



**Shakespeare**

Primary School

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**Special Educational Needs and Disability  
Policy**

**2023-2024**



# Special Educational Needs and Disability Policy



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## INTRODUCTION

Shakespeare Primary School and Nursery is an inclusive, mainstream school. We encourage exploration and creativity through our Curriculum of Excellence from the Heart of Leeds; an inspiring, broad, balanced and engaging curriculum where learning and the community is at the heart of all that we do. All teachers have a high regard for the progress and learning of all children, including those with Special Educational Needs and those with disabilities.

We are committed to inclusion and supporting children with SEND. Our school ethos is aligned with current legislative requirements. This policy complies with the statutory requirement laid out in the **SEND Code of Practice (DfE and DoH, 2015)** has been written with reference to the **Children and Families Act (2014)**.

## AIMS AND OBJECTIVES

At Shakespeare Primary School and Nursery we aim to:

- Provide every child with access to a broad and balanced curriculum.
- Raise the aspirations and expectations of all children with special educational needs.
- Promote independence, equality, consideration and compassion for others.
- Provide children with the skills and attributes necessary for adult life and employment.

In partnership with parents and carers, we strive to:

- Identify special educational needs at the earliest opportunity.
- Provide appropriate provision to ensure children with SEND have full access to the Early Years Foundation Stage and National Curriculum.
- Continually monitor the progress of all children to aid the identification of SEND and ensure that all children with SEND reach their full potential.
- Have high expectations for all children and give every child the opportunity to experience success in their learning.
- Work in co-operation with the Local Authority and other outside agencies to support the needs of individual children and their families.
- Involve and inform parents and carers about their child's progress and encourage them to work with us in supporting their child.
- Ensure that all educators have access to high quality professional development and advice to support the individual needs of children and provide quality teaching and learning for all children.



## RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

Everyone in the school community has a positive and active part to play in achieving the aims of our SEND policy. The following people have particular responsibilities:

### **Inclusion Leader and Special Education Needs Coordinator**

The Inclusion Leader for the school is Mrs Brealey, who is also Deputy Head Teacher and Designated Safeguarding Lead. Mrs Brealey works alongside teaching staff, the Pastoral Team and the Safeguarding Team to coordinate and manage the provision for children with SEN. In addition to this, Mrs Brealey works with staff to:

- Oversee the day-to-day operation of the school's SEN policy
- Coordinate provision for children with SEN
- Liaise with the relevant designated teacher where a child looked after pupil has SEN
- Advise on a graduated approach to providing SEN Support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of children with SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies
- Liaise with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and school governors to ensure the school meets its responsibilities under the **Children and Families Act (2014)** with regard to reasonable adjustments and access arrangements
- Ensure that the school and nursery keeps the records of all children with SEN up to date
- Regularly attend local network meetings
- Seek specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.

### **Assistant SENCO**

Our Assistant SENCO is a member of the support team. She supports children who have Speech, Language and Communication needs and coordinates provision for children with SEN in the Early Years. She has had Autism Tier 3 training and is a designated member of the Safeguarding Team. She has also accessed a wide range of additional training related to her role.

### **Governors with responsibility for SEND**

Mrs Kathryn Atkins and Mr Owain Talbot are the school governors with responsibility for SEND. Mrs Atkins and Mr Talbot meet regularly with the Inclusion Leader to ensure that the school is fulfilling its duties to children with SEND.



### **Class teachers**

All class teachers are teachers of SEN. Our teachers receive in-house SEN training and are supported by the Inclusion Leader and SENCo to meet the needs of pupils who have SEN. All class teachers have received STARS Autism Tier 1 training.

### **Teaching assistants (TAs)**

We have a team of Learning Support Assistants who are trained to deliver SEN provision. We also have Learning Support Assistants who are trained to deliver interventions such as TalkBoost language intervention, The Nuffield Early Language Intervention and Little Wandle phonics intervention.

Staff have had other training to support their role, including Intimate Care, Makaton, training for Sensory Circuits and other training packages available from STARS at Leeds City Council.

## **ALLOCATION OF RESOURCES**

Inclusion funding for SEND of up to £6,000 is allocated via the school's Notional SEN Budget in the first instance. If the school has enough evidence to suggest that further funding would be required to meet need, then an application would be submitted to the Local Authority for FFI Top-Up Funding. The application would be written in conjunction with reports and advice from outside agencies as well as information gathered from working in partnership with parents and carers.

## **IDENTIFICATION OF SEND**

### **Definition of Educational Need**

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children however; some children need educational provision that is additional and different to this.'

SEND Code of Practice (DfE and DoH, 2015)

'A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.'

A child of compulsory school age has a learning difficulty or disability if she or he:

- Has a significantly greater difficulty in learning than the majority of others of the same age

or

- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

SEND Code of Practice (DfE and DoH, 2015)

### **Categories of Special Educational Need**

The [SEND Code of Practice \(DfE and DoH, 2015\)](#) suggests children's needs and requirements fall into the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties



- Sensory and/or physical

In practice, individual children may well have needs which span two or more areas. For example, a child with educational needs may also have communication difficulties or a sensory impairment. The purpose of identification is not to fit or label a child into a category but to determine what action the school needs to take. The school will always inform and consult with parents/carers if it is felt that a child may have a special educational need and before placing the child on the school's SEND Register.

When identifying SEND the following criteria may be considered:

- A child's early history and/or parental concern
- A child's lack of progress despite receiving a differentiated curriculum
- Low achievement in the Early Years Foundation Stage or National Curriculum i.e. significantly below the suggested level for their age
- Requiring specialist material/equipment or support for sensory/physical problems

## PROVISION

First and foremost, we are committed to ensuring all children have access to high-quality first teaching. The learning of all children is coordinated by their class teacher. We also strive to ensure all children have equal access to the school curriculum.

We adapt the curriculum and learning environment in accordance with the child's individual needs. The level of support is defined on a 'Wave' system of Wave 1, Wave 2 and Wave 3.

In the first instance, Wave 1 is high-quality first teaching delivered to all children. The class teacher will use adaptive teaching techniques to ensure the learning is adjusted for individual children to allow them to access the curriculum.

Wave 2 includes targeted, small-group intervention for children working just-below and below age-related expectations. This may include same-day interventions, or targeted interventions which are reviewed regularly with the aim of children keeping up with the learning in class. These may be academic or pastoral interventions.

Wave 3 is identified when children make insufficient progress at Wave 1 and Wave 2 and need highly individualised support, including support from outside agencies. This could be a child with a Speech and Language Therapy plan, a child needing daily physiotherapy support or a child with who needs specific personal care due to a medical need.

## SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school (supported by the LA and Community Nursing team) will comply with its duties under the [Equality Act 2010](#) and the [Children and Families Act \(2014\)](#).



## **CURRICULUM ACCESS and INCLUSION**

The curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all children. Where necessary, we make adaptation to meet the physical and learning needs of our children. Class educational visits are part of our curriculum and we aim for all children to benefit from them. School will work with parents to plan for these and will carry out risk assessments as appropriate and reduce risk through control measures which allow children with SEN or disabilities to access the educational visit.

## **CONTINUOUS PROFESSIONAL DEVELOPMENT**

The training needs of the staffing team are reviewed annually to ensure all staff, including support staff, have adequate training to support the needs of children with SEN in school. All teaching staff are trained at STARS Autism Tier 1 level. Support staff working with children with communication and interaction needs will have a bespoke package of training delivered to ensure they can carry out their role effectively. Each half term, staff meeting CPD time is dedicated to development of SEND.

## **ADMISSION ARRANGEMENTS**

School will not discriminate against prospective children with a SEN need or disability. School will work with other settings and outside agencies to ensure the transition into school is well-planned and any equipment and resources needed are procured in advance. Any prospective children whose EHCP names the school will be admitted before any other places are allocated. The school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps which can be taken to prevent the incompatibility.

Please see Leeds City Council Admissions information here: [Leeds City Council Admissions](#). Please also see admissions information from the Special Educational Needs and Disabilities Information, Advice and Support Services (SENDIASS) in Leeds here: [SENDIASS](#)

## **TRANSITION ARRANGEMENTS**

Where possible, children in Early Years who are at the start of their educational journey will have a home visit from the Inclusion Leader or Class Teacher plus a member of the SEND support team.

To help pupils with SEND be prepared for a new class, the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed. Lessons are scheduled with the incoming teacher towards the end of the summer term. There are additional transition sessions for children with SEN in comparison to those without SEN.

When a child is moving to another school, parents will be consulted on what information will be passed to the new setting.

When children leave the school and move on to secondary education, the SENCo of the secondary school allocated to the child will have a meeting with the Inclusion Leader. They will discuss the needs of all the child/ren who are receiving SEN support.

Pupils will be prepared for the transition through a focus in school through additional and/or tailored transition days in the new school, learning how to get organised independently and plugging any gaps in knowledge .



## LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school are able to call upon the expertise of a wide range of support services via the local authority or within the community. Some examples include Speech and Language Therapists, Educational Psychologists, SEN Inclusion Team, STARS and the Area Inclusion Partnership (AIP). These support services can offer advice, support and training for SEND.

**Other Schools and Nurseries:** we work closely with preschool settings and other schools to ensure that transitions between schools are successful.

**The Health Service and Children's Social Work Services:** Some Children with SEND have support from Health and/or Children's Social Work Services. School will liaise with professionals from the Health Service such as GP's, Paediatricians, Health Visitors and School Nurses to seek advice and support for these children. The school recognises that a collaborative approach is the most effective way of supporting children and so the advice of health professionals is implemented across the school, including the drawing up of Health Care plans and staff ensure information on child's needs are shared amongst professionals. Health and Social Care professionals are involved in the reporting on children's needs and progress and in attending review meetings where appropriate.

## PARTNERSHIP WITH PARENTS/Carers

Shakespeare Primary School and Nursery believes that good communication between parents/carers and the team is essential so parents/carers can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential.

- Termly parents' and carers' evenings take place where progress towards outcomes is shared and collaboration between teachers and parents or carers will take place to plan next steps.
- Teachers will meet regularly with parents to discuss progress and review the Pupil Passport.
- School adopts an 'open-door' policy, where parents and carers are welcome to come into the setting to discuss any concerns they may have.
- The Inclusion Leader will review a child's SEN Support Plan and report progress to the council if the child is in receipt of FFI Top-Up Funding. These will take place every term for children in Early Years and once per year for children in Year 1 to Year 6.
- Annual reviews will take place with parents and carers for any child with an Education and Health Care Plan (EHCP). Any relevant outside agencies are invited to the meeting. School may call an emergency meeting if they feel the EHCP needs urgently reviewing before this time.
- School may hold coffee mornings and share training videos to support parents and carers with understanding their child's SEN. For example, this may be to share parental support videos from Leeds Community Health Care in relation to complex communication needs.

## THE VOICE OF THE CHILD

The Inclusion Leader, teachers and support staff will work together with the child to ensure the planned provision is effectively in place to ensure outcomes are met. Where possible, the school will endeavour to actively involve all SEN children when setting their outcomes. Their progress and ongoing support will be shared with them in an appropriate way. Pupil





Voice is gathered by the Inclusion Leader and class teachers to review developments to the SEN provision for the child.

## **SEND INFORMATION REPORT**

Parents/carers can find more information on SEND on the School website including more detailed information about the School's arrangements for identifying, assessing and making provision for children with SEND.

## **COMPLAINTS PROCEDURE**

Please see the school's Complaints Policy here: [Complaints Policy](#)

Complaints about SEN provision in our school should be made to the class teacher the first instance. This may then be escalated to the SENDCO , Acting Inclusion Manager and Head Teacher. They will then be referred to the school's complaints policy.

## **LOCAL OFFER**

As part of the Code of Practice Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled. Parents / Carers can find information about admissions, the graduated approach to assessing and supporting students with SEN as well as other agencies and specialists that can be contacted for support and advice through the [Leeds Local Offer](#).

## **MONITORING AND REVIEW**

The implementation of this policy will be monitored by the SEND Governors. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed annually.

