East Allington Primary School

SEND Policy

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(This policy supersedes all previous SEND policies)

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1. Preamble

1.1 This policy pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations
- The Equality Act 2010

1.2 This policy is in line with our Teaching and Learning Policy and Single Equality Policy and aims to support inclusion for all of our children.

1.3 High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision and we use our best endeavours to ensure that provision is made for those who need it.

1.4 The staff and governors of the School also work to ensure that all Pupils with SEND reach their full potential, are fully included within the School community and are able to make successful transfers between educational establishments. This policy supports all members of staff in providing positive whole school approaches towards the learning, progress and achievement of pupils with SEND. With this as an underlying principle, we believe that:

1.5 ***All teachers are teachers of Special Educational Needs***

1.6 ***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants, specialist staff or external providers.***

2. Principles

2.1 No pupil is refused admission to the School on the basis of his or her special educational need. In line with the Equality Act 2010 we do not discriminate against disabled children in respect of admissions for a reason related to their disability. We use our best endeavours to provide effective educational provision.

2.2 This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014).

2.3 We aim to provide the structure for a pupil-centred process that engages pupil, family, the 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 of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

- Ensure the Equality Act 2010 duties for pupils with disabilities are met
- To enable pupils with special educational needs to have their needs met
- To take into account 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
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the School, the Multi School Trust (MAT) and the local learning communities
- Make efficient and effective use of resources
- Have regard to the Code of Practice (2014) for the identification, assessment support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

3. Identifying and supporting Special Educational Needs & Disabilities

3.1 Definition of SEND

3.2 Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard pupils as having a Special Educational Need if they:

a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

3.3 Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

3.4 We have regard to the SEND Code of Practice 2014/2015 when carrying out our duties towards all pupils with SEND and ensure that parents/carers are informed by the School that SEND provision is being made for their child.

3.5 Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

3.6 Areas of Special Educational Need

3.7 Under the SEND Code of Practice 2014/2015 pupils identified as having a special educational need or disability (SEND) are considered within one or more of the following categories of need:

3.8 Cognition and Learning;

3.9 Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

3.10 Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

3.11 Social, Emotional and Mental Health Difficulties

3.12 Children 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 misuse, eating disorders or physical symptoms that are medically unexplained.

3.13 Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder
- Trauma

3.14 Communication and Interaction needs

3.15 Children with speech, language and communication needs (SLCN) 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 because they do not understand or use social rules of communication.

3.16 Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

3.17 Sensory and/or Physical needs

3.18 Some children require special educational provision because they have a sensory and/or physical disability. These difficulties can be age related and may fluctuate over time.

3.19 Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

4. A Graduated Response to SEND

4.1 Early Concerns

4.2 The progress made by all pupils 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.

4.3 How we identify and support pupils with SEND

4.4 All pupils' attainment and achievements are monitored by their teachers who are required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers (data tracked termly), additional support is provided under the guidance of the subject teachers.

4.5 Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher works with the School's Special Educational Needs Coordinator (SENDCo) to agree appropriate support. Psychometric testing may be used to identify difficulties.

4.6 In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This always involves discussion and agreement with the pupil's parents/carers.

4.7 When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualized plan;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

5. Monitoring and Evaluation of SEND

5.1 Regular monitoring of the quality of provision for all pupils including those with SEND follows the School's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly.

5.2 Assess, Plan, Do and Review

5.3 SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review.**

5.4 For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** fits into the regular termly assessment and planning cycle for all pupils. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates are set.

6. Exit Criteria

6.1 When a pupil has made sufficient progress in their area of need that 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 are no longer seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil is removed from the School's SEND register.

6.2 Where, despite the School having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the School or parents/carers consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the process of review helps to support the Local Authority in determining when this statutory assessment of needs is required.

6.3 Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The School holds annual review meetings on the behalf of the Local Authority and completes the appropriate paperwork for this process.

6.4 Supporting Pupils and Families

6.5 We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. 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.

6.6 At the School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision- making process about special educational provision
- Are provided with relevant resources so they reinforce learning in the home.

6.7 Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support for SEND (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

6.8 Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

6.9 Pupil Voice

6.10 We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

6.11 These views are welcome at any time but are specifically sought as part of the review process and at the end of a targeted intervention. We ask all pupils to contribute to target setting.

6.12 Partnership with External Agencies

6.13 The School is supported by a wide range of different agencies and teams. The School's SEND Information Report details which agencies the School has worked with in the last 12 months. This report can be found on the School website and is updated annually.

6.14 A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully planned and

managed to provide continuity of high quality provision and reassurance to pupils and families.

7. Training and Resources

7.1 Allocation of resources

- Each year we map our provision to show how we allocate resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

7.2 Continuing Professional Development (CPD) for Special Educational Needs

- All staff have regular CPD when Quality First Teaching is addressed.
- The SENDCo and other SLT members provide regular CPD to other staff in specific aspects of meeting the needs of pupils with SEND.
- Teaching assistants are engaged in an ongoing training whereby their role is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

7.3 <u>Funding</u>

7.4 Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for funding.

7.5 The school must demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it will be used. This additional 'top-up' funding is then paid from the Local Authority's high needs block into the school's budget.

7.6 <u>Personal Budgets</u>

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCO.

8. Responsibility

8.1 Provision for pupils with special educational needs is a matter for the School as a whole.

8.2 In addition to the Local Governing Body, Headteacher/Head of School and SENDCo, all members of staff have important responsibilities.

8.3 Local Governing Body:

8.4 The Local Governing Body follows the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the School
- alongside pupils who do not have SEND, designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.
- inform parents/carers when they are making special educational provision for a child
- prepare a SEND Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the School for disabled children and their accessibility plan showing how they plan to improve access progressively over time

8.5 The Headteacher/Head of School:

8.6 The Headteacher/Head of School 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/Head of School and SENDCo keep the Local Governing Body fully informed on Special Educational Needs issues. The Headteacher/Head of School works closely with the SENDCo and the Governor with responsibility for SEND.

8.7 SENDCo:

8.8 In collaboration with the Headteacher/Head of School and Local Governing Body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

8.9 The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co- ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high- quality teaching for children with special educational needs.

8.10 Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the

SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

8.11 The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

8.12 The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for Pupils with SEND and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- 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 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 pupils 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/Head of School and the governors to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

8.13 <u>All Teaching and Non-Teaching Staff:</u>

- All staff are aware of the School's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants/learning coaches liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review)

8.14 Meeting Medical Needs

8.15 The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans normally specify the type and level of support required to meet the medical needs of such pupils.

8.16 Where children and young people also have SEND, their provision is planned and delivered in a co-ordinated way. The *Early Help Assessment* and *Right for Children* are systems used to support multi-agency working. These systems support us in bringing together health and social care needs, as well as special educational provision through the Team Around the Family (TAF).

8.17 The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the School complies with its duties under the Equality Act 2010. ***Please see the School's Medical Policy for further details. The Single Equality Policy, the Intimate Care Policy and the Accessibility Policy may also be relevant.***

8.18 Children in Hospital

8.19 The member of staff responsible for ensuring that pupils with health needs have proper access to education liaises with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This enables optimum opportunities for educational progress and achievement.

9. SEND Information Report

9.1 The School ensures that the SEND Information Report is accessible on the School website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year is updated as soon as possible.

10. Complaints

10.1 Any complaint in respect of this policy is to be done via the Trust Complaints policy

11. Review

11.1 This policy will be reviewed annually as per the Trust Policy Schedule

APPENDIX 1

Context
This policy pays due regard to; • The SEND Code of Practice: 0 to 25 years, July 2014, January 2015 • Part 3 of the Children and Families Act 2014 and associated regulations • The Equality Act 2010
Governor responsible for SEND: Sarah Stevenson-Olds
Headteacher/Head of School:Paul Girardot (Executive Headteacher)/Tom Pether (Head of School)
SENDCo: Tom Pether
SENDCo Qualifications: QTS
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