



The Stonebridge School

Special Educational Needs & Disability Policy

September 2022

The Stonebridge School

Special Educational Needs & Disability Policy Statement

Head of School/SENDCo: Michelle Anderson

SENDCo: Chanel Henry

Date of Policy: September 2022

Review date: September 2023

Ratified by Governors:

Introduction

The Stonebridge school has a part time SENDCo called Chanel Henry who is available for 3 days each week. In the SENDCo's absence, The Stonebridge School also has a full time qualified SENDCo staff member called Michelle Anderson, who is also the school's Headteacher. The SENDCO and governors ensure that The Stonebridge school SEN policy works within the guidelines and Inclusion policies for the Code of Practice (May 2015), the Local Authority and other policies within the school.

This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 years-updated – January 2015
- Statutory Guidance on Supporting pupils at school with medical conditions
- National Curriculum in England KS1 &2 framework document
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2015

This policy was created by the school's SENDCo Michelle Anderson in conjunction with the Inclusion Lead and other Associate Head Teachers. Governors were consulted and the new policy was shared and discussed with all teachers and made available to parents.

Philosophy

At The Stonebridge School, the SEND Policy is one of Inclusion. We believe that all teachers are teachers of children with Special Educational Needs and must offer an adaptive, inclusive curriculum, which caters for the needs and ability levels of all children in the classroom. This involves careful planning, grouping, constant assessment and evaluation and setting of realistic targets to ensure that all children are given the opportunity to achieve success, gain confidence and be motivated to move on in their learning. We believe 'Every Child Matters' and our aim is to personalise learning for all children. We strive to make our teaching more innovative and responsive to the diverse needs of every child in our community and to help each child to achieve their full potential.

Our motto is, 'Learning for Life' and we believe that every child deserves to succeed, regardless of his or her academic ability or any other Special educational need or disability. We believe that the well-being of a child is important in order for them to achieve and get the best from school. We strive to support our children in their emotional, social, physical and academic development and we work with families and outside agencies to remove and overcome barriers to learning.

All children's achievements are valued and celebrated at Stonebridge, through a caring, positive and stimulating approach. We are committed to providing for each pupil the best possible environment for learning in order to achieve their full potential. Our policy for pupils with Special Educational Needs is

therefore an integral part of the whole school's ethos. By implementing the policy, we strive to ensure that all children have access to a broad and balanced curriculum and we provide adaptive curriculum appropriate to the pupil's individual needs and ability. We believe that it is the collective responsibility of the school to ensure that there is a consistency of approach to meeting the needs of all children and that each child's special educational needs are identified early. Stonebridge provides a focus on outcomes for children and not just hours of provision /support. At Stonebridge we endeavour to Prepare children for adulthood from the earliest years to ensure they are able to transition into the next stages of their lives fully prepared.

[\(https://www.preparingforadulthood.org.uk/\)](https://www.preparingforadulthood.org.uk/)

The Special Educational Needs (SEND) Aims of the School

In order to provide high quality provision to meet the needs of children with Special Educational Needs, we aim to:

- To raise the aspirations of, and expectations for all pupils with SEN(D), providing a focus on desirable outcomes to ensure a minimum of six steps of relating to progress
- To ensure the identification of all pupils requiring SEN(D) provision as early as possible in their school career
- To ensure that SEN(D) pupils take as full a part as possible in all school activities
- To ensure that parents of SEN(D) pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN(D) pupils are involved, where practicable, in decisions affecting their future SEN(D) provision
- To enable every child to recognize their strengths, have confidence in their abilities and be successful learners
- To acknowledge the role Parents'/Carers' have in their child's learning and work in partnership with families to provide the best support for each child's individual learning needs.

Definition of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- 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 school.

(Special Educational Needs Code of Practice, May 2015)

Children may have needs and requirements which fall into at least one of four areas:

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

Many children may have inter-related needs. These additional needs may be for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

What is not SEN(D) but may Impact on Progress?

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Under the new Code, 'behaviour' is no longer a descriptor that can be used as a description of SEN and should be described as an underlying response to a need.

Admissions

The Governing Body believes that admissions criteria should not discriminate against pupils with SEN, and has due regard for the general presumption in law of mainstream education for children with SEN, secured by the Children and Families Act 2014 and referred to within the new SEND Code of Practice, in that:

“Where a child has SEN but does not have an Education Health Care Plan, they must be educated in a mainstream setting except under specific circumstances” CoP 1:27

Where a child has a particular need, e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met. The school provides access for physically disabled pupils, staff and parents, by means of special toilet facilities, ramps, lift and stair lifts. Some classrooms are inaccessible for wheelchair access and this will be acknowledged in class room allocation, should the need arise. For further information, please see the school Accessibility Plans and Equality Plan.

If a child is transferring into the school with an Educational Health Care Plan (EHCP) or has been receiving extra support in their previous school. The continuation of this support will be negotiated with the Local Authority to ensure their needs can be met.

Identifying Special Educational Needs

Early identification of pupils with SEN is a priority. The class teachers take responsibility for providing quality first teaching for all pupils in their class. As such, they provide a differentiated curriculum to cater for a range of abilities within their class and know their pupils best. The school regularly reviews the quality of teaching

for all children through observations, book sampling and pupil progress meetings, which give the class teachers the opportunity to discuss any concerns they may have about individual pupils. They also regularly talk to parents about concerns they may have.

The purpose of early identification is to work out what action the school needs to take to meet the needs of pupils who have special educational needs. We endeavour 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, identified in the new Code of Practice (May 2015).

Broad Areas of Need

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health – (formerly known as Social, Emotional, and Behavioural needs.)
- Sensory and/or Physical

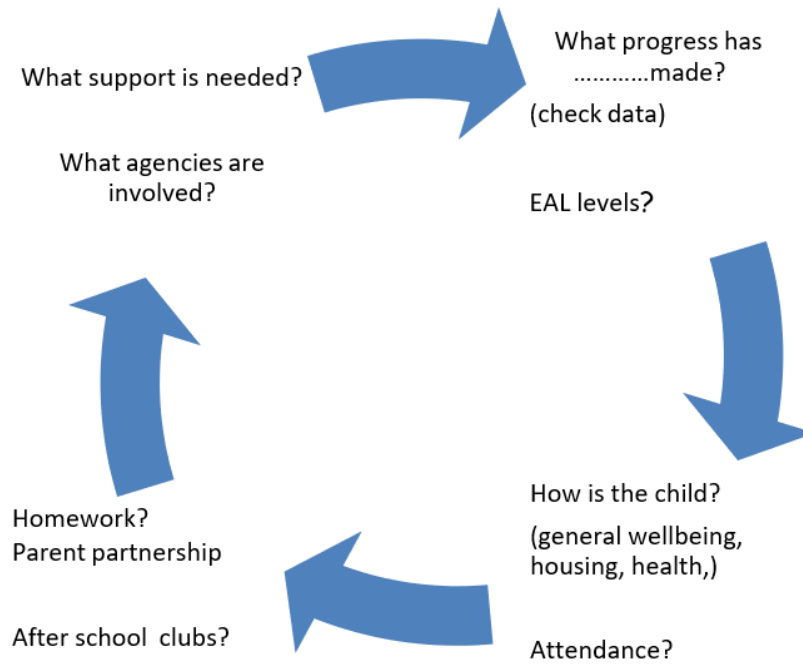
Whole School Approach

At The Stonebridge School we have adopted a whole school approach to SEN(D) policy and practice. Pupils identified as having SEN are as far as it is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to lessons and are integrated into all aspects of school life. We follow a four-step cycle of action, called the Graduated Approach, as recommended in the New SEN Code of Practice 2015. **Assess, Plan, Do, Review.** All teachers are responsible for identifying pupils with SEN(D) and in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

To ensure that all teachers are up to date with their knowledge and understanding how best to support children with SEN(D), time is allocated every term for Continuous Professional Development (CPD) related to SEN, as well as other targeted training and support.

Provision Maps and Intervention

Pupils who need additional support are targeted through interventions, which are recorded on year group Provision Maps. The class teachers remain responsible and accountable for pupils supported by Learning Assistants and specialist staff. The impact of the provision is measured regularly and pupils not making adequate progress are discussed with the schools Associate Heads and SENDCO. During these discussions each individual child in the class is reviewed and content includes:



It is the responsibility of the class teachers to create their class Provision Map and to review them. Smart targets must be set so that the impact of Interventions can be measured. The Provision Map should be seen as a working document that can be added to and amended, over the course of the year, and which includes a record of outcomes.

Where a child does not make progress despite inclusive strategies and additional interventions, there will be a more formal meeting with parents. Class Teachers will alert the SENDCO to explore what underlying reasons may be contributing to the child's lack of progress.

Depending on the need various paperwork will be completed by the class teacher in order to identify specific difficulties, and the SENDCO may carry out other assessments to build a profile of the child's needs.

Where external factors may be contributing to the child's lack of progress, our Family Pupil Liaison officer may offer advice to the family.

Under the new SEN Code of Practice a child is deemed to have Special Educational Needs (SEN) if he or she has "Significant greater difficulty in learning than the majority of others of the same age" or his or her disability "prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school".

At this stage pupils can be placed on the SEN Register, which under the new Code of Practice now has a single category **SEN Support**. Children will continue to be monitored through the Class Provision Maps and will be supported by further interventions that are different from, or additional to, the normal differentiated curriculum. Children can be placed on the SEN Register through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing basic literacy or numeracy skills

- Have sensory/physical problems, and make little progress despite the provision or specialist equipment
- Experience communication and / or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents that a pupil requires additional support to make progress, the SENDCO in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering personalized learning programmes. Parents will be informed of the action and results.

Assessment tools:

- EYFS framework- Development Matters, Early Years profile (For children in Nursery/Reception)
- National Curriculum- Year bands (Year 1-6)
- The engagement model (Children working below the National curriculum expectations/ Old P Levels)