



William Law CE Primary School

Special Educational Needs and Disability Policy

Policy shared with staff on Intranet [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 24th June 2020

Signature: Kristian Toms (*digitally signed due to being a virtual meeting*)

Policy to be reviewed on: June 2021

This policy is written in line with the Christian values and ethos of our school.

*Teach children how they should live, and they will remember it all their lives.
Proverbs 22:6*

1. Introduction

1.1 William Law is an inclusive school where every child is valued as a unique individual who is entitled to a high standard of education delivered by a highly motivated caring staff. Our purpose is to help each individual develop those qualities of mind, body, spirit, feeling and imagination that will enable them to live a fulfilling life. This starts by having high expectations for the achievement of all our children and placing a strong emphasis on them becoming independent learners. At William Law we want to give all children a firm foundation on which to build the skills and knowledge they will need into adult life. In common with the vast majority of schools it is anticipated that in each year group there will be individual children who are experiencing learning difficulties and/or who have physical and medical disabilities. We provide for these children in a variety of ways. Please read our SEND Information Report which is available on our website.

2. Objectives of the Special Education Needs and Disability (SEND) Policy

2.1 Our objectives in ensuring that each child with special educational needs has an education suited to their needs are:

- to work within the guidance provided in the SEND Code of Practice 2015
- to provide curriculum access for all
- to reach high levels of achievement for all.
- to ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- to meet individual needs through a wide range of provision and resources
- to develop a level of staff expertise to meet the needs of the children.
- to develop an Education Programme suited to the child's needs which is outlined in the pupil's SEND Pupil Profile and Education Health Care Plan (EHCP) where relevant
- to involve parents /carers in planning and reviewing provision
- to work with external agencies

3. Name of the SENDCO

3.1 The teacher who is responsible for the day-to-day operation of the SEND policy is

Jennifer Paterson, who is referred to as the Inclusion Manager/SENDCO. [Special Educational Needs and Disability Co-ordinator]. You can contact her through the school office.

3.2 The SENDCO has completed the National Award for SEN coordination accreditation. She oversees and coordinates provision for all children with SEND.

4. SENDCO's role in Co-ordinating provision for pupils with SEND

- have an overview of provision made for SEND pupils

- keep up to date and confidential records in line with the confidentiality policy
- tracks SEND children's progress and attainment
- liaise with class teachers and teaching assistants to identify and support those children who have Special Educational Needs and Disabilities.
- disseminate information and raise awareness of SEND changes and updates with regards to the Code of Practice
- make staff aware of their responsibility towards a pupil with SEND, whether or not pupils have an EHCP
- liaise with the Local Authority and external agencies e.g. Educational Psychologists and when appropriate/necessary
- consult with the Headteacher and school's Educational Psychologist when making EHC assessment requests to the Local Authority
- liaise with parents of SEND children in conjunction with the teachers
- arrange and carry out annual reviews for pupils with EHC Plans
- organise and contribute to the in-house training of staff in relation to quality first teaching and SEND needs/provision
- meeting the SEND governor termly

5. Admission Arrangements

5.1 When a place is being requested for a child, reasonable steps will be taken to find out whether the prospective pupil has SEND; it is expected that parents will be proactive in informing the school.

5.2 William Law School is committed to the general principles that:

- a child with SEND should have his/her needs met
- the Special Needs of children will normally be met within mainstream school
- the views of the child should be sought and taken into account wherever possible
- parents have a role to play in supporting their child's education
- children with SEND should be offered full access to a broad, balanced and relevant education

6. Arrangements for providing access for pupils with SEND to a balanced and broad-based curriculum.

6.1 Wherever possible, access to the full curriculum of the school is achieved through Quality First Teaching, targeted provision and by the careful differentiation of class work by the class teacher. The SENCO may refer the class teacher to appropriate agencies or professionals able to help and advise.

6.1.1 Equal Opportunities

At William Law School we expect children with SEND to make good progress. We believe that all children learn best with the rest of their class and where possible children are taught within a group of peers. Based on the severity of the child's need, it is often in the child's best interests not to have 1:1 support all day every day, as we strive to enable them to be independent learners. We assess, plan, implement and review all children's progress at least termly through their SEND Pupil Profile meetings.

6.1.2 Quality First Teaching

Any pupil who is identified through Pupil Progress meetings as falling significantly outside the range of expected academic achievement will be monitored by the class teacher for a minimum of a term as we aim to narrow the attainment gap between SEND children and their peers. Once a pupil has been identified as possibly having SEND and a written referral with supporting evidence has been completed, they will be assessed by the SENDCO to identify their specific area of difficulty in order that teachers provide appropriate differentiated learning opportunities that will aid the academic progression of the child. By doing this the teacher will have a better understanding of the provision and teaching style that needs to be applied. At William Law, all classes have a teaching assistant to support the class teacher and provide a more individualised provision where necessary.

6.1.3 Educational, Health and Care plans (EHCP)

Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced by Education, Health and Care Plans. If children fail to make progress, in spite of high quality, targeted support and the advice and support from outside agencies, William Law School will produce a co-ordinated plan for the child. This can then be used when applying for an EHC needs assessment in the future. Having a diagnosis, e.g. dyslexia or ADHD, does not necessarily mean that a child needs a coordinated plan and/or an EHC Plan; the Local Authority have specific criteria before they will carry out an EHC needs assessment which can be found on their website. Parents can apply for EHC needs assessments themselves and there are charities who can support them, such as SCOPE.

During the Covid-19 lockdown, legislation published indicated that the provision school was expected to offer for those with an EHCP was amended to allow for 'reasonable endeavours' to be made to meet the outcomes identified in the plan. (See appendix). During this time it is the SENDCOs responsibility to ensure that a risk assessment has been completed for all children with an EHCP and contact is made weekly to review needs.

A 'Section M' has been completed at the recommendation of the Local Authority to ensure that school has identified all the needs of the children and this is to be added to their plan.

Please see medical conditions policy for those children who have medical needs.

7. Facilities for SEND pupils

7.1 Our school environment meets the requirements of our SEND children. [See separate Accessibility plan.] This school adheres to the principles in the Code of Practice 2015. It does not discriminate against disabled pupils and prospective pupils in the provision of education and associated services in schools and in admissions and exclusions [see separate inclusion policy document].

8. Allocation of resources

- 8.1 The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within William Law School. The head teacher informs the Governing Body of how the funding allocated to support Special Educational Needs and Disabilities has been deployed.
- 8.2 The Headteacher and the Governing Body have overall charge of the management of the School Budget.
- 8.3 The Governors have the following funding policy in providing for Special Needs:
- that teacher release time be made available for Termly Reviews and Annual Reviews
 - Teacher and TA time is allocated to working with SEND children
 - a Permanent Post of Responsibility of Special Needs Co-ordinator
 - release of class teachers and TAs for training
 - the allocation of a fund for Special Needs resources - the SENDCO monitors the needs for additional resources by reading SEND Pupil Profile provision termly, meeting with teachers, teaching assistants and parents to gauge what current needs are, and acts upon the advice of outside agencies and professionals. These enhanced resources are also made available for the use of other children when and if appropriate.

9. Pupil participation

9.1.1 At William Law all children are encouraged to take responsibility for their learning, be independent and to make decisions. We recognise that all children have the right to be involved in making decisions and exercising choice (Code of Practice), which is why all of our SEND children are consulted and their opinions included on their SEND Pupil Profiles every academic year. Pupil voice is important especially when setting and reviewing targets on EHC plans at annual reviews, and with the help of a member of staff, children contribute their own views in a pupil report. They are also invited to attend part of the annual review, where appropriate.

10. Parental Involvement

10.1 The relationship between parents of children with SEND and the school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action. Positive working relationships with parents of children with SEND are fostered. Continuous assessment reflects a sound and comprehensive knowledge of a child and his/her responses to a variety of carefully planned and recorded actions. The teachers take account of the wishes, feelings and knowledge of parents at all stages. By utilising parents' own distinctive knowledge and skills teachers enable parents to help their child in the most effective ways. The parent, child and teacher all work together to agree, set and review targets that will help the child progress every term using the SEND Pupil Profile to record these meetings.

11. Role of the SEND Governor

11.1 It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. William Law has a designated governor who is aware of the schools SEND provision, including the deployment of funding, equipment and personnel. The SEND governor meets the SENCO termly and makes SEND monitoring visits during the school year. The governing body has due regards to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

12. Identification and Assessment Arrangements

12.1 At William Law the needs of pupils are identified considering the needs of the whole child. The definition of SEND according to Code of Practice 2015 on page 16 is as follows – "A person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. This means that they have a significantly greater difficulty in learning than the majority of others of the same age. This includes sensory impairments and long term health conditions such as asthma, diabetes, epilepsy and cancer if it affects their educational progress". Please refer to medical conditions policy.

12.2 Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact our school nurse and/or their GP if they have a special needs concern, or ask the SENDCO as to which route is taken to obtain a specific diagnosis. Behaviour is not classified as a Special Educational Need or Disability.

We believe that a child does not need a diagnosis to access school's SEND provision: if a child has a need and is placed on our SEND register, they will have an SEND Pupil Profile which will outline provision in school, regardless of whether a formal diagnosis has been made.

12.3 Assessment

12.3.1 In the Code of Practice it states that there are four main categories in which children may need additional support:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and /or physical needs.

We follow the recommended cycle of Assess, Plan, Do, Review when first deciding whether a child has Special Educational Needs. If targeted support and provision do not enable a child to make progress, we may then need to do further assessments in school or refer for specialist support, meeting with parents to share ideas and concerns. This is called the Graduated Response and is outlined in the SEND Code of Practice.

If a child fulfils the criteria to be on the SEND Register, we will seek permission from parents first. Once a child is on the SEND Register, they will have targets and provision set termly with parents through the SEND Pupil Profile Meetings.

13. **Provision for SEND children**

13.1 Staff have a responsibility to all children including those with SEND, to ensure Quality First Teaching takes place with challenging differentiation being evident to meet each child's specific needs.

13.2 All teachers at William Law School are trained to identify any barriers to learning and to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. As part of professional development, all teaching and support staff are encouraged to undergo relevant training courses. The SENDCO attends termly network meetings. In-house training is provided from therapists and agencies, who support the school e.g. Speech and Language therapists, Occupational therapists, Visual Impairment services, Autism Outreach. If teachers need support from the SENDCO, or have a specific concern about a pupil, there is an internal referral form which can be used at any time and is shared with teachers through their class SEND file.

14. **Outside Agency involvement**

14.1 Every endeavour is made to utilise external support, using both the knowledge of professionals skilled in their field for the purpose of assessing, advice and also equipment they may be able to loan. Their advice will be sought prior to buying specialised resources for the school. This would include the Autism Outreach service, the Educational Psychologist, the Multi-Cultural Support Service, traveller services and advisory teachers of the Visually And hearing Impaired, and Health professionals such as: Speech and Language Therapists, Community Paediatricians, School Nurse, Physiotherapists and Occupational

Therapists. Each agency and professional has their own means of referral and thresholds before they will become involved, so it is the role of the SENDCo to build relationships with them and know the referral process for each one.

15. Evaluation of SEND provision through the 4-part cycle

15.1 The criteria by which we measure our successful SEND provision are:

- Assess – each child's need identified
- Plan – and differentiate how to meet the child's individual need and set SMART, achievable targets
- Do – a quality of provision that is implemented for the child so their needs are met
- Review – data and regularly consult between all involved in the child's education
(Ensure children are reaching their full potential and their progress is regularly monitored and reviewed against targets).

This is done termly through the SEND Pupil Profile meetings for all of our SEND pupils.

In addition to this, where there has been involvement from an outside agency or professional and directed targets/recommendations have been identified, an additional Assess, Plan, Do, Review cycle will be devised and implemented. This will then be monitored termly.

16. Transitions to and from school

16.1 Links with Nurseries:

- the SENDCO may accompany the Reception staff to nursery settings to acquire first-hand knowledge of children with SEND coming to William Law. Nurseries and preschool settings are required to pass on all relevant paperwork to school relevant to the child's special needs.

16.2 Links with Primary Schools/Special Schools:

- the SENDCO endeavours to visit each local special school to view facilities and teaching methods, as well as accompanying parents when required if a decision is being made about a placement in a Special School
- the SENDCO has links with other SENDCOs in mainstream schools in order to share and gain knowledge and regularly meet through cluster meetings
- the SENDCO ensures that up-to-date SEND records of SEND children are sent to the receiving school if the child transfers while in Primary Education.

16.3 Links with Secondary Schools:

- towards the end of each academic year the SENDCO's from Primary and Secondary schools meet to discuss the SEND needs of children leaving William Law School. The SENDCO also gives the secondary school all SEND records for those SEND children.
- the SENDCO of the receiving Secondary schools is invited to parent meetings and annual reviews, if they occur in the summer term.
- the SENDCO can arrange additional transition visits for children with SEND if appropriate.
- the SENDCO initiates with secondary schools, if parents so wish, a private visit by those parents to the Special Needs Unit.

16.4 Transitions internally

- When children with SEND are due to move to their next year group within the school, they may be provided with a transition booklet by their new year group staff in the summer term, if it is deemed necessary.

17. In-house Training

- 17.1 The Continuous Professional Development (CPD) coordinator and the SENDCO are responsible for ensuring that information about SEND In-house Training opportunities are brought to the attention of all staff and will be included in the School Improvement Plan when appropriate. This training is based on specific concerns relevant to the needs identified or in ensuring that staff keep up to date with the information and legislation. The SENDCO attends relevant training and disseminates the details to staff, as appropriate, and individuals can access training that is necessary for their professional development. There is an induction procedure for NQT's and all new members of teaching staff who are employed by the school.

18. Arrangements for considering complaints about SEND provision within the School

- 18.1 If a parent has a complaint about SEND provision for his child or about SEND provision generally, then he or she should speak initially to the class teacher. The class teacher will treat the matter with sensitivity and make every reasonable effort to resolve the situation.
- 18.2 If this consultation does not prove satisfactory then the parent should refer the matter to the SENDCO and the Headteacher. {See complaints policy.}
- 18.3 If the matter is still not resolved the parent has the right to consult the Local Authority SAMS team and then the Department for Education.

SECTION M
Education, Health and Care Plan modified provision during
Coronavirus Covid-19

Securing or arranging provision in an EHC plan under the modified s42 duty

In some cases local authorities and health commissioning bodies may be able to secure or arrange the provision as set out in an EHC plan. Where, however, the full provision in an EHC plan cannot be delivered or delivered in the way described in the plan, a discussion must take place with the parents/carers/young adult.

This document summarises the discussion with parents/carers/young adults (YA) in relation to the modified section 42 duty to secure and arrange provision and details the agreed interim arrangements. Following this discussion, a copy of this form should be sent to families and the local authority, who will add it as an appendix to the EHC Plan.

- Please complete **all** boxes
- All personal details **must** be checked and completed

(1) Risk assessment

Have you carried out a risk assessment? Yes/No (please delete as appropriate)

If yes, **please attach** it to this document. If no, **please give reasons** why not in the box below.

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Was the parent carer/young adult consulted? Yes/No (please delete as appropriate)

(2) Verification of contact details

Child/Young adult's name:		Date of birth:	
Address:		Postcode:	
Telephone number:		Email:	

Educational setting:		Year group:	
Key contact:		Contact details:	

(3) Record of communication with parents/carers/young adult

Date:	Activity:	Parent/carer/YA comments: Please include any areas of
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		agreement/disagreement
	Response received from parent/carer/YA	
	Response shared with setting	
	Telephone conversation between setting and parent/carer/YA	

Please indicate how/if the child/young adult participated in this discussion (please tick ✓):

Took part in whole discussion	<input type="checkbox"/>
Took part in some of the discussion	<input type="checkbox"/>
Views gathered prior to discussion	<input type="checkbox"/>
Reasons why views were not gathered	

(4) Provision delivery arrangements

Education provision	
What? <i>(Securing something different to the provision stated in the plan, e.g. in relation to availability of staff, technology & any significant risk that may cause harm)</i>	
Where? <i>(the location where the provision is to be provided may be altered, e.g. early years provider, school, college, community setting, home or clinic)</i>	
How? <i>(method of delivery may be altered, e.g. virtual rather than face to face and smaller rather than large groups for teaching – where this can be done following the guidance on reducing transmission of coronavirus Covid-19)</i>	
When? <i>(frequency and timing of provision may be altered or modified in the light of available staff & risks that may cause harm)</i>	
By whom? <i>(changes to the person delivering the provision, for example a learning assistant under virtual supervision rather than a specialist therapist or teacher)</i>	

Health provision (if appropriate)
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What?	
Where?	
How?	
When?	
By whom?	

N.B Full details of health support offered will be recorded by the relevant professionals on SystemOne.

Social Care provision (if appropriate)	
What?	
Where?	
How?	
When?	
By whom?	

(5) Factors inhibiting delivery of other provision

Please (✓) the appropriate reasons below and provide details

✓	Reason for non-delivery	Details of the provision that is unable to be provided
	Capacity	
	IT/equipment unavailable at home	
	Availability of specialist staff/equipment	
	Significant risk of harm	
	Other	
	Parent/young adult did not wish arrangements to be made	

(6) Details of the person completing this form

Name:		Date:	
Role:			

Please return this form via email to:

Cambridgeshire: ehcpcovid@cambridgeshire.gov.uk

Peterborough: ehcpcovid@peterborough.gov.uk

Coronavirus Act 2020 Modification of section 42 of the Children and Families Act 2014 (England) (No. 2) Notice 2020

The Secretary of State for Education, in exercise of the powers conferred by section 38(1) of, and paragraph 5 of Schedule 17 to, the Coronavirus Act 2020¹, issues the following notice.

Modification of section 42 Children and Families Act 2014

1. The Secretary of State for Education by this notice modifies section 42² (duty to secure special educational provision and health care provision in accordance with an education, health and care plan) of the Children and Families Act 2014 (the 2014 Act) in the manner described in the table in paragraph 5 of Schedule 17 to the Coronavirus Act 2020, so that any duty imposed on a person by that section is to be treated as discharged if the person has used reasonable endeavours to discharge the duty during the period specified in this notice.
2. The Secretary of State for Education considers that the issuing of this notice is an appropriate and proportionate action in all the circumstances relating to the incidence or transmission of coronavirus for the following reasons:
 - (a) Since 20th March 2020 educational institutions, including schools and further education colleges, and registered childcare settings in England have remained open for vulnerable children and young people, and for children of critical workers in order to reduce the spread of coronavirus.
 - (b) On 28th April 2020, the Secretary of State for Education issued a notice modifying section 42 of the 2014 Act³, in the manner described in paragraph 1. The specified time period of that notice was 1st May to 31st May 2020.
 - (c) On 10th May 2020 the government announced that certain education and childcare settings in England are being asked to plan for the possibility of phased wider opening if the government's tests are met.
 - (d) Section 42 of the 2014 Act requires a local authority to secure the special educational provision specified in an education, health and care (EHC) plan and for health commissioning bodies to arrange any health care provision described in a plan. It is not possible for local authorities and responsible health commissioning bodies in England fully to meet their duties under section 42 of the 2014 Act in the current situation for the following reasons:
 - (i) Due to the coronavirus outbreak, local authorities are experiencing reduced special educational needs and disability (SEND) staff capacity (both administrative and specialist), which is affecting their ability to

¹ 2020 c.7.

² 2014 c.6.

³ The notice can be viewed at this link: The notice can be viewed at this link:

<https://www.gov.uk/government/publications/modification-notice-ehc-plans-legislation-changes>

secure provision and deliver the provision specified in EHC plans. In addition, local authorities have directed some of their available staff to respond to the pressures generated by the coronavirus outbreak itself (for example, emergency planning). This is limiting the resource available to secure provision in accordance with EHC plans.

- (ii) The current position is that children and young people with EHC plans are expected to attend education settings where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment. However, it may not be possible for all children and young people to attend their education settings on a full time basis for various reasons (for example, if they are clinically extremely vulnerable, or they attend a special school that is operating an attendance rota). This means that in many cases it will still not be possible for local authorities and health commissioning bodies to continue to deliver the special educational provision and health provision that would normally be delivered in an education setting.
 - (iii) Where children and young people are attending an education setting their normal educational programme will probably be disrupted for various reasons, including the implementation of protective measures. This means that in many cases it will not be possible to deliver the special educational provision specified in EHC plans that would normally be delivered through the setting's normal educational programme (for example, through a differentiated curriculum).
 - (iv) The response to the outbreak has required some health commissioning bodies to redeploy some staff or re-prioritise some services to meet the immediate needs of their communities. In addition, staff absences due to the coronavirus outbreak have reduced capacity to arrange and deliver the health provision specified in EHC plans.
- (e) Consideration has been given to whether there are any options available as an alternative to giving this notice, for example, whether all the provision specified in EHC plans could be delivered remotely to those children and young people who are at home and not in their usual educational setting. However, whilst remote delivery may be partially successful, it is not considered that this would represent an effective alternative for the following reasons:
- (i) The need to redeploy specialist staff to respond to the coronavirus outbreak means that there is unlikely to be sufficient specialist staff to deliver all provision remotely.
 - (ii) The limitations of remote working may make it impossible to deliver provision in this way for all families.

(iii) Even if a remote equivalent were to be provided for each aspect of provision specified in an EHC plan, this would not constitute securing the provision as specified.

(f) The modification is proportionate for the following reasons:

- (i) The modification allows local authorities and health commissioning bodies in England to adapt to the changing situation in their specific area, based on the nature and demands of the coronavirus outbreak locally, workforce capacity and skills, and the needs of each individual with an EHC plan.
- (ii) The modification enables local authorities and health commissioning bodies to arrange reasonable alternatives to the usual service during the coronavirus outbreak, such as by delivering therapies remotely, or using video.

Specified period

(g) The specified period in this notice starts at the beginning of 1st June 2020 and finishes at the end of 30th June 2020.

Signed by or on behalf of the Secretary of State for Education:

Date of signature:

28th May 2020

