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Special Educational Needs and Disabilities Policy

Sir William Burrough Primary School

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of Change
Sept 2024	All	First introduction to UST style policy
June 2025	9 - Key Members of Staff Referenced	Pastoral Lead changed from Heather Coney to David Ash
	4.a Relevant Internal Policies	Added 'Accessibility Plan'

Contents

0. Document Control……..3
1. Definitions……....5
2. Scope of the Policy……6
3. Policy Aims and Ethos……6
4. Links to Legislation and Guidance Documents……7
   a. Relevant Internal Policies……8
5. Roles and Responsibilities……....8
   a. SEND Governor……8
   b. Headteacher and Senior Leadership Team……..……8
   c. Class Teachers……..……...8
6. SEND information Report……..……9
7. Identifying students with SEN and assessing their needs…….……..9
8. Approach to teaching students with SEN…….……..12
9. Appendix 1 – Key Members of Staff Referenced…….……..14
10. Appendix 2 – Links to Legislation and Guidance Documents…….……...15
11. Appendix 3 – Procedures and Processes – Initial Concerns Form…….…….....16
12. Appendix 4 – English as an Additional Language…….……....16
13. Approval Signature…….……..…….……..…….…...…17

1. Definitions

The 'Trust' refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A 'School' refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such, a 'School' may span one or several phases of education to the individual academies within the Trust. Depending on the context, the term 'School' may refer to a singular academy or all of the academies within the Trust but as separate entities.

The 'Staff' refers to any individual who is employed by the Trust or who operates on the Trusts' behalf, e.g. Trustees and Governors.

A 'Parent;' includes the natural or adoptive parent pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A 'Pupil' includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term 'Student' or 'Child' with no change of definition.

The 'Headteacher' or 'Executive Headteacher' is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

Special Educational Needs (SEN)

A student has SEN if they have a learning difficulty or disability which requires special educational provision to be made for them.

Students may have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students or young people of the same age by mainstream schools.

Additional Educational Needs (AEN)

It is likely that many students will have additional needs at some point in their school career and this can be for a variety of reasons. Some of these students will require some form of extra support; these needs are referred to as additional educational needs (AEN).

Some students may have needs in one or more area. The following needs are **not** considered as SEN but may impact on progress and attainment:

- Disability (the Code of Practice (COP) outlines the 'reasonable adjustment' duty for all settings and schools provided in the current disability equality legislation - these alone do not constitute SEN)
- Poor Attendance and punctuality concerns
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Student Premium Grant
- Being a Looked After Child (LAC)
- Being a child of a serviceman/woman
- Behaviour - identifying behaviour as a need is no longer an acceptable way of describing SEN.

For EAL and recently arrived learners a lack of competence in English must not be equated with learning needs. ***However,*** *when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning needs. (See 'Identification' for further details)*

2. Scope of the Policy

This policy applies to all staff employed by Sir William Burrough Primary School.

3. Policy Aims and Ethos

Our Special Educational Needs and Disability (SEND) policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.

This policy outlines Sir William Burrough's vision and values that determine our approach to supporting students with additional education needs. We will ensure that all students will receive a fully inclusive education. We are committed to focus on an experience of learning that will result in a strong sense of purpose, high achievement and motivation, together with valuing self and others. Sir William Burrough will underpin these values by ensuring that:

- All teachers are teachers of students with SEND

- All students receive quality first teaching • All students are supported to make good progress commensurate with their ability.

In Line with Sir William Burrough's inclusive approach to education we generally term students with SEND as having Additional Educational Needs (AEN). As a school fully committed to removing systematic barriers to learning and participation, we allow for the widest possible definition of need in order to ensure all our students make exceptional progress. Within the wider definition of AEN, we include the support and challenge given to talented students and those working above ARE and students with English as an Additional language.

The AEN policy is underpinned by the following:

- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance of the Revised SEND Code of Practice (COP) (January 2015) and the Equality Act (2010) to meet all SEND requirements and provisions
- To ensure early identification of students with additional educational needs, and to monitor their progress.
- To ensure that provision is in place and to provide support and advice for all staff working with students with special educational needs
- To ensure all students have access to a broad, balanced and differentiated curriculum for all students
- To raise levels of achievement for all students with additional educational needs
- To ensure that all students make exceptional progress commensurate with their ability
- To ensure that all young people have equality of opportunity within the full range of the school's provision
- To ensure successful transition of students with additional educational needs across all key stages to maximise their full potential
- To work with parents/carers to ensure they are fully involved in the education of AEN students.

4. Links to Legislation and Guidance Documents

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014 which sets out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

4.1 Relevant Internal Policies

This policy should be read in conjunction with the following policies:

- Behavioural Policy
- Supporting Students with Medical Needs
- Equality and Diversity
- Child Protection and Safeguarding
- Accessibility Plan

5. Roles and Responsibilities

5.1 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEN issues at Governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing body on this
- Work with the Executive Headteacher, SENDCo and Pastoral Lead to determine the strategic development of the SEN policy and provision in the school

5.2. Headteacher and Senior Leadership Team

- Executive Headteacher
- Senior Deputy Headteacher
- Deputy Headteacher
- Pastoral Lead
- SENDCO

The Above staff will:

- Work with the SENDCo and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of students with SEN and/or a disability.

5.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each students' progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. SEND Information Report

The Types of SEN Provided for at Sir William Burrough

We currently provide additional and/or different provision for a range of needs, including:

- **Cognition and Learning** – moderate learning difficulties; specific learning difficulties, e.g., dyslexia, dyspraxia.
- **Sensory and Physical** – hearing and visual impairment; physical disability.
- **Communication and Interaction** – speech and language difficulties; autistic spectrum condition.
- **Social, Emotional and Mental Health** – social and emotional difficulties which may lead to challenging behaviour; mental health difficulties like anxiety and depression; attention deficit hyperactivity disorder.

7. Identifying Students with SEN and Assessing their Needs

We will assess each student's current skills and level of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the students and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN. When deciding whether additional educational needs provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Central to the success of this policy and AEN provision in the school is the swift and effective identification of students with additional needs. These students who require additional support are placed on the school's SEND register. We will identify students' additional needs and assess their individual needs. During this process the school will follow the procedures laid down in the Special Educational Needs Code of Practice.

Identification of Students with Cognitive Difficulties (reading, writing, spelling, numeracy)

In Sir William Burrough, the following measures assist in identification:

- Information passed on to the school by Pre-School settings
- Early Years Baseline Assessments
- Year 1 Phonics Screening Check
- Baseline assessments for mid-phase admissions
- Prior SATS tests for mid-phase admissions
- Use of whole school termly assessment data
- Teacher identification and observations
- SCERTs Model
- Language screening e.g., school phonology screening

Identification of Students with Social Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sir William Burrough's systems for effective and swift identification of SEMH needs generally follow the graduated response stages outline below:

- An analysis of how well the student responds to the school's behaviour policy and system of rewards and consequences
- Identification of the need for short-term emotional, social or behavioural interventions, including a personalised behaviour plan
- Referral to Pastoral Pupil Support Meeting (PPSM) where student concerns are discussed with the Executive Headteacher, Pastoral Lead and attendance team.
- Team around the child (TAC) meetings, involving multiple agencies and the family, to determine the factors underlying the SEMH behaviours, and address issues that lie beyond the school.
- Referral for counselling and diagnosis of mental health issues and on-going support.
- Referral to CAMHS
- Referral to THEWS.

Identification of the Needs of Students with Sensory and Physical Disabilities

Some children and young people require special educational provision because they have a disability which prevents or hinders them from accessing the educational facilities provided. Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

- For those children joining the school in the Early Years Foundation Stage (EYFS), identification has often occurred in the 2-Year-old Progress Check or in Pre-School settings.
- For those children joining post in KS1 or in KS2 identification school generally involve working with, and contributing to, assessments by health professionals.

Identification of the Needs of Students with Communication and Interaction Needs

These children and young people have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children and young people with Autistic Spectrum Disorders (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

At Sir William Burrough needs will be identified by:

- The regular monitoring of progress and identification of communication and interaction needs
- Staff making referrals to the SENDCo following which, the students are monitored regularly to assess need
- Screening within school using tools such as the social communications questionnaires and phonology screenings which will indicate whether a formal diagnosis is required

- If in-school screening indicates a possible need, a referral to the Speech and Language Therapy Service (SALT) or Local Authority Autism Spectrum Disorder Assessment Service (ASDAS) will be made.

Identification of EAL Learners who are SEN

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. The school will consider carefully all aspects of a student's performance in subjects to establish whether their lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Having carefully considered all aspects of a student's lack of progress which indicates that the student may have SEND in addition to EAL, then the school mechanisms to confirm this may include referrals to specialist services for further assessments, for example speech and language service, CAMHs or medical professionals.

8. Approach to Teaching Students with SEND

Phase 1: Quality First Teaching (QFT)

The most effective support mechanism for students with additional educational needs is the inclusive quality first teaching that is provided in every lesson. As well as providing outstanding teaching for all students, teachers ensure they are fully aware of the additional needs of students in their class and provide differentiated teaching and resources to meet these needs. Lessons are planned to remove barriers to learning for all students with additional needs and this ensures that most students are able to fully access the EYFS and national curriculum. Where a student is making less than expected progress, the class teacher will ensure that targeted and differentiated teaching takes place to support that student. It is the role of the SENDCo to support class teachers in their delivery of quality first teaching, they will do this by:

- Providing information about resources and strategies for supporting a range of additional needs within the classroom
- Providing training in meeting additional needs
- Providing information, in the form of IEPs, for particular students.

Phase 2: Assess, Plan, Do, Review

Where progress continues to be less than expected, concerns can be raised by class teacher to the SENDCo using the Initial Concerns Form (Appendix 3). At this stage a decision to provide additional or alternative support may be made. This is a person-centred approach and the views of the parent and

student will be very much taken into account. At this stage, the student will be placed on the SEN register at SEN Support (students identified as having a SEN need but who do not have an EHCP).

Additional/Alternative Provision for AEN Students

- In-class support from a Learning Support Assistant or Early Years Practitioner
- 1:1 reading support programme (15 minutes a Day) • 1:1 or small group phonics booster (Jolly Phonics.)
- 1:1 or small catch-up group for reading and spelling
- 1:1 or small group speech and language group
- Lego Therapy Group
- Zones of Regulation
- 1:1 support from a Speech and Language Therapist
- Small group key maths skills session
- Social skills interventions
- Attention Autism
- Sensory circuits
- A range of sensory interventions (using the SEND Hub)
- Fine motor interventions

Expertise and Training of Staff

All staff who work with our SEND children receive regular advice and support from the outside agencies such as the school Speech and Language Therapist and the Phoenix Outreach Teacher so that they can develop their knowledge and skills to deal with the specific conditions and learning difficulties of the children in their care. The SENDCo or Executive Headteacher organises whole school staff training in areas where we recognise a whole school need e.g., autism and language development.

Evaluation the Effectiveness of SEN Provision

The following will be used as evaluative points for judging the success of the effectiveness of the school's SEND Policy:

- The monitoring of provision for students with AEN through formal and informal observations
- The ascertaining of student views on their progress and the support they are offered
- The ascertaining of staff views on the support they are offered for students with SEN
- Student self-assessments for review meetings
- The monitoring of all students' IEPs

- Assessment data
- Whole school quality assurance processes such as Learning Walks
- Parental feedback and comment
- External agency feedback.

Complaints about SEN Provision

The parents of students with disabilities have the right to make disability discrimination claims to the first- tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contacts for Raising Concerns:

Please contact the school and ask to be put through to one of the following members of staff:

- SENDCo
- Pastoral Lead
- Executive Headteacher

9. Appendix 1 - Key Members of Staff Referenced

Role	Name
Executive Headteacher	Siobhan Fehim
Senior Deputy Headteacher	David Hodges
Deputy Headteacher	Karyce Maitland
SENDCo	Debbie Silvester
Pastoral Lead	David Ash

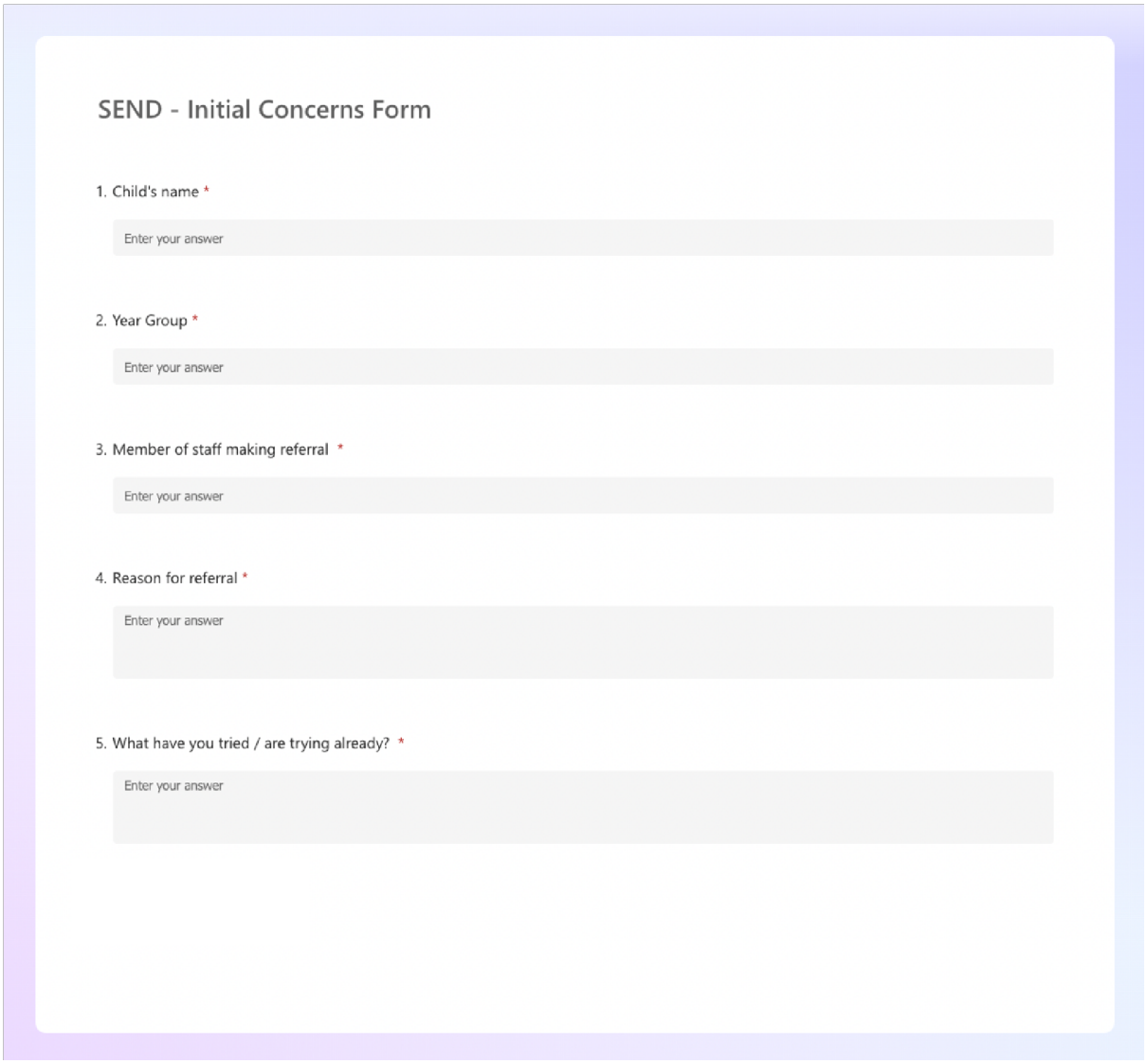
10. Appendix 2 - Links to Legislation and Guidance Documents

Special Educational Needs and Disability (SEND) Code of Practice (2015)

Part 3 of the Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

11. Appendix 3 - Procedures and Processes - Initial Concerns Form



SEND - Initial Concerns Form

1. Child's name *

Enter your answer

2. Year Group *

Enter your answer

3. Member of staff making referral *

Enter your answer

4. Reason for referral *

Enter your answer

5. What have you tried / are trying already? *

Enter your answer

12. Appendix 4 – English as an Additional Language

The term bilingual learner refers to 'all students who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all language' (DfES 2003).

Students for whom English is an additional language are not identified as SEND students. Students with English as an additional language (EAL) are supported by their class teachers and LSAs.

The terms EAL and bilingual are used interchangeably and both refer to students for whom English is not the first language. It does not refer to the stage of English these students may be on (see below). Many EAL students speak English on a par to native speakers.

At Sir William Burrough we embrace diversity and recognise that learners will be at different stages of English language acquisition (from complete beginner to advanced bi-lingual). But even those at the same stage of English language acquisition will have different backgrounds and needs. With this in mind, we adhere to the following principles:

EAL students are not a homogeneous group: students come from diverse linguistic, cultural and educational backgrounds. We acknowledge that these variations are significant when interpreting the overall achievement of EAL learners.

All mid-phase admits are interviewed at length with note taken of previous education and attainment.

Relevant information is made available to all teaching staff.

13. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____