circumstances (e.g. at home) which may affect their learning. It is expected that their needs can be met through appropriate differentiated learning activities and opportunities which can be provided by the teacher, utilising any additional support available within the classroom. It is expected that in many cases high quality first teaching delivered by the appropriate member of staff will address the personalised learning needs of the individual pupil at this Stage.

Stage 2 – Learning Intervention

The needs of these children will be met through specific group or individual interventions which are different to, or in addition to the Stage 1 support. These interventions will be school based and provided through the School's resources. Each teacher is responsible for evaluating the current learning strategies and either devising different learning opportunities and strategies or consulting with the SENCO.

Stage 3 – SEND Support

These pupils will require a higher level of support and involvement of additional adults/resources which is likely to be sustained and/or substantial. It is likely that external services, both Local Authority and other outside agencies, will have deeper involvement.

The triggers for SEND Support would be if a substantial need arises, or the pupil is in receipt of an Individual Plan and he/she:

- Receives a formal diagnosis (at Alder Coppice we do acknowledge private diagnosis);
- Continues to make little or no progress in areas of difficulty;
- Is working well below National Curriculum expectations for their age;
- Has significant difficulties with literacy and numeracy skills;
- Has cognitive needs requiring specialist equipment, advice or support from a service or agency;
- Has social, behavioural or emotional difficulties affecting their own learning or that of other pupils;
- Has medical, sensory or physical needs requiring specialist equipment, advice or support from a service or agency;
- Has continuing communication or interaction difficulties that prevent social relationships and/or impedes their learning or that of other pupils.

These children will have a Learning Support Plan, be placed on our SEND Register and parents will be informed.

Stage 4 – Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties affecting their education a referral may be made for an Education, Health and Care Plan. This Statutory Assessment process will combine information from a variety of sources, which may include:

- Parents/Carers/Guardians;
- The child;
- Teachers;
- Teaching Assistants;
- Social Care;
- Educational Psychologists;
- Health Professionals.

Information will be gathered relating to the impact of current provision provided and consideration of the action points already taken. A decision will be made by a group of people representing appropriate agencies (e.g. education, health and social care services) about whether the child is eligible for an EHCP. If agreed then the Local Authority will issue an EHCP.

Once the EHCP is completed and agreed it will be kept as part of the pupil's formal record and reviewed at least annually. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for amendments and/or changes to be made to the support provided.

Parents/Carers/Guardians have the right to appeal against a decision not to initiate an assessment leading to an EHCP, or against the content of the EHCP.

8. Starting the SEND process

If a parent/carers has any concerns regarding additional support or needs of their child, they will need to speak to the class teacher or SENCO.

Concerns may be raised about a child by a member of staff in school or a parent/carers. The concerns raised may be within any of the four areas: communication and interaction, cognition and learning, social, emotional, mental health or sensory/physical. Concerns may be raised in more than one area of need. These may arise due to lack of or limited progress. These concerns are passed on to the school's SENCO.

The SENCO, alongside relevant members of staff, will discuss the beginning of the assess, plan, do and review cycle. Provisions will start at wave one, if progress continues to be slow, provisions will move into wave two. If progress continues to be limited, wave three provisions (external agency support) may be applicable.

The SENCO will determine if the child meets the criteria of the SEND Code of Practice 2015 and the Equality Act 2010, for the child to be registered on the SEND register. In this case, the child will receive a Learning Support Plan (LSP) which will be evaluated by class teachers every term. Parents/carers will receive a copy of this.

9. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students including those with SEND follows the School's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly. Interventions are evaluated regularly to ensure they are having impact and are adjusted where needed.

10. Supporting Students and Families

We value the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, and parents/carers are encouraged to work with the School and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the School endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo whenever they feel there is a need to by booking an appointment via the office.

11. Pupil Voice

We hold the views of our children highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Children can share their views in a number of different ways (appropriate to age and ability).

12. Complaints about SEND Provision

If you are not happy about the SEND provision in school please follow the following stages-

Stage 1 - Complaints about SEND provision should always be addressed informally first to the most appropriate person which is usually the class teacher.

Appointments with the SENCO (Miss Rose) and/or the Deputy Headteacher (Mrs Shee) can also be arranged to discuss any concerns or issues face-to-face.

Stage 2 - If the issue is not resolved at Stage 1 then parents/carers/guardians should put their concerns in writing to the SENCO.

Stage 3 – If following Stage 2 parents/carers/guardians still have concerns then they should contact the Headteacher.

Stage 4 – If the complainant still remains unsatisfied about the SEND provision after the first 3 stages, then their concerns should be put in writing to the Chair of Governors (c/o the School).

GDPR

This Policy adheres to the principles under data protection law. For further information please review the School's Data Protection Policy published on the School Website.

13. Important SEND documents

SEND Code of Practice 2015:

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

Local Offers – provide support and advice for parents and includes all available support within the local area:

Dudley:

<https://www.dudley.gov.uk/residents/dudleys-local-offer/>

South Staffs:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

Sandwell:

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/family.page?familychannel=2>

Alder Coppice documents:

SEND page of school website:

<https://www.alder.dudley.sch.uk/learning-support-special-educational-needs/>

SEND information report:

www.alder.dudley.sch.uk/learning-support-special-educational-needs/



Appendix 1

ALDER COPPICE PRIMARY SCHOOL

Whole School Provision Map

	Wave 1	Wave 2	Wave 3
Communication and Interaction	<ul style="list-style-type: none"> • Visual timetable • Social story • Now, next board • Flexibility with time – no time limit • Partner work – • Group games on playground • Model conversations • Check-ins during social times • Repetition of instructions • Chunking information • Emotion cards • Help card 	<ul style="list-style-type: none"> • Wellcomm interventions • Colourful Semantics • Social group • Check-ins 1-1 	<ul style="list-style-type: none"> • Dudley Speech and Language • Educational Psychologist (Educational Psychology for Everyone) • Dudley Learning Support Service
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Daily check ins • Trusted Adults hand • Emotion card • Help card • Traffic lights • Check-ins • Visual timetable • Modelling good behaviour • Emotion journal • Individual workstation • Time out/brain breaks • Give notice of changes in timetable • Monitor role 	<ul style="list-style-type: none"> • Relax Kids • ELSA • Social group • Check-ins 1-1 • My Hidden Chimp 	<ul style="list-style-type: none"> • Educational Psychologist (Educational Psychology for Everyone) • External therapy services (TheWhat, Breathing Space) • School nurse • CAMHS

	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Thinking time • Selected seating position • Personalised spelling list • Word mat • Personalised times tables • Flashcards • Phonics mat • Reading window • Timer • Chunk tasks into smaller sections • Extra time to complete work or assessments. • Say the sentence aloud before writing • Handwriting prompt • Personalised learning task • Writing frames • Task boards • Checklists of tasks • Changing colour of sheets • Careful choosing of Learning Partner • Verbal feedback of work • Highlighted lines on lined paper • Highlighted lines on squared paper • Shared write/group write • Use of Chromebook to type pieces of writing 	<ul style="list-style-type: none"> • Precision teaching of spellings or number facts • Pre-teach English or Maths • Catch-up English or Maths • Accelerated Reader Intervention • Little Wandle Rapid Catch – up • In-class target support 	<ul style="list-style-type: none"> • Educational Psychologist (Educational Psychology for Everyone) • Learning Specialist - Dudley Learning Support Service

	Wave 1	Wave 2	Wave 3
Sensory and Physical	<ul style="list-style-type: none"> • Wobble cushion • Writing board • Pencil grip • Chewelry • Handwriting card 	<ul style="list-style-type: none"> • Get moving 	<ul style="list-style-type: none"> • Hearing Impairment Service • Visual Impairment Service • Occupational Therapy • Educational Psychologist (Educational Psychology for Everyone)